

EXHIBIT A

March 10, 2021

I. Purchase Orders (will be included in the agenda for April's meeting)	\$	0.00
II. Consultant Contracts (not to exceed \$500 each)	\$	0.00
III. Miscellaneous Contracts	\$	0.00
IV. Commercial Warrants	\$	2,118,195.90
V. Revolving Cash Fund Business I (February 28, 2021)	\$	3,420.46
VI. Revolving Cash Fund Business II (February 28, 2021)	\$	3.00
VII. Purchasing Card Expenses January 2021	\$	4,062.77

Explanation of Columns for Commercial Warrants

Column A is the Vendor Name.

Column B is the Warrant Number. When the number repeats, this signifies that warrant contains multiple invoices or multiple budget codes for items within the warrant. It does not mean this amount was paid each line.

Column C is the Warrant Amount. Please note when the warrant number repeats the amount is only paid once.

Column D is the Invoice Number. This may also repeat, but is only paid once. This is replicated when multiple budget codes are used for items within the warrant.

Column E is the Invoice Amount. This number may be replicated if the purchase order has multiple items purchased, however the amount is only paid once.

Column F is the Purchase Order Number.

Column G is the Distribution Amount. When added together, this will equal the warrant amount listed (or repeated) in column C.

Column H-M are the Budget Code charged for the line.

Column N-O are not used by the National School District in the budget code, however other districts in the county may use these fields within the county Peoplesoft system.

A B C D E F G H I J K L M N O
02300: National School District 2021-02-04

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000543 - Leticia Reyes	14748024	14.71	LR011221	14.71		14.71	0100	0000100	1110	1000	4300000	700		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14748025	862.56	1195015	862.56	0000008821	862.56	0100	0000019	1110	1000	4300000	000		
BC0100 - BCK Programs, LLC.	14748026	1,000.00	CT37861157	1,000.00		1,000.00	0100	0980000	1110	1000	5800100	900		
BU0175 - BUS PARTS WAREHOUSE	14748027	71.26	IN130007	20.00	0000008602	20.00	0100	0982000	0000	3600	4300000	038		
BU0175 - BUS PARTS WAREHOUSE	14748027	71.26	IN130185	51.26	0000008670	51.26	0100	0982000	0000	3600	4300000	038		
CA1900 - California Debt and Investment	14748028	750.00	28545	750.00		750.00	0100	0000623	0000	7200	5800000	000		
CP0110 - Crisis Prevention Institute	14748029	300.00	IUS0183400	150.00		150.00	0100	0000019	5001	1190	4300000	022		
CP0110 - Crisis Prevention Institute	14748029	300.00	IUS0183589	150.00		150.00	0100	0000019	5001	1190	4300000	022		
DE0220 - KING BUSINESS SERVICES, INC.	14748030	1,323.50	158553	728.50	0000008847	728.50	0100	0000660	0000	8100	5600150	057		
DE0220 - KING BUSINESS SERVICES, INC.	14748030	1,323.50	158537	595.00	0000008847	595.00	0100	0000660	0000	8100	5600150	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14748031	604.13	09-0240927	155.21	0000008516	155.21	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14748031	604.13	09-0241118	149.29	0000008516	149.29	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14748031	604.13	09-0241218	299.63	0000008516	299.63	0100	8150100	0000	8100	4300000	057		
FI0550 - FISHER WIRELESS SERVICES INC	14748032	349.86	071632	349.86	0000008171	349.86	0100	0982000	0000	3600	5900200	038		
FR0602 - Quadient Finance USA	14748033	2,000.00	7900 0110 3954 0938 01/27/21	2,000.00		2,000.00	0100	0000623	0000	7200	5900300	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14748034	1,648.58	SS100123744	1,648.58	0000008177	706.05	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14748034	1,648.58	SS100123744	1,648.58	0000008177	942.53	0100	0983000	5001	3600	4400000	038		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HO0350 - THE HOME DEPOT	14748035	637.11	9231025	176.09	0000008815	176.09	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14748035	637.11	9540526	87.16	0000008815	87.16	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14748035	637.11	8245408	80.75	0000008815	80.75	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14748035	637.11	2532670	16.59	0000008815	16.59	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14748035	637.11	4246373	276.52	0000008815	276.52	0100	8150100	0000	8100	4300000	057		
J10400 - JIVE COMMUNICATIONS, INC.	14748036	11,207.88	CT3365 IN7001794 88	11,207.88		11,207.88	0100	0000665	0000	8100	5900100	000		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14748037	565.59	9007470931	565.59	0000008330	29.97	0100	1100699	1110	1000	5600200	888		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14748037	565.59	9007470931	565.59	0000008330	33.69	0100	1100699	1110	1000	5600200	888		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14748037	565.59	9007470931	565.59	0000008330	236.33	0100	1100699	1110	1000	5600200	888		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14748037	565.59	9007470931	565.59	0000008330	265.60	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14748038	180.05	434362166	180.05	0000008124	30.00	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14748038	180.05	434362166	180.05	0000008124	150.05	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14748039	178.36	5013582608	178.36	0000008890	78.42	0100	0000623	0000	7200	5600200	000		
KO161 - Konica Minolta Premier Finance	14748039	178.36	5013582608	178.36	0000008890	99.94	0100	0000623	0000	7200	5600200	000		
LE0400 - Learning A-Z	14748040	4,914.35	3301361	4,914.35	0000008845	-964.25	0100	0000100	1110	1000	5800710	800		
LE0400 - Learning A-Z	14748040	4,914.35	3301361	4,914.35	0000008845	-400.00	0100	0000100	1110	1000	5800710	800		
LE0400 - Learning A-Z	14748040	4,914.35	3301361	4,914.35	0000008845	400.00	0100	0000100	1110	1000	5800710	800		
LE0400 - Learning A-Z	14748040	4,914.35	3301361	4,914.35	0000008845	5,878.60	0100	0000100	1110	1000	5800710	800		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ME1000 - HANDY METAL MART	14748041	26.54	500778	26.54	0000007499	26.54	0100	8150100	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14748042	250.97	3930-320685	250.97	0000008814	250.97	0100	0000660	0000	8100	4300000	057		
OR0500 - ORKIN EXTERMINATING INC	14748043	418.00	27021289 Jan 2021	418.00	0000008065	418.00	1300	5310000	0000	3700	5600000	000		
PI0625 - PIPS C/O KEENAN - SETECH	14748044	28,479.00	253085	28,479.00		28,479.00	0100	0000000			9910360			
PR0100 - P&R PAPER SUPPLY COMPANY INC	14748045	1,877.91	20262296-00	398.89	0000008066	398.89	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14748045	1,877.91	20262533-00	394.00	0000008066	394.00	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14748045	1,877.91	20266156-00	1,085.02	0000008066	1,085.02	1300	5310000	0000	3700	4300000	000		
RI0020 - RCOM RADIO LLC	14748046	1,339.56	15362	900.00	0000008684	900.00	0100	0000660	0000	8100	5600150	057		
RI0020 - RCOM RADIO LLC	14748046	1,339.56	15358	439.56	0000008686	439.56	0100	0000460	1110	1000	4300000	800		
TO0112 - TOSHIBA FINANCIAL SERVICES	14748047	511.13	5013598410	511.13	0000008139	85.18	0100	1100699	1110	1000	5600200	999		
TO0112 - TOSHIBA FINANCIAL SERVICES	14748047	511.13	5013598410	511.13	0000008139	425.95	0100	1100699	1110	1000	5600200	999		
TO0115 - TOSHIBA FINANCIAL SERVICES	14748048	355.12	434496063	179.91	0000008141	179.91	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14748048	355.12	434353082	175.21	0000008757	-874.69	0100	0000660	0000	8100	5600200	057		
TO0115 - TOSHIBA FINANCIAL SERVICES	14748048	355.12	434353082	175.21	0000008757	1,049.90	0100	0000660	0000	8100	5600200	057		
UL0080 - ULINE	14748049	4,871.97	129154383	4,871.97	0000008828	565.47	0100	8150100	0000	8100	4300000	057		
UL0080 - ULINE	14748049	4,871.97	129154383	4,871.97	0000008828	1,435.50	0100	8150100	0000	8100	4300000	057		
UL0080 - ULINE	14748049	4,871.97	129154383	4,871.97	0000008828	2,871.00	0100	8150100	0000	8100	4300000	057		
US0230 - US BANK EQUIPMENT FINANCE	14748050	792.22	434103859	792.22	0000008164	792.22	6200	0000000	0000	2700	5600200	062		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 67
 Run Date 2/4/2021
 Run Time 8:01:12 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14748051	133.54	A280865	133.54	0000008429	133.54	0100	8150100	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14748052	115.26	79755061	115.26	0000008886	115.26	0100	0000019	1110	1000	4300000	000		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		2,162.53	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		608.57	0100	9065100	1110	1000	5100000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		421.81	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		2,043.90	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		2,446.33	0100	9065100	1110	1000	5100000	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		4,112.23	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		1,776.24	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		0.00	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		2,499.40	0100	9065100	1110	1000	5100000	888		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045694	20,156.80		4,085.79	0100	9065100	1110	1000	5100000	999		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		11,692.05	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		7,419.98	0100	9065100	1110	1000	5100000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		13,000.42	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		14,230.66	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		9,354.53	0100	9065100	1110	1000	5100000	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		16,333.03	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		9,779.33	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		11,329.84	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045695	111,135.34		7,832.79	0100	9065100	1110	1000	5100000	888		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 68
 Run Date 2/4/2021
 Run Time 8:01:12 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
YM0021 - YMCA OF SAN DIEGO COUNTY	14748053	131,292.14	CT3045 695	111,135.34		10,162.71	0100	9065100	1110	1000	5100000	999		
FR0602 - Quadiant Finance USA	Z0000180 246	0.00	To Close PO's #7838 & 8097	0.00	00000080 97	-222.30	0100	0000623	0000	7200	4300000	000		
FR0602 - Quadiant Finance USA	Z0000180 246	0.00	To Close PO's #7838 & 8097	0.00	00000078 38	6.00	0100	0000623	0000	7200	4300000	000		
FR0602 - Quadiant Finance USA	Z0000180 246	0.00	To Close PO's #7838 & 8097	0.00	00000078 38	216.30	0100	0000623	0000	7200	4300000	000		

Business Unit Total: \$197,071.30

0100	\$ 193,983.17
1300	\$ 2,295.91
6200	\$ 792.22
TOTAL:	\$ 197,071.30

02300: National School District

2021-02-08

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000530 - Lissa Navarro	14749439	95.68	LGN011221	95.68		95.68	0100	0980000	1110	1000	4300000	700		
AP0053 - APPLE COMPUTER	14749440	164,106.00	AE22075513	470.54	0000008776	4.00	0100	0000618	0000	7100	4400380	012		
AP0053 - APPLE COMPUTER	14749440	164,106.00	AE22075513	470.54	0000008776	466.54	0100	0000618	0000	7100	4400380	012		
AP0053 - APPLE COMPUTER	14749440	164,106.00	AE15337906	163,635.46	0000008672	376.00	0100	0000019	1110	1000	4400380	020		
AP0053 - APPLE COMPUTER	14749440	164,106.00	AE15337906	163,635.46	0000008672	163,259.46	0100	0000019	1110	1000	4400380	020		
AS0140 - ASELTINE SCHOOL	14749441	8,515.76	CT3636 JAN 2021	8,515.76		8,515.76	0100	6500000	5770	1180	5800500	022		
CO1317 - CDW	14749442	88,800.00	4949839	88,800.00	0000008734	72.00	0100	0000019	1110	1000	4400380	020		
CO1317 - CDW	14749442	88,800.00	4949839	88,800.00	0000008734	88,728.00	0100	0000019	1110	1000	4400380	020		
DI0020 - DIAMOND JACK ENTERPRISES INC	14749443	797.50	8059 Jan 2021	797.50	0000008059	797.50	1300	5310000	0000	3700	4700000	000		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14749444	146.24	09-0241351	87.53	0000008516	87.53	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14749444	146.24	09-0241520	58.71	0000008516	58.71	0100	8150100	0000	8100	4300000	057		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-1 17-F3 102933 013121	711.36		711.36	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		2,957.00	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	111		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		45.00	0100	0000665	0000	8100	5500400	222		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934	3,302.00		45.00	0100	0000665	0000	8100	5500400	225		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
			013121											
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	333		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	444		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	555		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	666		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	777		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		30.00	0100	0000665	0000	8100	5500400	888		
ED0300 - EDCO DISPOSAL CORPORATION	14749445	4,013.36	MT401-2 17-F 102934 013121	3,302.00		45.00	0100	0000665	0000	8100	5500400	999		
HA1525 - HAWTHORNE POWER SYSTEMS	14749446	364.58	SS100123 775	182.29	00000081 78	12.42	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14749446	364.58	SS100123 775	182.29	00000081 78	169.87	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14749446	364.58	SS100123 777	182.29	00000081 77	12.42	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14749446	364.58	SS100123 777	182.29	00000081 77	169.87	0100	0983000	5001	3600	4400000	038		
HU0500 - HUNTER'S NURSERY, INC.	14749447	1,773.61	33908	281.28	00000085 21	281.28	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14749447	1,773.61	33911	256.98	00000085 21	256.98	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14749447	1,773.61	33907	1,235.35	00000088 52	1,235.35	0100	8150100	0000	8100	4300000	057		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 49
Run Date 2/8/2021
Run Time 8:06:43 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ME0501 - Metro Refrigeration	14749448	585.00	19849-1	585.00	0000008063	585.00	1300	5310000	0000	3700	5600000	000		
OR0500 - ORKIN EXTERMINATING INC	14749449	2,317.05	NATLS0121	2,317.05	0000008148	2,317.05	0100	0000660	0000	8100	5500600	057		
RA0400 - RAYNE WATER SYSTEMS	14749450	764.69	B1 50974799	764.69		764.69	0100	9010999	0000	2420	5800000	020	<i>2/11/21 Cancelled</i>	
RE0475 - RSD - NATIONAL CITY	14749451	122.16	61165235-00	122.16	0000008518	122.16	0100	8150100	0000	8100	4300000	057		
RG0200 - RGC General Engineering, Inc.	14749452	11,250.00	5811	11,250.00	0000008404	11,250.00	0100	8150100	0000	8100	5600150	057		
SA0280 - SAMBASAFETY	14749453	57.83	INV00544450	57.83		57.83	0100	0982000	0000	3600	5600100	038		
SC0875 - School Specialty	14749454	248.99	208126520415	248.99	0000008457	31.12	0100	0000626	0000	7200	4300000	000		
SC0875 - School Specialty	14749454	248.99	208126520415	248.99	0000008457	217.87	0100	0000626	0000	7200	4300000	000		
SO0100 - SC Commerical, LLC.	14749455	762.65	1805411-IN	762.65	0000008676	362.65	0100	0000660	0000	8100	4300560	057		
SO0100 - SC Commerical, LLC.	14749455	762.65	1805411-IN	762.65		400.00	0100	0000660	0000	8100	4300560	057		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		199.00	0100	0000100	1110	1000	1100300	444		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		200.00	0100	0980000	1110	1000	5800000	215		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		199.00	0100	3010100	1110	1000	5800000	100		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		199.00	0100	3010100	1110	1000	5800000	500		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		199.00	0100	3010100	1110	1000	5800000	600		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		398.00	0100	7420000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		1,393.00	0100	7420000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281404	8,757.00		995.00	0100	7420000	1110	1000	5800000	222		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		398.00	0100	7420000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		796.00	0100	7420000	1110	1000	5800000	444		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		796.00	0100	7420000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		796.00	0100	7420000	1110	1000	5800000	666		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		1,194.00	0100	7420000	1110	1000	5800000	777		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		398.00	0100	7420000	1110	1000	5800000	888		
SW0300 - Swing Education, Inc.	14749456	8,757.00	CT3767 INV00281 404	8,757.00		597.00	0100	7420000	1110	1000	5800000	999		

Business Unit Total: \$293,478.10

0100	\$ 292,095.60
1300	\$ 1,382.50
TOTAL:	\$ 293,478.10

02300: National School District

2021-02-11

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
000000013 - Lorena Dambois	14750364	9.70	LD020221	9.70		9.70	1200	5210000	0001	1000	4300000	000		
000000109 - Leticia Hernandez	14750365	26.04	LH020221	26.04		26.04	1200	6105100	0001	1000	4300000	000		
0000000544 - Ronald Rodriguez	14750366	34.61	RR020221	34.61		34.61	0100	0000100	1110	1000	4300000	800		
AP0053 - APPLE COMPUTER	14750367	106.57	AE23305560	85.91	0000008888	85.91	0100	0000460	1110	1000	4300000	800		
AP0053 - APPLE COMPUTER	14750367	106.57	AE23284581	20.66	0000008888	20.66	0100	0000460	1110	1000	4300000	800		
AT0500 - AT&T INFORMATION SYSTEMS	14750368	76.77	MT201000015979809	76.77		76.77	0100	0000665	0000	8100	5900100	000		
CH0800 - RADY CHILDREN'S HOSPITAL	14750369	44,875.54	CT3451N0037	44,875.54		28,521.61	0100	0000900	0000	3140	5800000	022		
CH0800 - RADY CHILDREN'S HOSPITAL	14750369	44,875.54	CT3451N0037	44,875.54		16,353.93	0100	0000500	1110	3140	5800000	022		
CO1317 - CDW	14750370	1,045,953.84	7339473	4,904.63	0000008709	4,904.63	0100	0000019	1110	1000	4300000	020		
CO1317 - CDW	14750370	1,045,953.84	5088523	1,041,049.21	0000008734	844.10	0100	0000019	1110	1000	4400380	020		
CO1317 - CDW	14750370	1,045,953.84	5088523	1,041,049.21	0000008734	1,040,205.11	0100	0000019	1110	1000	4400380	020		
DIO150 - DIALCOM SYSTEMS GROUP, INC.	14750371	312.91	11590	312.91	0000008863	312.91	0100	8150100	0000	8100	4300000	057		
EW0100 - EWING	14750372	2,776.25	13366048	2,776.25	0000008893	275.00	0100	8150100	0000	8100	4300000	057		
EW0100 - EWING	14750372	2,776.25	13366048	2,776.25	0000008893	2,501.25	0100	8150100	0000	8100	4300000	057		
FO0301 - FOLLETT LIBRARY RESOURCES	14750373	325.16	1417304	325.16	0000008307	325.16	0100	0000019	0000	7700	4300000	020		
GN0100 - GNP Branded Gear	14750374	1,551.82	75123-1	1,551.82	0000008827	51.82	0100	0000019	1110	1000	4300000	000		
GN0100 - GNP Branded Gear	14750374	1,551.82	75123-1	1,551.82	0000008827	1,500.00	0100	0000019	1110	1000	4300000	000		
HO0350 - THE HOME DEPOT	14750375	330.83	7054400	309.32	0000008815	309.32	0100	8150100	0000	8100	4300000	057		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HO0350 - THE HOME DEPOT	14750375	330.83	7900483	21.51	00000088 15	21.51	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14750376	667.51	33909	667.51	00000089 24	667.51	0100	8150100	0000	8100	4300000	057		
KO161 - Konica Minolta Premier Finance	14750377	656.82	50136631 64	335.99	00000080 72	40.90	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14750377	656.82	50136631 64	335.99	00000080 73	43.10	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14750377	656.82	50136631 64	335.99	00000080 72	122.69	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14750377	656.82	50136631 64	335.99	00000080 73	129.30	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14750377	656.82	50137166 03	320.83	00000080 69	320.83	0100	1100699	1110	1000	5600200	111		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	ADJ 28780502 20	-494.87		-494.87	0100	9010999	1110	1000	4300000	300		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	32074401 21	368.66	00000088 32	368.66	1200	6105100	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	35081102 21	137.46	00000088 81	6.99	0100	0000100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	35081102 21	137.46	00000088 81	43.49	0100	0000100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	35081102 21	137.46	00000088 81	43.49	0100	0000100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14750378	11.25	35081102 21	137.46	00000088 81	43.49	0100	0000100	1110	1000	4300000	700		
MO1420 - More Direct	14750379	405.19	6767419	405.19	00000088 66	83.61	0100	6500000	5001	2100	4300000	022		
MO1420 - More Direct	14750379	405.19	6767419	405.19	00000088 66	107.19	0100	6500000	5001	2100	4300000	022		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
MO1420 - More Direct	14750379	405.19	6767419	405.19	00000088 66	107.19	0100	6500000	5001	2100	4300000	022		
MO1420 - More Direct	14750379	405.19	6767419	405.19	00000088 66	107.20	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15242807 1001	89.43	00000088 34	31.90	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15242807 1001	89.43	00000088 34	57.53	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15243343 5001	17.61	00000088 34	17.61	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15249422 6001	839.46	00000088 38	419.73	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15249422 6001	839.46	00000088 38	419.73	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15257313 5001	249.89	00000088 46	249.89	0100	0982000	0000	3600	4300000	038		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15257570 0001	218.33	00000088 46	27.07	0100	0982000	0000	3600	4300000	038		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15257570 0001	218.33	00000088 46	39.03	0100	0983000	5001	3600	4300000	038		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15257570 0001	218.33	00000088 46	152.23	0100	0983000	5001	3600	4300000	038		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15128616 7001	36.95	00000088 76	15.21	0100	3010100	1110	1000	4300000	400		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15128616 7001	36.95	00000088 76	21.74	0100	3010100	1110	1000	4300000	400		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15184166 4001	50.14	00000080 64	50.14	1300	5310000	0000	3700	4300000	000		
OF0075 - OFFICE DEPOT	14750380	1,510.93	15194010 9001	9.12	00000080 64	9.12	1300	5310000	0000	3700	4300000	000		
PR0115 - PresenceLearning, Inc.	14750381	4,068.72	CT3761 INV39836	4,068.72		4,068.72	0100	0000019	5001	1190	4300300	022		
RA0400 - RAYNE WATER SYSTEMS	14750382	212.50	MT310 029671 020321	142.50		142.50	0100	0000665	0000	8100	5600100	000		
RA0400 - RAYNE WATER SYSTEMS	14750382	212.50	MT312 208477 020321	70.00		70.00	0100	0000460	0000	2700	5600100	400		
SA1200 - SAN DIEGO GAS & ELECTRIC	14750383	14,295.16	MT101 1065 749 430 3 020321	14,295.16		5,639.67	0100	0000665	0000	8100	5500100	222		
SA1200 - SAN DIEGO GAS & ELECTRIC	14750383	14,295.16	MT101 1065 749 430 3	14,295.16		3,616.94	0100	0000665	0000	8100	5500100	225		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 76
 Run Date 2/11/2021
 Run Time 8:03:11 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
			020321											
SA1200 - SAN DIEGO GAS & ELECTRIC	14750383	14,295.16	MT101 1065 749 430 3 020321	14,295.16		5,038.55	0100	0000665	0000	8100	5500100	444		
SA1200 - SAN DIEGO GAS & ELECTRIC	14750384	727.42	MT102 4440 142 383 9 020421	727.42		727.42	0100	0000665	0000	8100	5500100	777		
SA1200 - SAN DIEGO GAS & ELECTRIC	14750385	608.21	MT102 4440 144 556 8 020421	608.21		608.21	0100	0000665	0000	8100	5500100	777		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14750386	4,443.48	7168-5	355.57	00000082 65	355.57	0100	8150100	0000	8100	4300000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14750386	4,443.48	7134-7	3,001.50	00000088 49	3,001.50	0100	0000660	0000	8100	4400000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14750386	4,443.48	7167-7	1,086.41	00000088 50	1,086.41	0100	0000660	0000	8100	4400000	057		
SO1000 - SBCS Corp.	14750387	7,616.00	SBCS NCCFRC Jan 2021	7,616.00		7,616.00	0100	0000737	8100	5000	5800100	021		
SO1227 - So-Cal Truck Stop	14750388	666.60	MT831 Jan 2021	666.60		666.60	0100	0983000	5001	3600	4300560	038		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14750389	325.76	PINV0775 629	252.84	00000087 45	252.84	1200	5210000	0001	1000	4300000	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14750389	325.76	PINV0779 325	72.92	00000088 43	72.92	0100	0000660	0000	8100	4300000	057		
ST0100 - STANDARD ELECTRONICS	14750390	190.00	S44977	190.00	00000089 25	190.00	0100	8150100	0000	8100	5600150	057		
ST0585 - STAPLES BUSINESS ADVANTAGE	14750391	222.94	34680373 92	192.04	00000088 35	192.04	0100	0000500	0000	3140	4300000	022		
ST0585 - STAPLES BUSINESS ADVANTAGE	14750391	222.94	34680373 91	30.90	00000088 36	30.90	0100	0000500	0000	3140	4300000	600		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		199.00	0100	0980000	1110	1000	5800000	500		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		2,786.00	0100	7420000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		1,792.00	0100	7420000	1110	1000	5800000	222		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		398.00	0100	7420000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		2,388.00	0100	7420000	1110	1000	5800000	333		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		796.00	0100	7420000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		796.00	0100	7420000	1110	1000	5800000	666		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		0.00	0100	7420000	1110	1000	5800000	777		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		597.00	0100	7420000	1110	1000	5800000	888		
SW0300 - Swing Education, Inc.	14750392	10,349.00	CT3767 INV00283 519	10,349.00		597.00	0100	7420000	1110	1000	5800000	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14750393	167.54	5382987	167.54	00000082 08	72.59	1300	5310000	0000	3700	5600200	000		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14750393	167.54	5382987	167.54	00000082 08	94.95	1300	5310000	0000	3700	5600200	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	43492469 2	378.59	00000081 43	189.29	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	43492469 2	378.59	00000081 45	189.30	0100	1100699	1110	1000	5600200	444		
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	43533313 3	130.86	00000087 92	65.43	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	43533313 3	130.86	00000087 92	65.43	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	43514566 9	130.86	00000087 94	65.43	0100	0000737	8100	5000	5600200	021		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
TO0115 - TOSHIBA FINANCIAL SERVICES	14750394	640.31	435145669	130.86	0000008794	65.43	0100	0000737	8100	5000	5600200	021		
WA0110 - Walter Andersen	14750395	398.08	1-1540629	398.08	0000008894	398.08	0100	8150100	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14750396	6,725.80	8820 Jan 2021	6,725.80	0000008820	735.26	0100	0000644	0000	8100	4300000	056		
WA1175 - WAXIE SANITARY SUPPLY	14750396	6,725.80	8820 Jan 2021	6,725.80	0000008820	1,797.50	0100	0000644	0000	8100	4300000	111		
WA1175 - WAXIE SANITARY SUPPLY	14750396	6,725.80	8820 Jan 2021	6,725.80	0000008820	916.04	0100	0000644	0000	8100	4300000	555		
WA1175 - WAXIE SANITARY SUPPLY	14750396	6,725.80	8820 Jan 2021	6,725.80	0000008820	3,277.00	0100	0000644	0000	8100	4300000	777		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	1,689.54	0100	0000644	0000	8100	4300000	056		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	2,944.10	0100	0000644	0000	8100	4300000	111		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	126.88	0100	0000644	0000	8100	4300000	222		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	640.56	0100	0000644	0000	8100	4300000	225		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	126.88	0100	0000644	0000	8100	4300000	333		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	3,444.98	0100	0000644	0000	8100	4300000	444		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	2,951.06	0100	0000644	0000	8100	4300000	555		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	126.88	0100	0000644	0000	8100	4300000	666		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	1,052.92	0100	0000644	0000	8100	4300000	777		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	126.88	0100	0000644	0000	8100	4300000	888		
WA1175 - WAXIE SANITARY SUPPLY	14750397	14,771.55	8755 Dec 2020	14,771.55	0000008755	1,540.87	0100	0000644	0000	8100	4300000	999		
XE0100 - XEROX CORPORATION	14750398	224.42	012556327	224.42	0000007981	56.63	0100	0980000	1110	1000	5600200	700		
XE0100 - XEROX CORPORATION	14750398	224.42	012556327	224.42	0000007981	167.79	0100	0980000	1110	1000	5600200	700		
XE0120 - XEROX FINANCIAL SERVICES	14750399	837.38	2458847	837.38	0000008187	93.05	0100	0000625	0000	7200	5600200	020		
XE0120 - XEROX FINANCIAL	14750399	837.38	2458847	837.38	0000008187	744.33	0100	0000625	0000	7200	5600200	020		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 79
Run Date 2/11/2021
Run Time 8:03:11 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SERVICES														
ZO0100 - Zonar Connected	14750400	5,929.26	SI491518	5,929.26	0000008916	5,929.26	0100	0982000	0000	3600	5800710	038		

Business Unit Total: \$1,173,051.87

0100	\$ 1,172,167.83
1200	\$ 657.24
1300	\$ 226.80
TOTAL:	\$ 1,173,051.87

02300: National School District

2021-02-16

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000037 - AMERICAN FIDELITY ADMINISTRATIVE	14751601	1,375.00	CT3737 49010	687.50		687.50	0100	0000623	0000	7200	5800000	000		
0000000037 - AMERICAN FIDELITY ADMINISTRATIVE	14751601	1,375.00	CT3737 49596	687.50		687.50	0100	0000623	0000	7200	5800000	000		
0000000136 - San Diego County Dental FBC	14751602	438.22	SDCDFBC Classified Jan 21	438.22		438.22	0100	0000000			9910099			
0000000136 - San Diego County Dental FBC	14751603	438.22	SDCDFBC Classified Feb 21	438.22		438.22	0100	0000000			9910099			
0000000136 - San Diego County Dental FBC	14751604	1,204.30	SDCDFBC Certificate d Jan 21	1,204.30		1,204.30	0100	0000000			9910099			
0000000136 - San Diego County Dental FBC	14751605	1,204.30	SDCDFBC Certificate d Feb 21	1,204.30		1,204.30	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14751606	26.14	SDCVSP Classified Jan 2021	26.14		26.14	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14751607	26.14	SDCVSP Classified Feb 2021	26.14		26.14	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14751608	52.28	SDCVSP Certificate d Jan 2021	52.28		52.28	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14751609	52.28	SDCVSP Certificate d Feb 2021	52.28		52.28	0100	0000000			9910099			
0000000432 - FBC Hyatt Legal	14751610	234.00	Retiree Plan Jan 2021	234.00		234.00	0100	0000731	0000	7100	3702000	000		
0000000432 - FBC Hyatt Legal	14751611	234.00	Retiree Plan Feb 2021	234.00		234.00	0100	0000731	0000	7100	3702000	000		
AP0053 - APPLE COMPUTER	14751612	663.54	AE024632 89	158.00	00000087 76	79.00	0100	0000618	0000	7100	4400380	012		
AP0053 - APPLE COMPUTER	14751612	663.54	AE024632 89	158.00	00000087 76	79.00	0100	0000618	0000	7100	4400380	013		
AP0053 - APPLE COMPUTER	14751612	663.54	AE046122 77	35.00	00000087 76	17.50	0100	0000618	0000	7100	4400380	012		
AP0053 - APPLE COMPUTER	14751612	663.54	AE046122 77	35.00	00000087 76	17.50	0100	0000618	0000	7100	4400380	013		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 47
 Run Date 2/16/2021
 Run Time 8:05:18 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AP0053 - APPLE COMPUTER	14751612	663.54	AE22965144	470.54	0000008776	4.00	0100	0000618	0000	7100	4400380	013		
AP0053 - APPLE COMPUTER	14751612	663.54	AE22965144	470.54	0000008776	466.54	0100	0000618	0000	7100	4400380	013		
BO0800 - BOYS & GIRLS CLUB	14751613	3,183.63	2020-8956-ICS	3,183.63	0000008165	3,183.63	6200	6030000	0000	8700	5600400	062		
DE1015 - DEPARTMENT OF JUSTICE	14751614	96.00	491887	96.00	0000006841	96.00	0100	0000620	0000	7200	4300000	030		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14751615	198.87	09-0242208	51.09	0000008516	51.09	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14751615	198.87	09-0242312	147.78	0000008516	147.78	0100	8150100	0000	8100	4300000	057		
HO0230 - HOLLANDIA DAIRY	14751616	29,192.92	8062 Jan 2021	29,192.92	0000008062	29,192.92	1300	5310000	0000	3700	4700000	000		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		2,295.78	6200	0000460	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		506.99	6200	0981115	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		12,930.62	6200	0000100	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		3,297.02	6200	0981200	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		519.23	6200	0981210	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		859.39	6200	0981211	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March 2021	32,247.06		3,288.77	6200	1400000	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	000295763-0001 March	32,247.06		2,927.00	6200	3220000	1110	1000	3401000	062		

Report ID: APX2030

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Page No. 48
 Run Date 2/16/2021
 Run Time 8:05:18 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
			2021											
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	00029576 3-0001 March 2021	32,247.06		1,817.33	6200	0000460	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	00029576 3-0001 March 2021	32,247.06		1,639.62	6200	0981212	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14751617	32,247.06	00029576 3-0001 March 2021	32,247.06		2,165.31	6200	0000000	0000	8100	3402000	062		
MC0400 - Michele E. McClowry	14751618	7,314.86	CT3776 NSD December	7,314.86		7,314.86	0100	0980999	0000	7200	5800000	000		
NO0300 - NORTHERN TOOL & EQUIPMENT	14751619	103.48	47170591	103.48	00000080 10	103.48	0100	0000644	0000	8100	4300000	056		
RA0500 - Rackspace US, Inc,	14751620	764.69	CT3712 B1- 50974799	764.69		764.69	0100	9010999	0000	2420	5800000	020		
SC0110 - School Counselor Resources	14751621	41.44	SI166776	41.44	00000087 35	4.12	0100	3010100	1110	1000	4300000	700		
SC0110 - School Counselor Resources	14751621	41.44	SI166776	41.44	00000087 35	10.18	0100	3010100	1110	1000	4300000	700		
SC0110 - School Counselor Resources	14751621	41.44	SI166776	41.44	00000087 35	27.14	0100	3010100	1110	1000	4300000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	54.43	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	78.97	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M7055543 8	3,077.50	00000086 97	93.30	0100	3010100	1110	1000	4200000	700		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	93.30	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	97.19	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	128.29	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	128.29	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	128.29	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	128.29	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	166.10	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	237.42	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	260.83	0100	3010100	1110	1000	4200000	700		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	261.20	0100	3010100	1110	1000	4200000	700		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14751622	3,077.50	M70555438	3,077.50	0000008697	269.15	0100	3010100	1110	1000	4200000	700		
SO1330 - SOUTHLAND TECHNOLOGY	14751623	17,589.44	SI-83407	17,589.44	0000008303	0.00	0100	0000019	0000	2100	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14751623	17,589.44	SI-83407	17,589.44	0000008303	45.00	0100	0000019	0000	2100	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14751623	17,589.44	SI-83407	17,589.44	0000008303	734.06	0100	0000019	0000	2100	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14751623	17,589.44	SI-83407	17,589.44	0000008303	1,665.00	0100	0000019	0000	2100	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14751623	17,589.44	SI-83407	17,589.44	0000008303	15,145.38	0100	0000019	0000	2100	4400380	020		

Business Unit Total: \$99,758.31

0100	\$ 35,134.70
1300	\$ 29,192.92
6200	\$ 35,430.69
TOTAL:	\$ 99,758.31

02300: National School District

2021-02-18

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000037 - AMERICAN FIDELITY ADMINISTRATIVE	14752384	687.50	CT3737 50354	687.50		687.50	0100	0000623	0000	7200	5800000	000		
BR0350 - BREAKOUT, INC	14752385	584.52	31596	584.52	00000088 78	53.63	0100	3010100	1110	1000	5800710	300		
BR0350 - BREAKOUT, INC	14752385	584.52	31596	584.52	00000088 78	106.18	0100	3010100	1110	1000	5800710	300		
BR0350 - BREAKOUT, INC	14752385	584.52	31596	584.52	00000088 78	424.71	0100	3010100	1110	1000	5800710	300		
CA3340 - CATHOLIC CHARITIES	14752386	1,200.00	CT3691 FEB04202 1	1,200.00		1,200.00	1200	6105100	0001	1000	5800100	000		
CH0800 - RADY CHILDREN'S HOSPITAL	14752387	8,526.45	CT3451 N0038	8,526.45		8,526.45	1200	5210000	0001	3140	5800000	000		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		138.00	0100	0000665	0000	8100	5600100	000		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	111		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	222		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	225		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	333		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		30.00	0100	0000665	0000	8100	5600100	444		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	555		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	666		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	777		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	888		
CH1200 - CHULA VISTA ALARM INC	14752388	546.00	MT850 58536	546.00		42.00	0100	0000665	0000	8100	5600100	999		
FO0301 - FOLLETT LIBRARY RESOURCES	14752389	21,439.00	CT3733 1410779	21,439.00		21,439.00	0100	0000424	1110	1000	5800000	024		
HA1525 - HAWTHORNE	14752390	3,552.51	SS100123 890	3,552.51	00000081 78	1,741.50	0100	0982000	0000	3600	5600100	038		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
POWER SYSTEMS														
HA1525 - HAWTHORNE POWER SYSTEMS	14752390	3,552.51	SS100123 890	3,552.51	00000081 78	1,811.01	0100	0982000	0000	3600	5600100	038		
ME0501 - Metro Refrigeration	14752391	787.69	19759	225.00	00000080 63	225.00	1300	5310000	0000	3700	5600000	000		
ME0501 - Metro Refrigeration	14752391	787.69	19760	562.69	00000080 63	170.61	1300	5310000	0000	3700	5600000	000		
ME0501 - Metro Refrigeration	14752391	787.69	19760	562.69	00000080 63	392.08	1300	5310000	0000	3700	5600000	000		
MH0010 - MHS INC	14752392	4,017.60	CT3769 PRM-057024	4,017.60		4,017.60	0100	0000623	0000	7200	5800000	000		
OF0075 - OFFICE DEPOT	14752393	419.73	17179688 1001	1,259.19	00000087 89	209.87	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14752393	419.73	17179688 1001	1,259.19	00000087 89	419.73	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14752393	419.73	17179688 1001	1,259.19		629.59	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14752393	419.73	ADJ 15584960 5001	-839.46		-839.46	0100	0000019	5001	1190	4300000	022		
SA0730 - COUNTY OF SAN DIEGO	14752394	1,132.00	DEH2002-HUPFP-103710	1,132.00	00000089 28	49.00	0100	0000660	0000	8100	5800710	057		
SA0730 - COUNTY OF SAN DIEGO	14752394	1,132.00	DEH2002-HUPFP-103710	1,132.00	00000089 28	324.00	0100	0000660	0000	8100	5800710	057		
SA0730 - COUNTY OF SAN DIEGO	14752394	1,132.00	DEH2002-HUPFP-103710	1,132.00	00000089 28	354.00	0100	0000660	0000	8100	5800710	057		
SA0730 - COUNTY OF SAN DIEGO	14752394	1,132.00	DEH2002-HUPFP-103710	1,132.00	00000089 28	405.00	0100	0000660	0000	8100	5800710	057		
SO0100 - SC Commerical, LLC.	14752395	987.85	1810126-IN	987.85	00000088 92	987.85	0100	0000660	0000	8100	4300560	057		
SO1000 - SBCS Corp.	14752396	22,364.14	CBCS Pre-4-All 020521	22,364.14		22,080.47	1200	5210000	0001	1000	5800100	000		
SO1000 - SBCS Corp.	14752396	22,364.14	CBCS Pre-4-All 020521	22,364.14		283.67	1200	9024977	7110	1000	5800100	028		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 155	1,189.99	00000088 53	77.39	0100	0000019	1110	1000	4300000	020		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 155	1,189.99	00000088 53	280.06	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 155	1,189.99	00000088 53	346.99	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 155	1,189.99	00000088 53	485.55	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 158	584.74	00000088 54	61.79	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 158	584.74	00000088 54	230.17	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 158	584.74	00000088 54	292.78	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 157	536.17	00000088 55	61.94	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 157	536.17	00000088 55	221.67	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 157	536.17	00000088 55	252.56	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 154	1,051.29	00000088 56	53.45	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 154	1,051.29	00000088 56	190.01	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 154	1,051.29	00000088 56	245.16	0100	0000019	1110	1000	4300000	020		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 154	1,051.29	00000088 56	245.16	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 154	1,051.29	00000088 56	317.51	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 156	764.50	00000088 57	82.30	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 156	764.50	00000088 57	294.51	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 156	764.50	00000088 57	387.69	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 153	1,129.03	00000088 58	74.03	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 153	1,129.03	00000088 58	266.14	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 153	1,129.03	00000088 58	326.98	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 153	1,129.03	00000088 58	461.88	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	61.38	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	218.70	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	276.37	0100	0000019	1110	1000	4300000	020		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	276.37	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	373.71	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 149	1,712.83	00000088 60	506.30	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 151	1,371.62	00000088 61	70.17	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 151	1,371.62	00000088 61	249.19	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 151	1,371.62	00000088 61	337.96	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 151	1,371.62	00000088 61	337.96	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 151	1,371.62	00000088 61	376.34	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	54.73	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	197.44	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	276.34	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	276.34	0100	0000019	1110	1000	4300000	020		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	291.94	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14752397	9,895.61	PINV0779 150	1,555.44	00000088 62	458.65	0100	0000019	1110	1000	4300000	020		
SU0900 - Superior Vision Services	14752398	55.41	Superior Classified Jan 2021	55.41		55.41	0100	0000000			9910099			
SU0900 - Superior Vision Services	14752399	55.41	Superior Classified Feb 2021	55.41		55.41	0100	0000000			9910099			
VE0200 - Veba	14752400	3,754.00	Veba Cobra Certificate d Jan 21	3,754.00		3,754.00	0100	0000000			9910099			
VE0200 - Veba	14752401	3,754.00	Veba Cobra Certificate d Feb 21	3,754.00		3,754.00	0100	0000000			9910099			
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		8,135.06	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		8,354.55	0100	9065100	1110	1000	5100000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		13,576.80	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		12,422.39	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		9,158.98	0100	9065100	1110	1000	5100000	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		14,517.39	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		9,952.78	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		11,535.86	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045 778	104,105.89		6,439.84	0100	9065100	1110	1000	5100000	888		
YM0021 - YMCA OF SAN DIEGO COUNTY	14752402	104,105.89	CT3045	104,105.89		10,012.24	0100	9065100	1110	1000	5100000	999		

Business Unit Total: \$187,865.31

0100	\$ 154,987.03
1200	\$ 32,090.59
1300	\$ 787.69
TOTAL:	\$ 187,865.31

02300: National School District

2021-02-22

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000127 - Lida Ramos	14753238	110.63	LR021621	110.63		110.63	0100	6500500	5760	1130	4300000	022		
0000000531 - Jessie Nord	14753239	142.51	JN020621	142.51		142.51	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14753240	993.84	534379836784	68.23	0000008807	11.91	0100	0000019	1110	1000	4300000	555		
AM0100 - AMAZON.COM	14753240	993.84	534379836784	68.23	0000008807	20.50	0100	0000019	1110	1000	4300000	555		
AM0100 - AMAZON.COM	14753240	993.84	534379836784	68.23	0000008807	35.82	0100	0000019	1110	1000	4300000	555		
AM0100 - AMAZON.COM	14753240	993.84	796876487673	48.52	0000008884	48.52	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	839378499337	35.89	0000008884	35.89	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	636757639385	219.50	0000008873	219.50	0100	3010100	1110	1000	4300000	600		
AM0100 - AMAZON.COM	14753240	993.84	683587843665	20.65	0000008882	20.65	0100	3010100	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14753240	993.84	493337389873	91.32	0000008883	91.32	0100	3010100	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14753240	993.84	963587854375	353.33	0000008884	41.90	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	963587854375	353.33	0000008884	65.12	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	963587854375	353.33	0000008884	82.09	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	963587854375	353.33	0000008884	82.11	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	963587854375	353.33	0000008884	82.11	0100	0000460	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14753240	993.84	445975935877	19.42	0000008901	19.42	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14753240	993.84	987799555868	136.98	0000008917	136.98	0100	3010100	1110	1000	4300000	700		
AP0056 - Apple Inc.	14753241	686.00	AE25111207 - AE25111307	686.00	0000007824	686.00	0100	0980200	1110	1000	5600050	020		
AT0500 - AT&T INFORMATION SYSTEMS	14753242	2,850.63	MT201000016036647	2,850.63		2,850.63	0100	0000665	0000	8100	5900100	000		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AT0500 - AT&T INFORMATION SYSTEMS	14753243	1,403.29	MT201 00001603 6098 021321	1,403.29		1,403.29	0100	0000665	0000	8100	5900100	000		
AT0500 - AT&T INFORMATION SYSTEMS	14753244	587.65	MT201 00001604 0461 021321	587.65		587.65	0100	0000665	0000	8100	5900100	000		
C&0100 - C&C Glass	14753245	1,220.00	1-126373	660.00	00000088 44	660.00	0100	8150100	0000	8100	4300000	057		
C&0100 - C&C Glass	14753245	1,220.00	1-126374	560.00	00000088 44	560.00	0100	8150100	0000	8100	4300000	057		
CO3700 - COX COMMUNICATIONS	14753246	179.99	001 3110 05744620 2 020121	179.99	00000081 68	179.99	6200	0000460	0000	2700	5900100	062		
ED0300 - EDCO DISPOSAL CORPORATION	14753247	173.83	17-FR 288860 013121	173.83	00000081 61	173.83	6200	0000000	0000	8100	5500400	062		
FI0550 - FISHER WIRELESS SERVICES INC	14753248	349.86	071981	349.86	00000081 71	349.86	0100	0982000	0000	3600	5900200	038		
FR0200 - FRUTH GROUP	14753249	153.84	444659	153.84	00000078 28	23.10	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14753249	153.84	444659	153.84	00000078 28	28.25	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14753249	153.84	444659	153.84	00000078 28	42.69	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14753249	153.84	444659	153.84	00000078 28	59.80	0100	1100699	1110	1000	5600200	444		
FR0602 - Quadiant Finance USA	14753250	494.53	N8722538	494.53	00000067 38	494.53	0100	0000623	0000	7200	5600000	000		
FU1510 - FUN AND FUNCTION	14753251	35.99	4754346	35.99	00000085 51	35.99	0100	3310000	5750	1130	4300000	022		
GO0301 - GOLD STAR FOODS	14753252	105,007.90	8914 Jan 2021	105,007.90	00000089 14	105,007.90	1300	5310000	0000	3700	4700000	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14753253	182.29	SS100123 934	182.29	00000081 78	12.42	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14753253	182.29	SS100123 934	182.29	00000081 78	169.87	0100	0982000	0000	3600	5600100	038		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14753254	1,040.96	90075161 27	402.16	00000088 24	189.36	1200	9024977	7110	2700	5600200	028		
KO0160 - KONICA MINOLTA BUSINESS	14753254	1,040.96	90075161 27	402.16	00000088 24	212.80	1200	9024977	7110	2700	5600200	028		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SOLUTI														
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14753254	1,040.96	9007516130	638.80	0000008824	300.78	1200	9024977	7110	2700	5600200	028		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14753254	1,040.96	9007516130	638.80	0000008824	338.02	1200	9024977	7110	2700	5600200	028		
LE0400 - Learning A-Z	14753255	118.00	3355384	118.00	0000008897	118.00	0100	3010100	1110	1000	5800710	700		
MC0400 - Michele E. McClowry	14753256	9,595.86	CT3776 NSD Jan 21	9,595.86		9,595.86	0100	0980999	0000	7200	5800000	000		
ME0200 - MeBe San Diego, LLC.	14753257	150.00	CT3787 3233807	150.00		150.00	0100	6500000	5001	3150	5800000	022		
ME1000 - HANDY METAL MART	14753258	206.86	501348	206.86	0000007499	206.86	0100	8150100	0000	8100	4300000	057		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		69.57	0100	0000624	0000	2100	4300000	024		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		202.33	0100	0000615	0000	7100	4300000	010		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		143.68	0100	0000743	0000	7200	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		75.00	0100	3010100	1110	1000	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		57.32	0100	7420000	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		1,448.57	0100	7420000	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		647.30	0100	0000700	4760	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		80.00	0100	3215000	5001	2100	4300000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		375.00	0100	0000618	0000	7100	5200000	011		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		375.00	0100	0000618	0000	7100	5200000	011		

PeopleSoft Accounts Payable
AP TRIAL PAYMENT REGISTER

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		259.00	0100	0000620	0000	7200	5200000	030		
MI1151 - MISSION FEDERAL CREDIT UNION	14753259	4,062.77	MFCU P-Card Jan 2020	4,062.77		330.00	0100	0000620	0000	7200	5800845	030		
MR0200 - MRC / MR. COPY	14753260	977.98	IN1824246	977.98	0000008262	977.98	0100	0000625	0000	7200	5600200	020		
RE0475 - RSD - NATIONAL CITY	14753261	152.19	61165738-00	152.19	0000008518	152.19	0100	8150100	0000	8100	4300000	057		
RI0600 - Riverside Insights	14753262	372.35	INV057757	372.35	0000008576	372.35	0100	6500000	5001	3120	4300000	022		
SA0730 - COUNTY OF SAN DIEGO	14753263	291.00	DEH2006-FFPP-419398	291.00	0000008930	291.00	1300	5310000	0000	3700	5800710	000		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14753264	215.96	6627-7	120.13	0000008265	120.13	0100	8150100	0000	8100	4300000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14753264	215.96	6721.8	95.83	0000008265	95.83	0100	8150100	0000	8100	4300000	057		
SO0100 - SC Commerical, LLC.	14753265	300.34	1813988-IN	300.34	0000008892	300.34	0100	0000660	0000	8100	4300560	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14753266	1,505.15	PINV0779152 - CM130420	1,505.15	0000008859	76.85	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14753266	1,505.15	PINV0779152 - CM130420	1,505.15	0000008859	274.38	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14753266	1,505.15	PINV0779152 - CM130420	1,505.15	0000008859	371.12	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14753266	1,505.15	PINV0779152 - CM130420	1,505.15	0000008859	371.12	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14753266	1,505.15	PINV0779152 - CM130420	1,505.15	0000008859	411.68	0100	0000019	1110	1000	4300000	020		
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14753267	396.94	RI807295	212.06	0000008758	212.06	0100	0000127	1110	1000	4300000	000		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14753267	396.94	RI808260	184.88	0000008791	184.88	0100	0000019	1110	1000	4300000	000		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		7,311.30	0100	0000665	0000	8100	5500300	222		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		1,171.76	0100	0000665	0000	8100	5500300	225		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		1,600.27	0100	0000665	0000	8100	5500300	333		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		1,457.57	0100	0000665	0000	8100	5500300	555		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		3,485.50	0100	0000665	0000	8100	5500300	666		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		1,286.62	0100	0000665	0000	8100	5500300	999		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		309.48	0100	9010377	0001	8100	5500300	000		
SW0100 - SWEETWATER AUTHORITY	14753268	16,774.93	MT302 5240341-000 021221	16,774.93		152.43	0100	6500000	5001	8100	5500300	022		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		199.00	0100	0000100	1110	1000	5800000	400		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		199.00	0100	0980000	1110	1000	5800000	500		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		1,194.00	0100	7420000	1110	1000	5800000	111		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		796.00	0100	7420000	1110	1000	5800000	222		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		1,990.00	0100	7420000	1110	1000	5800000	225		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		398.00	0100	7420000	1110	1000	5800000	333		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		1,194.00	0100	7420000	1110	1000	5800000	444		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		796.00	0100	7420000	1110	1000	5800000	555		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		995.00	0100	7420000	1110	1000	5800000	666		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		995.00	0100	7420000	1110	1000	5800000	777		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		2,189.00	0100	7420000	1110	1000	5800000	888		
SW0300 - Swing Education, Inc.	14753269	13,333.00	CT3767 INV00286 024	13,333.00		2,388.00	0100	7420000	1110	1000	5800000	999		
TO0115 - TOSHIBA FINANCIAL SERVICES	14753270	324.04	43606570 0	173.62	00000080 77	173.62	1300	5310000	0000	3700	4400380	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14753270	324.04	43579137 1	150.42	00000087 92	75.20	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14753270	324.04	43579137 1	150.42	00000087 92	75.22	0100	0000737	8100	5000	5600200	021		
VE0055 - VERIZON WIRELESS	14753271	3,577.99	MT236 98734559 48	3,577.99		3,577.99	0100	0000665	0000	8100	5900100	000		
WE1100 - WESTAIR GASES & EQUIPMENT	14753272	48.18	80355051	48.18	00000082 66	48.18	0100	8150100	0000	8100	4300000	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14753273	418.42	1-460579	418.42	00000082 24	418.42	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$168,435.70

0100	\$ 61,568.40
1200	\$ 1,040.96
1300	\$ 105,472.52
6200	\$ 353.82
TOTAL:	\$ 168,435.70

REVOLVING CASH FUND - BUSINESS I
February 1, 2021 through February 28, 2021

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
2/26/2021	5360	Michael Kurtz	Emergency Payroll	3,417.46
2/26/2021	Bank Fee	Union Bank	Check Image Fee	3.00
			TOTAL	\$3,420.46

REVOLVING CASH FUND - BUSINESS II
February 1, 2021 through February 28, 2021

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
2/26/2021	Bank Fee	Union Bank	Check Image Fee	3.00
TOTAL				\$3.00

Petty cash funds are maintained in Business Services, Family Resource Center, and Service Center for the purchase of office and maintenance supplies.



**NATIONAL SCHOOL DISTRICT
PURCHASING CARD EXPENSES
JANUARY 2021 - BOARD REPORT**

Account Name	Merchant Name	Amount	Expense Description
BRADY,LEIGHANGELA	CALIFORNIA SCHOOL BOAR	375.00	Registration - California School Board Association (CSBA) Virtual 2021 Institute for New & First Term Board Members Workshop on February 11-12, 2021 - Rocina Lizarraga
BRADY,LEIGHANGELA	CALIFORNIA SCHOOL BOAR	202.33	Seven copies of book "Call to Order: A Blueprint for Great Board Meetings" for Board members and Administration Department
BRADY,LEIGHANGELA	CALIFORNIA SCHOOL BOAR	<u>375.00</u>	Registration - California School Board Association (CSBA) Virtual 2021 Institute for New & First Term Board Members Workshop on February 19-20, 2021 - Michelle Gates
BRADY,LEIGHANGELA Total		952.33	
HAYES,BEVERLY	AWILLY'S ELECTRONICS	57.32	Distance Learning Supplies - Five USB hubs for ELPAC testers
HAYES,BEVERLY	AAMZN MKTP	<u>647.30</u>	Office Supplies - Four ink toner cartridges and one printer drum
HAYES,BEVERLY Total	AUS*SM7IC8ZE3	704.62	
HERNANDEZ,LETICIA	ASS CAL SCH ADMIN	259.00	Registration - Negotiator's Virtual Symposium on January 20-21, 2021 - Leticia Hernandez
HERNANDEZ,LETICIA	ACSA CAREER CENTER	<u>330.00</u>	Job Posting - Assistant Superintendent, Business Department on EdCal Print Ad with online posting
HERNANDEZ,LETICIA Total		589.00	
MELANESE,KATHERINE	PAYPAL	<u>75.00</u>	Distance Learning - Virtual Interactive Field Trip about local community, social, and everyday life in Africa
*LEVELUPVILL MELANESE,KATHERINE Total		75.00	
O CONNOR,WENDY	MONOPRICE, INC. OFFICE	424.66	Distance Learning Supplies - Thirty charging cables for student ipads
O CONNOR,WENDY	DEPOT #5125 STAPLES	69.57	Office Supplies - Four heavy duty tape guns and 8 rolls of packing tape
O CONNOR,WENDY	DIRECT	87.63	Distance Learning Supplies - Six large boxes of non-latex rubber bands
O CONNOR,WENDY	STAPLES DIRECT	44.94	Office Supplies - Ergonomic keyboard and mouse combo, and gel keyboard wrist rest for Angelica Del Razo
O CONNOR,WENDY	STAPLES DIRECT	14.67	Office Supplies - Foam mouse pad/wrist rest combo for Angelica Del Razo
O CONNOR,WENDY	AMAZON.COM*MP1N58EG	20.64	Classroom Supplies - Ethernet adapter for Kirsten Maduena's laptop
O CONNOR,WENDY	3 APPLE.COM/US	8.00	Shipping charge for Belkin USB hub and cable
O CONNOR,WENDY	APPLE.COM/US	76.07	Office Supplies - One Belkin USB hub and cable
O CONNOR,WENDY	MONOPRICE, INC.	156.37	Distance Learning Supplies - Twenty charging cables for student ipads
O CONNOR,WENDY	MONOPRICE, INC.	79.27	Distance Learning Supplies - Ten charging cables for student ipads
O CONNOR,WENDY	MONOPRICE, INC.	<u>680.00</u>	Distance Learning Supplies - Fifty mini wall chargers and 20 charging cables for student ipads
O CONNOR,WENDY Total		1661.82	
PIPER,JANNA	AWL*PEARSON EDUCATION	<u>80.00</u>	Software - BASC (Behavior Assessment System for Children) Digital Administration and Interpretive Summary Reports testing software
PIPER,JANNA Total		80.00	

Grand Total: 4062.77

EXHIBIT B

March 10, 2021

2020-21

**GOVERNANCE
HANDBOOK**



Table of contents

1. What every new Board member needs to know
2. Governance Team Protocols
3. Call to order
4. NCETA agreement
5. CSEA agreement
6. National School District Work Calendar
7. Directories
8. Acronyms

New Board Member Orientation

What Every New Board Member Needs to Know



What Every New Board Member Needs To Know

– About The District –

Need to Know:

1. Name of school district: National School District
 2. School district address: 1500 N Avenue National City, CA 91950
-
3. Main district phone number: 619 336-7500

Superintendent:	Phone:	Cell Phone:	Email:
<u>Dr. Leighangela Brady</u>	<u>619-336-7705</u>	<u>619-942-0473</u>	<u>lbrady@nsd.us</u>

4. Administrative Assistants:

Phone:	Cell Phone:	FAX:	Email:
<u>Vanessa Ceseña</u>	<u>619-336-7701</u>	<u>619-643-0693</u>	<u>vcesena@nsd.us</u>
<u>Jocelyn Gomez</u>	<u>619-336-7700</u>	<u>619-643-5489</u>	<u>jgomez@nsd.us</u>

5. Other board members:

Other board members:	Home Phone:	Work phone:	Email:
<u>Maria Betancourt-Castañeda</u>		<u>619-495-8563</u>	<u>mbcastaneda@nsd.us</u>
<u>Maria Dalla</u>		<u>619-772-6418</u>	<u>mdalla@nsd.us</u>
<u>Michelle Gates</u>		<u>619-929-2811</u>	<u>mgates@ns.us</u>
<u>Rocina Lizarraga</u>		<u>619-929-1933</u>	<u>rlizarraga@nsd.us</u>
<u>Alma Sarmiento</u>		<u>619-823-8104</u>	<u>asarmiento@nsd.us</u>

-
6. Communities served by the district: National City
 8. Number of employees in district: Certified 313 Classified 391
 9. What unions are in place? NCETA President Christina Benson
 CSEA President Mona Ribada

10. Grade levels served by the district: Preschool-6th

11. Number of students enrolled: Total: 4,767 as of January 2021

Student Population:

Ethnic Groups by Percentage: Hispanic or Latino of any race 84%, American Indian or Alaska Native (not Hispanic) .10%, Asian (not Hispanic) 1.80%, Pacific Islander (not Hispanic), Filipino (not Hispanic) 8.2%, African American (not Hispanic) 1.40%, White (not Hispanic) 2.2%, Two or More Races (not Hispanic) 1.60%, Not reported .30%

Percentage of English language learners: 52.8%

Primary languages spoken at home other than English: 18

Percentage of students receiving free or reduced lunch: 100%

12. Number of square miles the district covers: 9

13. Home to school transportation: District operated? Yes Contracted to? N/A

14. Number of schools: 11

Pre-schools: 1 Elementary schools: 10 Middle schools: 0 High schools: 0

Continuation schools: 1 Charter schools: 1 Adult Ed.: 1

District Office Departments:	Title & Name of Department Head:	Phone Number:
Administration	Dr. Leighangela Brady, Superintendent	619-336-7705
Business Services	Vacant	619-336-7717
Educational Services	Dr. Sharmila Kraft, Assistant Superintendent	619-336-7742
Human Resources	Dr. Leticia Hernandez, Assistant Superintendent	619-336-7722

16. Standing Advisory Committees: No current Board committees

17. District Documents:

Board Governance: Enclosed

Budget www.nsd.us **General Fund Budget = \$ 75.3**

Policy Book www.gamutonline.net **District Administrative Calendar** Enclosed

Collective Bargaining Agreements Enclosed **Board Governance** Enclosed

18. District Schools:

Name of School:	Grade Levels:	Principal:	Phone Number:
Central School	Preschool – 6	Steven Sanchez	619-336-7750
El Toyon School	Preschool – 6	Bryan Vine	619-336-8050
Ira Harbison School	TK – 6	Meghann Young	619-336-8250
Kimball School	Preschool – 6	Luz Vicario	619-336-8350
Las Palmas School	Preschool – 6	Sonia Ruan	619-336-8550
Lincoln Acres School	Preschool – 6	Kathy Melanese	619-336-8650
Olivewood School	Preschool – 6	Linnette Castañeda	619-336-8750
John Otis School	Preschool – 6	Dr. Leticia Segura	619-336-8850
Palmer Way School	Preschool – 6	Alfonso Denegri	619-336-8950
Rancho de la Nación School	TK – 6	Bryan Vine	619-336-8150
Preschool Program Center	Preschool	Charmaine Lawson	619-336-8672
Other:			
Integrity Charter School	Kindergarten – 8	Susie Fahey	619-336-0808

What Every New Board Member Needs To Know

– About Governance Team Operations –

Need to Know:

1. Board meeting dates and times:

July 8, 2020	August 12, 2020	August 26, 2020	September 9, 2020
October 14, 2020	October 28, 2020	November 18, 2020	December 15, 2020
January 27, 2021	February 10, 2021	February 24, 2021	March 10, 2021
April 14, 2021	April 28, 2021	May 12, 2021	May 26, 2021
June 9, 2021	June 23, 2021		

2. Board Officers: Role:

President:

The president shall preside at all Board meetings. He/she shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
4. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote.
9. Be responsible for the orderly conduct of all Board meetings.

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board.
 2. Consulting with the Superintendent or designee on the preparation of the Board's agendas
 3. Working with the Superintendent to ensure that Board members have necessary materials and information.
 4. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law.
 5. Representing the district as governance spokesperson, in conjunction with the Superintendent
-

	<p>The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.</p> <p>When the president resigns or is absent or disabled, the clerk shall perform the president's duties. When both the president and clerk are absent or disabled, the Board shall choose a president pro tempore to perform the president's duties.</p>
Clerk:	<p>The duties of the clerk shall be to:</p> <ol style="list-style-type: none"> 1. Certify or attest to actions taken by the Board when required. 2. Maintain such other records or reports as required by law. 3. Sign documents on behalf of the district as directed by the Board. 4. Serve as presiding officer in the absence of the president and vice president. 5. Notify Board members and members-elect of the date and time for the annual organizational meeting. 6. Perform any other duties assigned by the Board. 7. Assists Board President in setting the agenda
Secretary:	<p>The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:</p> <ol style="list-style-type: none"> 1. Prepare, distribute, and maintain the Board agenda. 2. Record, distribute and maintain the Board minutes. 3. Maintain Board records and documents. 4. Conduct official correspondence for the Board 5. As directed by the Board, sign and execute official papers. 6. Perform other duties as assigned by the Board.
Other:	

3. Order of items on the board meeting agenda:

1. Presentations	6. Policies, Regulations, Bylaws	11. Board/Cabinet Communications
2. Public Communications	7. Educational Services	12. Adjournment
3. Approve Agenda	8. Business Services	
4. Consent Calendar	9. Human Resources	
5. General Functions	10. Board Workshop	

4. The purpose of the Public Comment section of the board meeting: Public communication provides the public with an opportunity to address the Board on non-agenda items. Speakers are requested to limit their remarks to three minutes. No Board action can be taken.
5. The purpose of the Board/Cabinet Comment section of the board meeting: The Board Comment section provides the Board and Cabinet an opportunity to share information and comments with each other and the audience.

6. Governance Norms – How we behave toward members of the governance team and others:

1. Participate in communications	5. Avoid putting down other people.
2. Be supportive and non-judgmental of other team members.	6. Communicate perceptions from the community and staff that have been shared with us to other members of the team—no surprises.
3. Be “active” listeners—trying to truly understand what is being said without preparing a response.	7. Be up-front, open, and honest about our positions on issues.
4. Speak openly and honestly with each other in a respectful manner—paying attention to our voice tone and physical presence.	8. Explain the reasons for our votes—particularly on critical issues or on topics of community concern.

7. Governance Protocols – How we do business:

How the board meeting agenda is developed and reviewed and by whom:	The Board president, clerk, and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning. The agenda is reviewed by the Board president and Superintendent prior to final posting and distribution of the agenda.
---	---

<p>Placing items on the board meeting agenda:</p>	<p>A Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.</p> <p>The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.</p> <p>The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.</p> <p>Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda.</p>
<p>Obtaining additional information about board meeting agenda items before the meeting:</p>	<p>If a board member needs additional information about an item on the agenda, he/she may e-mail or call the Superintendent to obtain additional information.</p>
<p>Obtaining answers to questions about board meeting agenda items before the meeting:</p>	<p>If a board member has a question regarding an item on the agenda, he/she may e-mail or call the Superintendent to obtain answers to his/her questions.</p>
<p>Alerting the board president of the desire to speak on a particular agenda item:</p>	<p>During the course of the meeting if a Board Member would like to address an item, he/she presses white button on the voting panel which will alert the board president of his/her desire to speak.</p>

Introducing new ideas for the board's consideration:	Board members can make suggestions during board communications or can contact the Superintendent about issues they would like the Board to consider.
Responding to staff or community complaints or concerns at board meetings:	Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.
Communications between and among the board, board members and the superintendent:	The Superintendent sends a Friday packet to the Board each week with information regarding District business, updates on Superintendent activities and confidential information that the board needs to know. In addition, the Superintendent and Board Members may communicate over the phone, via e-mail and/or during face to face meetings.
Communications between the board and other staff:	If a Board member would like to contact other staff members, he/she should coordinate those communications through the Superintendent's Office.
Responding to community or staff complaints or concerns outside of board meetings:	Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.
How, when and whom to notify about visiting school sites or participating in district activities:	If a board member would like to visit a school site, he/she should notify the Office of the Superintendent prior to his/her visit.
Individual board member requests for information from staff:	All requests for information from staff should be directed through the Superintendent's Office.

Governance Protocols – continued:

Board member participation on district committees and in district activities:

The Governing Board may establish Board committees as necessary. The Board shall determine the duties of the committee at the time of its appointment. Unless specifically authorized by the Board to act on its behalf, Board committees shall act in an advisory capacity. When its duties have been completed, the committee shall be dissolved.

Board committees shall provide public notice of their meetings and conduct these meetings in accordance with state open meeting laws.

Meetings of advisory committees or standing committees for which, an agenda is posted at least 72 hours in advance of the meeting pursuant to Government Code 54954.2, shall be considered, for purposes of the Brown Act, as regular meetings of the Board.

Board advisory committees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the Board.

Standing committees with a continuing subject matter jurisdiction include but are not limited to those responsible for providing advice on budgets, audits, contracts, and personnel matters at the Board's request.

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers.

	<p>The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.</p> <p>Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.</p> <p>When a Board committee composed exclusively of Board members has provided for public comment on an item at a public meeting before or during the committee's consideration of the item, the Board is not obliged to provide for public comment on the item at a subsequent Board meeting. Public comment shall be afforded, however, if the Board determines that the item has been substantially changed since it was heard by the committee.</p>
<p>When and how the board conducts a self-evaluation:</p>	<p>The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.</p> <p>The evaluation may address any areas of Board responsibility, including but not limited to Board performance in relation to vision setting, curriculum, personnel, finance, policy, collective bargaining, and community relations. The evaluation also may address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other boardsmanship skills.</p> <p>The Board shall be evaluated as a whole. Individual Board members also are encouraged to use the evaluation process as an opportunity to privately assess their own personal performance.</p> <p>Each year the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures a reasonable number of previously identified performance objectives. Videotape of a Board meeting may be used as an evaluation tool only with the consent of all Board members.</p> <p>Following the evaluation, the Board shall develop strategies</p>

	<p>Any discussion of the Board's self-evaluation shall be conducted in open session. At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or others to provide input into the evaluation process.</p> <p>Following the evaluation, the Board shall develop strategies for strengthening Board performance and shall establish priorities and objectives for the following year's evaluation.</p>
<p>When and how the board evaluates the superintendent:</p>	<p>The Governing Board recognizes that, in order to effectively fulfill its responsibilities for setting direction, ensuring accountability, and providing community leadership for the district, it must adopt measures for holding the Superintendent accountable. At a minimum, the Board shall annually conduct a formal evaluation of the Superintendent's performance to assess his/her effectiveness in leading the district toward established goals. In addition, the evaluation process may include opportunities during the year for review of the Superintendent's progress toward meeting the goals. The evaluation shall be in accordance with the provisions of the Superintendent's contract and any applicable Board policy. Evaluation criteria shall be agreed upon by the Board and Superintendent prior to the evaluation and shall include, but not be limited to, district goals and success indicators; educational, management, and community leadership skills; and the Superintendent's professional relationship with the Board.</p> <p>The Board and Superintendent shall jointly determine the evaluation method(s) and schedule that will best serve the district and the structure and format of the instrument to be used.</p> <p>Prior to the evaluation, the Superintendent shall provide to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a statement of actions taken to address any Board recommendation from the previous evaluation.</p>

Each Board member shall independently evaluate the Superintendent's performance. Based on these individual evaluations, the Board president shall produce a document that summarizes the individual evaluations. The Board shall then take action on this document and present it to the Superintendent for his/her response.

The evaluation shall provide commendations in areas of strength and achievement, provide recommendations for improving effectiveness in areas of concern and unsatisfactory performance, and serve as a basis for making decisions about salary increase and/or contract extension.

The Board shall meet in closed session with the Superintendent to discuss the evaluation.

The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.

After the Board and Superintendent have discussed the evaluation, the Board president and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file.

At the open session after the Superintendent's evaluation or at a subsequent meeting, the Board and Superintendent shall jointly identify performance goals for the next year.

11. Governance Documents:

- | | |
|---|---|
| <input type="checkbox"/> District Policies
www.gamutonline.net | <input type="checkbox"/> Board Bylaws
www.gamutonline.net |
| <input type="checkbox"/> The Brown Act | <input type="checkbox"/> CSBA Professional Governance Standards |
| <input type="checkbox"/> District Setting Direction Documents | <input type="checkbox"/> District Budget Development Calendar |
| <input type="checkbox"/> Annual Governance Calendar | <input type="checkbox"/> Governance Handbook |

12. Board Member Benefits:

Stipend:	\$277.83 per month
Health Benefits:	District paid medical (including chiropractic), dental, vision, life insurance – Board member only
Attending conferences / educational meetings / community events:	Board approval required prior to registering
Making reservations for conferences / workshops / district business trips:	Contact Administrative Assistant to schedule
Travel Expenses and Reimbursements:	\$2,400/year per board member (Frozen 2020-2021)



Governance Team Protocols

PURPOSE

To meet the district's challenges effectively, the Board and Superintendent must function together as a leadership team. To ensure effective collaboration among team members, operating procedures or protocols must be in place.

PRIORITIES

- Student Achievement
 - Innovative and expanded learning opportunities
 - Parent, family, and community collaboration and engagement
 - Student emotional health
 - Employee training and excellence
 - Strive to controlled classroom
 - Fiscal solvency
-

NORMS

- Be present and engaged when conducting business of the Governance Team
 - Keep confidential matters confidential
 - Treat all Governance Team members professionally
 - Honor the "no surprises" rule with the Superintendent and fellow Trustees
 - Recognize and respect difference of perspective and style on the Board and among staff, students, parents, and the community
 - Agree to hold one another accountable when protocols are not followed
 - Bring to the attention of the Governance Team matters that effect relationships
-

MEETINGS

- Board agrees to a rotation based on seniority for selection of Board President and Clerk
- Board President and Clerk will participate in agenda planning with the Superintendent
- The Superintendent will distribute the Board agenda in a timely fashion
- Trustees will study and clarify information prior to scheduled meetings
- Meetings will start and end on time
- All Trustees will adhere to the Brown Act
- Trustees will show a united front and support all Board decisions

ROLES AND RESPONSIBILITIES

Together we will:

- Communicate a common vision
- Put children first in decision-making
- Assess District needs
- Keep learning and achievement for all students as the primary focus
- Commit to ongoing professional learning
- Represent the school district by being visible in the community
- Value, support, and advocate for public education

The Board will:

- Set policies
- Communicate budget priorities and ensure fiscal solvency
- Employ and evaluate the Superintendent
- Communicate directly with the Superintendent whenever a staff member, student, parent, or community member raises a question or concern
- As time permits, visit school sites and attend school functions
- Understand authority rests with the Board as a whole and not with individuals
- Periodically evaluate its collective effectiveness

The Superintendent will:

- Be accountable for implementing the vision, goals, and policies of the District
 - Direct and evaluate staff
 - Visit school campuses regularly; accompany Trustees on site visits
 - Provide data to the Trustees so data-driven decisions can be made.
 - Respect the role of the Board as the representative of the community
 - Distribute information fully and equally to all Trustees
 - Provide information requested by one Trustee to every Trustee
-

AGREEMENT

We have reviewed and agree to follow these governance team priorities, norms, and protocols in order to support a positive and productive working relationship among the National School District Governance Team. We shall renew this agreement annually.

Board approval date: March 10, 2021



CALL TO ORDER:
A BLUEPRINT FOR GREAT BOARD MEETINGS



California School Boards Association

3100 Beacon Blvd., West Sacramento, CA 95691-1660
(800)266-3382 Fax (916) 371-3407 | www.csba.org

© 2010 California School Boards Association

TABLE OF CONTENTS

FORWARD: ONE THOUSAND GAVELS 5

AS YOU READ THIS BOOK 6

CHAPTER 1: MEETINGS—THE FIRST TOOL OF GOVERNANCE 7

 Overview of governance. 7

 Governance in public—The open meeting law 8

CHAPTER 2: PREPARING FOR MEETINGS 11

 What is the content of the agenda? 11

 Who makes decisions about the agenda? 13

 How are requests for agenda topics submitted? 15

 How will the agenda be organized? 16

 Sample agenda 17

 How is the agenda distributed? 19

 Board member preparation 20

 Setting up the boardroom 21

 Summary 22

CHAPTER 3: LEADING THE MEETING 23

 Leadership roles 23

 Goal of the meeting. 26

 Protocols for leading the meeting. 29

 Minutes—The official record 33

 Summary 34

CHAPTER 4: MEETINGS FOR EVERY OCCASION 35

 When and where to meet. 35

 Annual organizational meeting 37

 An orientation meeting 38

 Types of meetings. 39

 Board committees. 41

 Summary 42

FINAL THOUGHTS 43



APPENDIX A: MEETING PREPARATION CHECKLIST 45

APPENDIX B: PREPARING THE BOARD ROOM CHECKLIST 46

APPENDIX C: MEETING EVALUATION CRITERIA. 47

FORWARD: ONE THOUSAND GAVELS

In California's 58 counties, there are over one thousand public school districts and county offices of education. Each of these school districts and county offices of education has a publicly elected governing board that generally meet at least once each month, although many meet more often. The length of these meetings is varied, but a conservative estimate would be a minimum of two hours.

Most boards have five members, although a few have three and some have seven members. Using five as the average board size, and adding the superintendent, one can quickly calculate that each board meeting uses a minimum of 12 hours of human capital for its monthly meeting. With more than a thousand districts and county offices of education, public school boards are collectively claiming more than 12,000 hours of the public's time in board meetings each month. That's 144,000 hours of time spent at board meetings every year.

Here's the question: Is there a better way these 144,000 hours could be spent? More than ever before, the students served need educational leadership that is determined, resourceful, responsive and engaged with the community. Strong advocacy for public education is critical to advancing and sustaining student achievement. The effective engagement of the local community is unlikely to be achieved by any board perceived to be ineffective or worse, counter-productive in the conduct of their board meetings.

While boards across the state share good intent, the district's stakeholders will not judge the board by its motives, but by its actions. The manner in which the board conducts its work is what often shapes public opinion of the board. Only through action can the board establish itself as a cohesive, knowledgeable and effective governing body that acts in the best possible interests of students under extremely difficult circumstances. Only individual and group effectiveness can raise the board above personality clashes, political posturing, and divisive issues. This effectiveness of the governing board can only be fulfilled and demonstrated when the board convenes at duly noticed meetings.

For this reason, one of the most important governance agreements of the school board must provide an answer to this question: **"How can we have great meetings?"**



AS YOU READ THIS BOOK

Applying the concepts

The ideas in this book are not intended to be read by individuals only. CSBA encourages boards to use this book actively, reflecting on their board meetings, and discussing how those meetings can be improved to better serve all students. The appendices contain tools to assess how your board is preparing for and conducting board meetings.

References to CSBA sample policies

Throughout the text, readers will find references to CSBA sample policies or bylaws relevant to board meetings. In some cases, the samples are quoted directly and in others they are paraphrased or summarized. Boards wishing to explore these policies and bylaws should refer to their own adopted policies and bylaws, as well as CSBA's samples. In addition, every attempt has been made to cite Education and Government Code references where appropriate. All sample policies and legal references are available through CSBA's GAMUT Online service. Note that CSBA's samples and the Education and Government Code are often amended or revised throughout the year and readers should check GAMUT Online for the most up-to-date version.

County offices of education

Each of the 58 counties in California has a county office of education that provides valuable services and support to the districts within their boundaries. COEs are also governed by county boards. While board responsibilities and the board-superintendent relationship differ between district and county boards, the bylaws and policies that govern board meetings are generally similar. Please note that this publication commonly refers to the district and district boards and oftentimes can be extrapolated to refer to county offices of education and county boards.

Terminology

To ensure clarity, the following terms are used to distinguish the roles of individuals and groups involved in school district governance:

- **the board** | the collective group of elected/appointed board members
- **board member/trustee** | refers to an elected individual who is a member of the board, but who has no individual authority to act for the district
- **governance team** | the board and the superintendent

CHAPTER 1: MEETINGS—THE FIRST TOOL OF GOVERNANCE

School district governance is not easy work. It requires the very kind of higher-order thinking that every district hopes to instill in its students. Board members must analyze, compare and contrast, synthesize, summarize, persuade, and make and defend judgments. They are called to do this in the oversight of an incredibly complex institution—California’s public school districts and county offices of education. To do this work, it is critical that the board’s meetings be effective and efficient. For this reason, how well the board 1) identifies what it needs to discuss and take action on, 2) prepares and organizes its agenda, and 3) conducts its meetings can have a profound impact on district or county office of education operations. Board members who want to improve student achievement and operations should begin with the board’s first tool of governance—the board meeting.

Overview of governance

While there is not sufficient room in this book to fully explain governance in California’s public school districts, it may be helpful to provide a brief overview of the key concepts. There are varying definitions of governance depending on which governance theory the board adheres to, but these theories are more similar than they are different. CSBA’s governance framework offers several key principles that should be considered as your board strives to build a common understanding about governance that is foundational to the success of your governance work.

1. Governance means reaching agreements that balance community interests and values, legal requirements, education research and district data, and district capacity.
2. These agreements provide oversight, long-term strategic direction and policy leadership to guide administrative leadership.
3. These agreements are reached only through the board’s collective judgment.
4. The board’s agreements guide how the district shall operate in a manner consistent with established law, district policy and collective bargaining agreements.
5. The board’s agreements guide the board in its governance responsibilities:
 - a. Setting direction
 - b. Establishing structure
 - c. Demonstrating support
 - d. Ensuring accountability
 - e. Engaging the community

The board does this governing work at board meetings. The most visible part of the board’s work, the one that has the highest capacity to impact the district or county office, is the board meeting. So, the very first system the board should ensure is functioning well is its own process for preparing for and conducting board meetings. Almost all of these meetings are open to the public, unless the matters to be discussed meet certain criteria for closed sessions defined in law (more on this later). This public aspect of the board’s work creates both a challenge and an opportunity for the board. The challenge is that there will be times when open meetings make it hard to have some of the difficult conversations that boards must have. The opportunity is equally great. The board can structure its meetings to demonstrate powerful support for student learning and achievement and a visible commitment to the values of the district that inspires students, parents, staff and the business and civic community.



Governance in public—California’s open meeting law

This section is intended to summarize the basic requirements of the Brown Act, but is not intended to be definitive. For guidance on the Brown Act, board members should consult the superintendent and/or counsel and see CSBA’s publication *The Brown Act: School Boards and Open Meetings Law*.

Commonly known as the Brown Act, Government Code sections 54950 – 54963 state that “...public agencies exist to aid in the conduct of the people’s business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.” More simply stated: All meetings of a majority of the board when they consider matters within their jurisdiction must be open and public except in narrowly defined circumstances. Broadly, those circumstances that authorize a closed session include:

- Real estate negotiation
- Pending litigation
- Public security
- Certain personnel matters
- Labor negotiations
- Certain student matters
- Joint powers agency claims

Since a violation of the Brown Act could have far-reaching legal effects, including possible criminal prosecution, and because of the legitimate interests of the public’s right to access, board members should be careful when conducting meetings. Two common questions often arise in Brown Act discussions: serial meetings and electronic communication.

Serial meetings

The Brown Act defines a prohibited ‘serial meeting’ as a series of communications by a majority of the board, either directly or through an intermediary, to discuss, deliberate or take action on any item of district business.

Simply put, board members cannot create a series of one-on-one conversations that involve a majority of board members in discussions on district matters. For example: board member #1 talks to board member #2 about ‘the bussing issue on next week’s agenda.’ Two of five (not a majority) have just discussed a district matter. This is not a problem.



After speaking with Board member #1, Board member #2 talks to Board member # 3 about the bussing issue and shares the views of Board member #1 with Board member #3.



Now, three of five—more than 50 percent—have discussed a district matter. This is a problem. It violates the intent of the open meeting law by creating a situation in which a majority of board members have discussed a district matter outside of a public meeting. The open meeting law is essentially about transparency. The electorate has the right to observe and participate when their elected officials are conducting the public’s business.

How can board members ensure they have not participated in a serial meeting? Wait until the meeting to discuss the issue. Short of that, discuss a district matter with one other board member only, who also agrees to speak with no other board members on the same issue. (For seven member boards, you may discuss a matter with two other board members.) If you need to talk further, talk to the superintendent or wait until the next meeting.

Note: The superintendent can listen to any of the board members, and can offer his or her thinking on an issue. However, the superintendent must be careful not to serve as a conduit for sharing the ideas of more than two board members since that is also a serial meeting.

Electronic communication

What about e-mail, cell phones and other social media technologies? Board members must understand that the medium of communication does not change the requirements of the law regarding meetings of a majority of the board. For purposes of the Brown Act, electronic communications are subject to the same conditions and same rules of confidentiality that apply to other forms of communication. Regardless of how the communication is achieved, a majority of the board cannot discuss district matters within the board’s jurisdiction in private.

References

CSBA sample:
 BB 9012 – Board Member Electronic Communications | BB 9320 – Meetings and Notices

Summary

Board meetings are a critical aspect of school district governance, and the effectiveness with which these meetings are conducted have an enormous impact on district operations. The board can ensure this influence is positive and beneficial by reaching agreements on how the board will maximize their effectiveness in conducting meetings.

Board meetings are guided by the Government and Education Codes, most notably the Brown Act, board bylaws, as well as any internal governance agreements they establish. How the board, staff and public perceive the open meeting law requirements of board meetings is a matter of leadership and perspective. A pessimist sees the challenge in every opportunity; an optimist sees the opportunity in every challenge. The open meeting laws are intended to create transparency around the governance of public institutions. Boards that effectively use their meetings to educate the public on how the district and the board demonstrate transparency contribute to public confidence in the schools that benefit the district at every level and most importantly, in service to students.



CHAPTER 2: PREPARING FOR MEETINGS

Well-run meetings create the illusion of simplicity; a smooth meeting looks effortless. Don't be fooled. Good meetings require work on the part of the board president and the superintendent in planning for the meeting, and from the entire governance team in the conduct of the meeting. The conduct of the meeting is the focus of Chapter 3. This chapter focuses on the steps of preparing the meeting agenda and the boardroom.

There are five fundamental questions in the agenda setting process that must be clear to each board member and the superintendent so that the governance team can focus its energy on matters of substance. These five questions deal with content, authority, process, structure and distribution.

1. **Content:** What is the content of the agenda?
2. **Authority:** Who makes decisions about the agenda?
3. **Process:** How are requests for agenda topics submitted?
4. **Structure:** What is the structure of the agenda?
5. **Distribution:** How is the agenda distributed?

What is the content of the agenda?

The big picture

Deciding what should be on the agenda for the next meeting should be guided by the question of what should be on the agenda this year. Effective boards consider the agenda in the big picture—the annual agenda. Setting district priorities and goals will help the board focus its attention throughout the year. Without knowing what the board wants to discuss this year, it cannot align its regular meetings to that purpose. This means the board needs a clear, common understanding of district values, mission, vision and long-range priorities.

This discussion should include both the board and the superintendent—the governance team—with the assistance of staff as appropriate. This is essential since the professional staff will help the board understand the current status and trends in the district or county office, as well as external deadlines set by law. It should be recognized that sometimes boards do not have control over when an item needs to be placed on the agenda. For example, a budget may need to be approved by a certain date or an audit or program improvement plan might need to be agendized before a specific timeframe. The governance team can then reach agreement on which systems need the board's attention and can benefit most from sustained improvement efforts. Then, working with staff, the board can draft a governance calendar to align its regular meeting agendas with annual or long-term district priorities, and balance the many needs and interests competing for the board's time and attention at meetings throughout the year.

Service link: CSBA has experienced facilitators who can assist the board and superintendent in establishing district values, mission, vision and long-range priorities.



Preparing the regular meeting agenda

One of the most common questions CSBA is asked is: “What goes on the agenda?” It seems a fairly simple question, but the answer is not easy. K-12 education in California is complex. There are legal and policy requirements that guide school board agenda development. The superintendent and senior staff have the experience and professional knowledge to provide critical information the board will need on matters that are driven by legislative changes or program compliance.

In addition, matters often arise unexpectedly in the day-to-day operations that may require the board’s attention. The priorities set by the board provide strong guidance for building the agenda for regular meetings. At the same time, the superintendent and board president must exercise individual judgment in setting the board meeting agenda, including both the content and the sequence of items, as well as which items can be added to the agenda and which items should be postponed.

Under the direction from the superintendent, as the board’s secretary, the staff prepares (but does not determine) initial drafts of the board meeting agenda. The superintendent and board president then review and revise the draft agenda as necessary. The content of the agenda can be categorized into a few basic functions. Please note that while the state does not dictate the agenda structure, agendas often follow a common sequence.

- Opening business: Call to order, roll, pledge, approval of agenda
- Public comment on closed session agenda items
- Closed session
- Adjourn to open session and, as required, report out any action taken in closed session
- Public comment on non-agenda items
- Recognitions and presentations
- Consent agenda: Items concerning normal operations that require board approval, but are not expected to require explanation or discussion
- Action items: Items which require a board action
- Discussion items/Information items, including staff or committee reports

Isn’t everything discussion?

Because the law requires that the agenda specify whether action will be taken, if an agenda item is posted as discussion or information, no action can be taken. For this reason, legal counsel may recommend that the agenda list all items as Action/Discussion items to allow the board the opportunity to take action if it chooses to do so. There are times, however, when the board will want to be sure not to take action. If, for example, the board is discussing a new policy, then it might want the item listed specifically as discussion so that the community knows the item will not be acted upon at a first reading.

Who makes decisions about the agenda?

This question is really about authority. Who really decides? By nature of their roles, both the board president and superintendent have important duties in developing the board agenda. Boards should discuss the role of the board president and superintendent, and determine which process makes the most sense in their district. Since it is the board's agenda, the board should play a significant role in the agenda's development. Options for the involvement of other board members are discussed below.

Role of the superintendent

CSBA's sample bylaw 9322 proposes that the superintendent, in collaboration with the board president, prepare the agenda. "The board president and the superintendent, as secretary to the board, shall work together to develop the agenda for each regular and special meeting." This role of 'secretary to the board' is described in CSBA sample bylaw 9122:

"The governing board shall appoint the superintendent to serve as secretary to the board. The secretary to the board shall be responsible for maintaining an accurate and complete record of all board proceedings and shall:

1. Prepare, distribute and maintain the board agenda." However, the superintendent does not work alone.

Role of the president

As mentioned above in CSBA sample bylaw 9322, the superintendent works in consultation with the board president. Preparing for meetings is one of the fundamental responsibilities of the board president. CSBA sample bylaw 9121 suggests that the board president:

- Calls such meetings of the board as he/she may deem necessary, giving notice as prescribed by law.
- Consults with the superintendent or designee on the preparation of the board's agendas.
- Works with the superintendent to ensure that board members have necessary materials and information.

Involvement of other board members

Some boards create an executive committee to handle the agenda development process. The committee would be chaired by the board president since the president's duties are usually specified in board bylaw. The committee might include:

- an additional officer, e.g., the vice-president or clerk.
- any other board member, either as an annual appointment or on a rotating basis. This appointment can serve as an effective method for orienting board members to board leadership work, as well as create a degree of transparency among the governance team. This decision will be guided by the complexity of the district, past board practice and the preferences and relative experience of board members.

Important note: Boards must limit the membership of this committee to less than a majority. It would be difficult, if not impossible, to talk about the agenda without talking about matters of substance. A majority of board members talking about district matters within their jurisdiction in a meeting not properly posted or open to the public would constitute a violation of the Brown Act.



Getting agreement on the process

Board bylaws provide the general parameters for creating the agenda, but may not provide the details board members sometimes need to have a clear understanding of how and when the agenda is actually determined. Board governance agreements, or protocols, can document how by answering questions like:

- Who specifically will meet to determine the agenda?
- When and where will that meeting take place?
- To whom do board members submit requests for agenda items?
- Who decides if that item goes on the agenda?
- Who will inform the board member of the status of the request?

Service link: Developing governance protocols is a frequently requested service of CSBA's Leadership Development and Policy Analysis.

References

CSBA sample:
BB 9121 President | BB 9122 Secretary
Board bylaw 9322 Agenda/Meeting Materials

How are requests for agenda topics submitted?

This is a frequent question among new board members. Recently elected, at times with some creative ideas for how to improve the district, new board members want to bring their ideas forward. This highlights the importance of orienting new board members to the district and to the work of the board (see annual organization meeting in Chapter 4). Education Code 35145.5 requires that boards adopt reasonable rules allowing “any member of the public to request that a matter within the jurisdiction of the board be placed on the agenda of a regular meeting.” Bylaws usually require the request to be made in writing within a certain timeframe before the meeting and many districts provide an ‘agenda request form’ for this purpose. Note that any board member or member of the public can make a request, but this does mean the item will be placed on the agenda. The agenda setting process guided by CSBA’s sample bylaw 9322 gives discretion and authority to the superintendent and board president to determine if the request is:

- Within the subject matter jurisdiction of the board
- Covered by an existing policy or administrative regulation
- Merely a request for information
- Appropriate for discussion in open or closed session
- An action item subject to board vote
- An information item that does not require immediate action
- A consent item that is routine in nature and for which no discussion is anticipated.

CSBA sample bylaw 9322 recommends that agenda item requests be submitted “at least one week before the scheduled meeting.” The requirement of advance submission allows a number of tasks to be completed so that the district can post the agenda for a regular meeting seventy-two hours in advance, as required by the Brown Act. Those tasks include:

- The item must be considered by the board president and superintendent to determine whether the item is appropriate for the board agenda.
- If so, district staff will prepare any necessary materials for the requested item.
- District staff will deliver all materials to the board.

In reviewing this section of district bylaws and determining the best time frame for the agenda setting process, the governance team should consider three fundamental questions:

1. What level of information does the board require to do its work effectively?
2. What is the capacity of staff to prepare the material?
3. How much time does the board need to review material prior to the meeting?

■ References

CSBA sample:
BB 9322 – Agenda/Meeting Materials
Education Code 35145.5



How will the agenda be organized?

There are several principles that boards may consider in deciding how to best organize their meeting agendas.

- **Goals:** Some boards use annual goals as the predominant criteria. By using goals as the framework for agenda structure, the board keeps goals visible and ensures that their governance work actively supports the progress towards these goals.
- **Systems:** Boards can organize their agenda according to the various aspects of district operations. These systems reflect the organization of policy and include student achievement, student support, human resources and collective bargaining, finance, facilities and more.
- **The most important items are addressed first.** If an item is really important, and expected to take time for sufficient deliberation and consideration by the board, the board may wish to schedule this item early in the meeting. As the meeting progresses, it may be difficult to sustain the appropriate energy and focus.
- **Items requiring action are addressed first.** To ensure that items which require action to meet legislatively mandated timelines, the board may wish to schedule these items early.
- **Items requiring the presence of others are addressed early.** For example, if staff must make presentations, the board may wish to deal with those issues early on so that staff can go home. Items likely to attract substantial community interest and comment might also be scheduled early in the meeting. If there are awards, presentations or other activity that involve students and teachers, these should also be accomplished early.

Will the agenda be timed?

How the board spends its time is an expression of its values and priorities. Without time limits for each item, each agenda item can go on as long board members are interested. The absence of time limits may also communicate a more serious problem—the board lacks the ability to discern which items deserve the most attention. Providing guidance and oversight requires the board to make discernments and judgments. By timing the agenda, the board demonstrates that it knows its priorities.

A timed agenda has several benefits. It helps board members determine how much time and effort they should dedicate to preparing for each agenda item. It helps the president manage the flow of the meeting. Timed agendas tell the community what's important and merits substantial time for discussion.

The anatomy of an agenda

The well known aphorism 'a picture paints a thousand words' can be applied to board agendas. But in this case, it may be that a thousand words paint a picture. Let's look at one sample agenda and see what pictures and questions emerge from its structure and sequence. The sample items are taken from a real agenda in a California school district. The text boxes have been added to help identify some ideas and principles that a board should consider in how it can best structure and sequence board agendas.

The board is intentional about being mission-focused.

District mission: All students engaged—everyday.

A city school district
Time, Date and Location

Translations: If you require a Spanish translation of the meeting, please let the board secretary (sitting next to the superintendent) know.

Speaking at board meetings: The public is encouraged to speak to the board on issues of concern whether or not the issue(s) are on the agenda. To address the board, please complete a speaker card and give it to the secretary sitting next to the superintendent at the dais. (Speaker cards are available on the entrance table.) If you want to speak to the board on a subject listed on the agenda, you will be called to the podium at the time your item of interest is being considered by the board. If the item is not on the agenda, you will be called to the podium during oral communication (Item 5). Public comments are limited to 3 minutes per person per topic, unless otherwise noted.

Electronic devices: Please turn the sound off all cell phones, pagers, PDAs, and other electronic devices, to avoid disrupting these proceedings.

Instructions at the top of the agenda, in user-friendly language, help the community to understand what to expect at the board meeting, and how to participate. The board’s expectations for meeting conduct: cell phones quiet.

Agenda

1. Call to order	The times clarify how quickly the board will dispense with opening process and get to a substantive item: Staff recognition—7 minutes.	1 min
1.1. Roll call		
2. Welcome		2 min
2.1. Pledge of Allegiance		
2.2. Welcome		
3. Changes to the agenda		3 min
4. Approval of agenda (Action required)	Some might not understand “oral communication”; maybe better to just call it “public comment.”	1 min
5. Community/Staff recognition		7 min
6. Oral communication (for items not on the agenda) (See <i>speaking at board meetings</i> above.) The Brown Act (Open Meeting Law) prohibits the board taking action at this meeting on items discussed during this time.		10 min
7. School/Community reports		60 min
7.1. Staffing and enrollment: Staff will review enrollment predictions and implications for future staffing needs. Material provided.		
7.2. ELL re-designation rates: Staff will provide the board with preliminary analysis of the district’s English language learner program as measured by CELDT scores and trends. Material provided.		
7.3. Report on strategic plan: Staff will ask the board to approve/adopt proposed success indicators for each major goal in the strategic plan. Material provided.		

The board has dedicated an hour to these three topics. What’s important in this district? The answer is clear. However, it’s not clear if these items are for information (7.1), discussion (7.2) or action (7.3).



There are 5 items in this list and yet the board plans to spend only 5 minutes. Consent items—routine operational matters that need board approval, but not discussion or debate—are an efficient way for the board to use its time.

8. Consent items (Action required) 5 min

- 8.1. Recommendation: Approval of 9/ 16 board minutes—enclosed
- 8.2. Recommendation: Acceptance of gift: upright piano to Senator Elementary School from Joan Smith
- 8.3. Recommendation: Approval of field trip to Yosemite Institute for 8th grade class. Material provided.
- 8.4. Recommendation: Approval of extended hours field trip for science class to travel to overnight camp. Material provided.
- 8.5. Staff recommendation: Approval of GANN Limit

Improving board operations can be a regular agenda discussion.

9. Discussion: Governance 20 min

- 9.1. Board Subcommittee on Governance will present board self-evaluation results for board discussion. Material provided.

10. Correspondence 0 min

The agenda item is allotted no time because it has no correspondence, but the structure of the agenda remains.

11. Closed session

- 11.1. Information: Conference with Legal Counsel-Existing Litigation
Government Code 54956.9
Smith v. A City School District Case No. A002010X
- 11.2. Information: Conference with labor negotiators
Government Code 54954.5
A City School District's Teachers Association
Superintendent Sharon Brown, District representative

The board might want to move its closed session to earlier in the meeting

meeting to address serious issues the board must consider.

12. Information: Comments from board members 15 min

- 12.1. Comments from board members 5 min
- 12.2. Comments from employee group representatives 5 min
- 12.3. Comments from the superintendent 5 min

for future agenda items.

13. Action: Suggested items for future agenda 10 min

14. Adjournment (Action required)

Notices:
Americans with Disabilities Act (The appropriate legal notice is included.)
Posted (Time, date & address where the agenda was posted, website reference, and district contact information.)

Time and value

Notice the time allocations for the agenda on pages 17-18? Nearly half the meeting time is dedicated to monitoring student performance. The way the board spends its time is an expression of its values and priorities.

Item	Minutes	Percent
Call to order	1	1%
Pledge, welcome	2	2%
Agenda changes and approval	4	3%
Oral communication	10	8%
School reports	60	45%
Consent agenda	5	4%
Action items	10	8%
Board/Superintendent reports	20	15%
Information	15	11%
Other business	5	4%
Total	132	100%

How is the agenda distributed?

Service link: CSBA offers AgendaOnline, an electronic board meeting agenda service that allows for the development of and access to board meeting agendas, supporting documents and minutes through the Internet. AgendaOnline serves as an effective communication tool between the governance team, district staff and the community.

Because the Brown Act requires agendas for regular meetings to be posted 72 hours in advance of the meeting, CSBA’s sample bylaw 9322 recommends districts send copies of the meeting agendas and supporting materials to each board member at least three days before each regular meeting. This agenda packet may also include the superintendent’s report, minutes to be approved; copies of communications; reports from committees, staff, citizens and others; and other documents pertinent to the meeting.

Government Code 54954.1 requires that the district mail a copy of the agenda and/or copies of the supporting materials that make up the packet to anyone who requests them at the time the agenda is posted or upon distribution to a majority of the board, whichever occurs first. Requests for mailed copies of agendas or agenda packets must be made in writing and shall be valid for one year, subject to annual renewal. Agendas should also be sent to the press and other news media. There is nothing in the law to prohibit districts from charging a fee to cover the costs of mailing the material, but the law requires that the fee should not exceed those costs.



What about posting the agenda on the web?

Law has not caught up with technology, and the law states that the agenda must be mailed. Districts or county offices of education can't require interested parties to accept electronic distribution, but they could ask requesters to receive it via e-mail. In this case, CSBA recommends that districts and county offices put this agreement in writing and not charge for the service if they are using an online agenda service.

References

CSBA sample:
BB 9322 – Agenda/Meeting Materials
Government Code 54954.1

Board member preparation

CSBA maintains that one of the most important attributes of an effective board member is preparation. This quality is not directly visible. The public cannot see the board member sitting at home reviewing the material or sitting in a district office with staff learning what the material means. The public can only see the work of the board member during the board meeting. During the meeting, when they are visible, board members demonstrate effectiveness by focusing questions and comments on the policy-level implications of the issues before the board.

The quantity of information in board agenda materials is often daunting, and the depth of information received can be complex. But board members are not required to be experts in education, law, finance, facilities maintenance, or human resource management. For this reason, it is expected that board members will have questions regarding the agenda material. Asking questions in advance is important for three reasons.

1. It ensures that there are 'no surprises' at meetings that might embarrass staff, the board or both.
2. It helps board members determine which questions they wish to ask during a public meeting because he or she considers the question and the answer important for the community to hear.
3. Asking questions in advance is both effective and efficient. It ensures that board members are not 'learning' during the meeting. Appropriately informed, the board member is prepared to discuss the matter and to hear the perspective of other board members.

How questions are asked and answers are shared is an important governance conversation. Board members have a legitimate need to understand the agenda materials, and the confidence that each board member has access to the same information. To whom shall board members direct their questions? In some districts, all board members go directly to the superintendent. In some large districts, superintendents—who are often not immediately available—have asked board members to go directly to the appropriate senior staff member—who usually informs the superintendent of the request and the response. Board members may want to ensure that they each have access to the same information regarding board agenda items, so the process needs to allow for the answers to be shared with the full board, even if the question is posed by a single board member. The governance team should reach agreement on how they can best get the information they need through a process that balances the preferences of the superintendent and the board with the requirements of the Brown Act regarding serial meetings. Your specific answers to these questions should be formalized in bylaws, protocols, or governance agreements. A meeting preparation checklist is provided in Appendix A.

Setting up the boardroom

The environment in which meetings are held can affect the conduct and outcome of the meeting. It can also foster good or poor public attitudes about how the board operates. Of course, the district will want to ensure legal compliance with regard to the location and access to meetings, including conformity with the Americans with Disabilities Act. Access to the room and materials (for example, this could include providing a sign language interpreter, Braille translation of the agenda or wheelchair access) should also be considered. In addition, there are a few simple principles that have a dramatic impact on the real and perceived success of board meetings. A complete list of possible items to address is included in “Preparing the boardroom checklist” in Appendix B.

1. **People need to be heard.** If governance team members cannot hear, they cannot fully participate. If staff can't hear, they cannot respond to questions or requests. If the public can't hear, then the meeting isn't really open. Districts should ensure that the boardroom enables everyone at the meeting to be heard. Investing in a reliable sound system, particularly when meetings are held in large venues, will yield great benefits in meeting effectiveness and community satisfaction.
2. **People need to be seen.** An important part of listening and effective dialogue is the ability to make eye contact. If board members are unable to see each other, it detracts from their ability to have good discussions. Speakers addressing the board need to make eye contact with the board, and if possible, with the audience. Certainly, the audience needs to be able to see the board. Since they cannot participate outside of the time reserved for public comment, the only reason they attend meetings is to listen to and watch the board. The board members also need to see each other, so the table and seating should accommodate this set up.
3. **People need to be comfortable.** Board meetings can cover a wide range of diverse and sometimes contentious topics. Ensuring the environment of the meeting is both inviting and comfortable can contribute to a positive experience. Issues of comfort include being greeted or welcomed, comfortable furniture, lighting and temperature, and access to water and restrooms.
4. **People need to understand how board meetings work.** For many people, a school district board meeting may be one of the few formal meetings that they attend. First timers may not understand that a board meeting is not a town hall meeting. For this reason, it is important for the board to constantly demonstrate for the community how the board meeting works. This can be accomplished through written material—easily available and in user friendly language—that explains basic board meeting procedures in a manner and tone that informs the public and makes them feel welcomed. This can also be done verbally at every meeting whenever there are community members present. A few simple explanatory statements between transitions can help the community learn why the board acts the way it does.



Summary

Good board meetings are the result of good planning. The process that guides this work should be discussed and understood by the full governance team. The president and superintendent share the responsibility for implementing the board agenda development process, although additional board members may contribute to the process. This process must address five fundamental questions:

- **Content:** What is the content of the agenda?
- **Authority:** Who makes decisions about the agenda?
- **Process:** How do board members or community members submit items for the agenda?
- **Structure:** What is the structure of the agenda?
- **Distribution:** How is the agenda distributed?

Giving attention to the boardroom environment is an important consideration for making meetings more effective, as well as for demonstrating to the community the importance of the board meeting, and that the community is welcome.

CHAPTER 3: LEADING THE MEETING

Preparation for board meetings discussed in the previous chapter is a vital part of ensuring that board meetings are effective. However, the public cannot see this preparation activity—they see only the meeting itself. Board meetings are one of the most publicly visible acts of the board, so the success with which the board conducts its meetings has a direct impact on the community’s beliefs about the board and the district. In other words, a great meeting reflects a great district. Unfortunately, the reverse can also be true. The entire governance team shares the responsibility of ensuring productive and successful meetings. The board president and superintendent have special responsibilities for the conduct of board meetings, but they cannot be fully successful without the support of each board member and district staff.

Leadership roles

The role of the superintendent

CSBA sample board policy 2110 suggests that “the superintendent also serves as a member of the district’s governance team and has responsibilities to support board operations and decision making.”

In addition, CSBA sample bylaw 9122 provides that the governing board “appoint the superintendent to serve as secretary to the board.” The secretary to the board shall be responsible for maintaining an accurate and complete record of all board proceedings and shall:

- Prepare, distribute and maintain the board agenda
- Record, distribute and maintain the board minutes
- Maintain board records and documents
- Conduct official correspondence for the board
- As directed by the board, sign and execute official papers
- Perform other duties as assigned by the board”

As secretary, the superintendent can assist the board president in clarifying questions regarding the agenda, providing a history of prior board action, and helping with how to best phrase motions so that they achieve the intended effect desired by board members. The superintendent can ‘support board operations’ by coordinating meeting details, clarifying meetings procedures, and providing information and advice to the board.

CSBA sample bylaw 9010. The sample bylaw provides a process whereby the board president is designated by the board to make statements on behalf of the entire board. At the same time, the bylaw recognizes that individual board members have a right to express their point of view, but also have a responsibility to identify personal viewpoints as such and not the viewpoint of the board as a whole. The board and superintendent should review this bylaw each year to ensure there is a clear understanding for how this bylaw is implemented.



The role of the president

The root word of president is preside, and that is the primary duty of the president—to preside over the meeting. However, presiding is different than ruling; the president does not ‘rule.’ CSBA sample bylaw 9121 suggests that the president shall “enforce the board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.” In other words, the president presides in a manner consistent with the law, district bylaws, and the board’s governance agreements.

In addition to enforcing the board's policies, the sample bylaw outlines eight other responsibilities of the board president:

- Calls the meeting to order at the appointed time
- Announces the business to come before the board in its proper order
- Recognizes persons who desire to speak, and protects the speaker who has the floor from disturbance or interference
- Explains what the effect of a motion would be if it is not clear to every member
- Restricts discussion to the question when a motion is before the board
- Rules on issues of parliamentary procedure
- Puts motions to a vote, and states clearly the results of the vote
- Leads the board in the orderly conduct of all board meetings

This list doesn’t seem overly demanding, but beneath these responsibilities are a variety of skills that board presidents need to call upon when presiding over board meetings. Consider the skills related to these duties in the table on page 25. This list is by no means exhaustive.

References

CSBA sample:

BP 2110 – Superintendent Responsibilities and Duties | BB 9010 – Public Statements
BB 9121 – President | BB 9122 – Secretary

RESPONSIBILITIES AND SKILLS OF THE PRESIDENT	
<i>General responsibilities</i>	<i>Ability to</i>
Be responsible for the orderly conduct of all board meetings.	<ul style="list-style-type: none"> • Work in a cooperative and collegial manner with fellow board members, staff and community members. • Balance the need for formal procedures and a culture of polite and respectful meetings. • Deal with surprises and make quick decisions. • Demonstrate respect and patience under difficult circumstances.
Call the meeting to order at the appointed time.	<ul style="list-style-type: none"> • Work with superintendent and staff in preparing the boardroom. • Lead the governance team to start on time.
Announce the business to come before the board in its proper order.	<ul style="list-style-type: none"> • Follow a complex agenda. • Keep track of time to pace the meeting appropriately. • Understand and explain the difference between action, discussion and information items.
<p>Restrict discussion to the question when a motion is before the board.</p> <p>Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.</p>	<ul style="list-style-type: none"> • Keep track of requests for speaking among board members and ensure that each is given a chance to be heard. • Politely but firmly stop attempts by others to interrupt the speaker and to stop comments that are not relevant to the item before the board. • Politely recognize community members who request to address the board. • Respond appropriately to community comments. • Fairly and consistently apply the board’s rules regarding public comment and recognition of speakers.
<p>Explain what the effect of a motion would be if it is not clear to every member.</p> <p>Put motions to a vote and state clearly the results of the vote.</p> <p>Rule on issues of parliamentary procedure.</p>	<ul style="list-style-type: none"> • Understand and explain motions. • Assist in the clarification and wording of a motion to achieve the desired effect. • Enforce board bylaws and board-adopted meeting procedures.



The final skill

When all of these skills are considered as a whole, a clear picture emerges. Presiding over board meetings requires an over-arching ability that manifests itself in almost every action the board president may take: the ability to make good judgments.

These judgments impact all the planning for the board meeting, as well as the conduct of the meeting. Sometimes these judgments are made slowly over time, and sometimes quickly—like deciding on a point of procedure. In every decision, the board, the superintendent and staff, and the community are looking for assurance the board president's judgments are fair, reasonable and consistent with the values and policies of the district and the bylaws of the board.

The goal of the meeting: *effectiveness vs. efficiency*

These terms are often used interchangeably but they have, in fact, very different meanings. **Effectiveness means getting the desired outcome.** An effective board fully accomplishes its governance responsibilities. Being effective, though, does not guarantee efficiency. For example, the board may develop long-range priorities for the district through a comprehensive process that includes community input, staff analysis of data, refining district mission and core beliefs, and extensive board discussion. These are all appropriate steps, and are likely to contribute to the development of priorities that are best for the district. With this result, the board's effectiveness will be visible. But depending how much time and effort it takes, it may not feel or look efficient.

Efficiency means producing a desired outcome or effect with a minimum of effort, expense or waste. It's about getting things done with a conservation of resources—usually time, energy or money. Many board members have sat through meetings that lasted well into the night. When this happens, they may begin to complain that meetings are ineffective. Remember that time is not the gauge of effectiveness; only outcomes determine effectiveness.

Time can be a gauge of efficiency, but sometimes that gauge can lead members of the board to the conclusion that all conversations of the board should be accomplished quickly. CSBA has found that this is just not so. Important conversations require ample time. It takes time to decide whether a policy is effective, to discern the district's most pressing needs, or what long range changes are best for the future of the district. These discussions take time for several reasons:

1. The issues are often complex.
2. Governance leadership involves collaboration of the superintendent and all board members—each with their own experience, skills, values and interests that shape their perception.
3. The decisions the board must reach are often both fact-based and value-based.

Board members have to agree on the status of the district based on data, and then determine what matters most and why—which is a value-driven question. Reaching mutual understanding on value-based judgments requires patient listening, and that takes time.

So, if time is not the gauge of efficiency and effectiveness, what is? Effectiveness and efficiency are achieved by an unswerving commitment to three core elements:

1. Values and norms
2. Focus
3. Clear procedures

Core elements of effectiveness and efficiency

Values

Whether it's at the board table, work or home, every decision a person makes is ultimately an expression of his or her values. Discerning these values for individuals and families is not difficult. Just keep asking why, digging down into the assumptions, reasons and beliefs that lie behind statements or actions.

Values must be a fundamental concern of the board for two reasons. First, the board's values are connected to the community's values. These values are central to the board's governing work and help drive the district's mission and vision. The values are part of the criteria by which boards judge the merit of their governance decisions, and how the community will judge the board.

Second, values are directly related to behavior. The board lives the values of the district by the manner in which they act—how they treat everyone and how they conduct their meetings. A perceived violation of these values can be deeply upsetting and distracting. When a board member feels poorly treated or attacked, it can provoke real anger, and have a very negative effect on the quality of the discussions during board meetings. Few people do their best work when hurt or angry. The damage goes further. Such behavior also erodes the community's trust in and respect for the governance team and, by extension, the district. So, acting in conflict with district values is highly inefficient and ineffective.

Norms

Norms is a short-hand term for behavioral norms. They flow from values and define the culture so that each person knows how he or she may expect to be treated by others in the organization. Norms can be as general or specific as desired. They can address something as simple as an agreement for how governance team members will address each other or that board members will not make sarcastic remarks or interrupt each other. It's easy to make a long list of norms that sound nice. But what CSBA has found to be effective is for boards to develop a short list of important behavioral issues that the board needs to improve in order to improve its effectiveness.

When establishing norms, boards need to consider three important criteria:

1. Are norms consistent with values?
2. Can all agree to abide by and hold each other accountable for the norms established?
3. Will the norms established build public confidence in the district and the board?

Boards often want what appear to be conflicting goals. They want to be perceived as open and friendly, and at the same time they want to be perceived as efficient and effective. For this reason, boards need to ensure that they clarify through norms and protocols the kind of culture they want at board meetings.

Degree of formality

How formal is the district's board? Particularly in small districts and rural districts, the board often has a casual and informal tone. This casual tone is defended as an important way for the public to feel that the board is accessible. It's easy to understand why it might feel awkward for community members that know each other on a first name basis to abide too much formality. Being expected to address each other using last names during meetings can feel impersonal or even rude.



However, it is important to remember that the board itself is a formal entity. Its members are publicly elected and they have responsibilities prescribed in law. Policy leadership is an important function and it may not serve the board, the district or the community well to water-down the perception of the board's governing responsibilities and authority with too casual of an atmosphere.

Formality shouldn't be stiff or unfriendly. In fact it's often not the words or titles that cause the negative perception. It is often the tone. Formality doesn't have to be monotone or deadpan. Board members can follow procedures, maintain professional demeanor and smile at the same time. The meeting should have a friendly tone, and at the same time, the board should have official procedures to conduct its official business.

Many boards prefer a less formal structure—until the district faces an unexpected and highly charged issue. Then, highly informal processes may lead to chaotic meetings. Once that occurs it will be difficult, if not impossible, for the board to change its meetings practices. So the guiding principle may need to be this: If the district were in a crisis, how would the board need to conduct its meetings?

Behavioral expectations based on values are often referred to as norms. These norms should be developed by the entire governance team and reviewed regularly—at every meeting is not unheard of. A good place to start in the development of norms would be CSBA's Professional Governance Standards. These standards may be embedded in CSBA's sample bylaw 9005; many boards may have already adopted these standards in bylaw—and now the board just needs to breathe life into them by making them important and visible.

Professional governance standards are a great tool for beginning the conversation. CSBA recommends that the board formally adopt the PGS, post them in the boardroom, refer to them regularly, explain them to the community, and use them as part of the board's self-evaluation.

The professional governance standards are just that—standards—common principles that are widely accepted as an important part of lay governance. The board can maximize their impact by adapting the standards to fit local needs. Revise the standards and make them standards relevant—as specific and focused as necessary to support the culture the board wishes to create in the boardroom and the district.

Service link: CSBA's Leadership Development & Policy Analysis departments have experienced consultants who can guide your board in the development of specific norms for your board.

Focus

A focused board makes sure that it is having the right conversations. What are the right conversations? They are conversations that deal with the board's key governing responsibility in the oversight of the district's system. With the agenda carefully planned and developed in advance to identify issues that most need the board's attention, the president uses the agenda to lead the governance team in the conduct of the meeting. The agenda is the first tool of the president, giving the president the means to judge whether comments, discussion or interruptions are a legitimate use of the board's scheduled work for the meeting.

Focus means recognizing what not to talk about. All board members should support the role of the president in adhering to the agenda, and quickly identifying and dealing with distractions so that the board can focus. Effective boards don't give time and energy to the wrong conversations. They filter out the peripheral concerns from core

issues. They don't get overly involved in administrative level work; they keep their sights on governance and policy level discussions. Efficient boards don't waste time arguing over procedures. They agree on them upfront, and use them consistently, so that no energy is lost to questions of process. They are 100 percent focused on district needs to serve students.

The governance team can achieve both effectiveness and efficiency through the discipline of focus. As the board and superintendent increase their skills in focusing board meetings on the right issues and using agreed upon procedures, the governance team can ultimately become more efficient.

Clear procedures

Clear procedures, often called protocols, help facilitate board meetings in a productive manner. The value of clear process is most obvious when it is absent. Unclear or inconsistent meeting procedures will cause confusion and distraction. When board members have disagreements and frustration about how the meeting is conducted, then they have to talk about meeting procedures and stop talking about district concerns. When the board president has the support of all board members to enforce mutually agreed-upon procedures in the conduct of meetings, board members are free to focus on district matters. For this reason, CSBA recommends that the board regularly clarify meeting procedures so that the board is in full agreement regarding the conduct of meetings. Below is a discussion of procedures with some practical examples that boards can consider or modify to best meet their needs.

Protocols for leading the meeting

Effective meetings are achieved through the commitment to procedures. These procedures are clarified in board bylaws and governance protocols, which guide how the meeting shall be run. Through the development of these agreements, the full board determines which procedures the president shall employ to preside over the meeting. However, board members must understand that the president often is called upon to respond to unexpected events. Surprises require the president to make decisions or judgments about how best to proceed.

Meetings are dynamic because they involve people, and board meetings can be especially dynamic because the content of the meetings can be vitally important to district stakeholders. While some issues will always generate lots of energy (like layoffs, district boundaries or contract negotiations), managing these issues is not the board's first concern. Rather, the board's first concern is perfecting the board's process for managing its meetings.

While boards and districts vary in the procedures they use for conducting their meetings, there are a few key processes that all boards must manage on a regular basis. Reaching clarity and agreement on how the board president shall guide the governance team through these processes is a critical step in ensuring effective meetings. The following will review five key processes, identifying why they are important, and considerations for boards to review in developing meeting protocols:

1. Approving the agenda
2. Using the consent agenda
3. Receiving and responding to public comment
4. Interacting with staff during the meeting
5. Board deliberations



Approving the agenda

The posted agenda is the board's plan for the meeting. While it is important to follow the order of the agenda sequence as much as possible, the board president may request that the board address an item out of sequence for sufficient cause. Some examples include:

- **Courtesy:** If a person were attending the board meeting to report to the board or to be acknowledged by the board, it would be courteous to schedule these items earlier in the meeting or to move them upon agreement by the board.
- **Cost:** Addressing legal matters early in the meeting in order to hold down legal costs would be a prudent decision.
- **Community interest:** If there is a large group in attendance that wants to comment on an issue scheduled for later in the meeting, take the matter up early. Don't keep people waiting unnecessarily.

Using the consent agenda

The consent agenda serves a vitally important function and is directly related to the element of focus. The purpose of the consent agenda is to give the board a tool for expediting the approval of district activity related to normal operations. CSBA's sample bylaw 9322 describes these as "items of a routine nature or items for which no board discussion is anticipated and for which the superintendent recommends approval." These can include such items as accepting donations to the district, credential waiver applications, granting leaves of absence, reassignments, resignations, and more.

The consent agenda is a good topic for exploring the balance of high trust and high accountability. The high trust part means that if board members trust the intentions and professional competence of the superintendent, then they can feel confident that items on the consent agenda are proper. The high accountability part permits board members to inquire about any consent item without implying mistrust in the superintendent. A board member might not recognize an item as being of "a routine nature" if they are new to the board and the item only comes up once a year.

Most board bylaws have a provision that permits any board member to remove an item from the consent agenda. However, this should not be done lightly. Board members must act in the manner that they feel is best, but they should also carefully discern whether removing the item from the consent agenda and requiring separate discussion or action is the best way for the board to utilize its time and energy. If a board member determines that there is sufficient reason to remove a consent item, it is recommended that he or she inform the superintendent and/or board president in advance.

References

CSBA Sample:

BB 9005 – Governance Standards | BB 9322 – Agenda/Meeting Materials

Receiving and responding to public comment

This is one of the most unpredictable aspects of board meetings. Who will want to address the board? What will they say? This is when the ability of the board president to respond to surprises, crowded rooms, strong emotions, and confusion with skill and grace can make or break a successful board meeting.

It's important to know the law and policy as it relates to public comment. While people have a right to speak, the board also has a right to control its meeting. Board presidents have the authority to determine whether a topic is appropriate or whether the topic should be addressed at a later time. Board presidents may also limit comments and remove disturbances from the boardroom if they interfere with the board's meeting. Not allowing people to talk is a delicate matter because the board president may be accused of interfering with a person's right to free speech. However, the board president will have to make quick judgments about how to best respond to various situations. The key is to ensure that speakers are not treated differently based on the content of their speech and that the board's rules regarding limits on public comment are applied consistently to all speakers.

Having clear protocols for this process can be a great support to board presidents. Using these protocols when the comments are polite and constructive may seem an unnecessary formality. But when many people wish to speak on an issue of deep concern, it is not the right time to establish or change board procedures for public comment since it may appear that the board is trying to control the content of public comment. The manner in which the board president presides over meetings, his or her ability to respond politely and appropriately to surprises, and the confidence and integrity he or she displays may be as important as any comment made.

Questions for the board to consider:

- How will the community know the board's process for public comment?
- Will the process be explained orally, in writing or both?
- How will the time limits be monitored and enforced?
- How will the president direct matters to the superintendent for follow up?
- Under what conditions will the president extend the allotted time for public comment?
- What language will the president use to stop inappropriate comment?
- Is the board prepared to adjourn the meeting if order cannot be maintained?

Interacting with staff at meetings

How board members interact with the staff that reports to the superintendent can have a strong impact on the efficiency of board meetings and staff. With regard to interacting with staff, the board should consult with the superintendent, who may have a particular style with which he or she is comfortable. In addition the superintendent may have already given staff direction in working with the board. The board will want to treat staff with respect, and demonstrate gratitude and support for their work. However the board will want to be careful in making comments that could be construed as giving direction to staff. The superintendent is the board's sole employee, whereas staff should receive direction from the superintendent.



Hypothetical situation: A board member responds to a staff report by saying, “This is great work. I think it would be a good idea for you to create a detailed report on attendance trends with comparative information from surrounding districts and the county for our next meeting.” In this example, a single board member has just given direction to staff which may be in conflict with direction given to staff by the superintendent. A protocol regarding board interaction with staff would guide board members to demonstrate appreciation for staff work, but to discuss with the board and superintendent any requests or suggestions for changes. When such a protocol exists, any board member can redirect the above comment by saying “I think we are operating outside our protocols.”

Questions for the board to consider:

- How will the board address the superintendent?
- How will the board address other members of staff?
- How will the governance team ensure that the board does not direct staff to take action?

Board deliberations

It is important for board members to have mutual understanding of the purpose of board discussion. Remember that board meetings are open to the public and the board wants to demonstrate to the community that it is fulfilling its governance responsibilities.

- **Provide guidance** | The board should ensure that proposed actions are consistent with district values, mission, vision and long-range priorities.
- **Provide oversight** | The board should ask questions that give staff the opportunity to demonstrate the district processes are effective, and the recommendations have a sound basis.
- **Provide support** | The board expresses interest in how this will affect staff and what the board will need to do to fully support the decision if implemented.
- **Provide fiscal responsibility** | The board ensures that recommendations are consistent with the adopted budget and that financial resources are aligned to goals.
- **Represent community perspectives** | Articulate a variety of viewpoints during deliberations and collectively work to ensure that a wide range of perspectives have been considered. How will this decision affect all students? What about minority students? Special education students? English language learners?

Questions for the board to consider:

- Is the board being intentional in representing various viewpoints in the discussion?
- Is a board member trying to win a debate or really understand another board member’s ideas?
- Is the board deliberating from a governance perspective: considering mission, values, vision, priorities, policy and budget?

How did the meeting go?

One of the most effective practices boards can use to improve their performance is to evaluate the meeting regularly. Spend a few minutes discussing which parts of the meeting were effective and which could be better. This needn’t be a long discussion, just honest and specific. Sample criteria are provided in Appendix C.

Minutes—The official record

Why are they called minutes? The word comes from the Latin *minutus* meaning ‘small.’ The term ‘minutes’ is not a reference to time, but to detail. The minutes are a record of the details of the meeting that precisely record board action. The accuracy is important. Minutes are legal documents and, in the event of litigation, are often subpoenaed. However, minutes need not record all that is said; that would be cumbersome. So what’s required?

- Education Code 35145 provides: “minutes shall be taken at all meetings recording all actions taken by the governing board. The minutes are public records and shall be available to the public.”
- Education Code Section 35163 requires every official action of the board to be affirmed by a formal vote of the members of the board and kept in a journal.

Closed meetings minutes are usually not kept. If the board or district is considering keeping minutes of closed meetings, district legal counsel should first be consulted. The determination of whether to keep closed session minutes is separate from the legal requirements under the Brown Act to report out in open session any action taken in closed session, which is reflected in the regular open session minutes.

CSBA sample bylaw 9324 recommends that the minutes include:

- Which members are present and whether a member is not present for part of the meeting due to late arrival and/or early departure.
- A brief summary of the board's discussion. (They shall not include a verbatim record of the board's discussion on each agenda topic or the names of board members who made specific points during the discussion. However, sometimes a board member may want his/her specific comments reflected in the minutes for public record. Note that the recording of the board meeting will have the verbatim record.)
- The specific language of each motion.
- The names of members who made and seconded the motion.
- The individual votes of each member, unless the action was unanimous. When a roll call vote is taken, the names and votes of each member shall be listed. Motions or resolutions shall be recorded as having passed or failed.
- The names of those individuals who comment during the meeting's public comment period, as well as the topics they address.

As the board secretary, the superintendent has the responsibility to prepare the minutes of the board meeting for review by the board. However, since the superintendent often has a large role to play at board meeting, the taking of minutes is often designated to another staff person dedicated to the task. These draft minutes are sent to each member, usually as part of the agenda packet for the board’s next meeting, so that each board member can review the minutes in advance.

At the meeting, one of first actions of the board is to approve the minutes from the prior meeting.



This is an action by the board affirming that the board's prior actions have been accurately recorded. The board may approve the minutes as circulated or approve them as amended, adopting the changes through a board vote. When the minutes are approved, the official copy of the minutes should be signed by either the secretary, clerk, or board president. A copy of the official minutes should be given or sent to each individual or organization that receives a copy of the agenda.

■ **References**

CSBA sample:

BB 9123 – Clerk | BB 9324 – Minutes and Recordings

Education Code: 35145, 35163

Government Code 54957.2

Summary

The board president and superintendent have special roles in the conduct of the meeting but need the full and active support of all board members. The president's duties require a unique set of skills, and the board should be thoughtful about the benefits of rotation and annual election for selecting the board president to ensure that the best person is selected for the job.

The governance team wants their meetings to be both effective and efficient. Values ensure that the conduct of the meeting communicates the district and board values that build the community's trust in the board and the district to operate in an honest and respectful manner. Focus ensures that boards are having the right conversations. Clear process helps boards facilitate those conversations in the appropriate manner. These procedures are the board's agreements that the president enforces in the conduct of board meetings. Minutes of open board meetings record the board's official actions and are public documents.

CHAPTER 4: MEETINGS FOR EVERY OCCASION

To develop the most effective board meeting practices, it is important to have a common understanding regarding the purpose of board meetings. The Brown Act defines a meeting as “whenever a majority of board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the board or district.” Applying this definition, a board meeting has two fundamental characteristics:

1. A board meeting involves a majority of board members, often referred to as a quorum.
2. The members “hear, discuss, or deliberate upon” district matters.

When and where to meet

When and for how long?

Generally, most school boards meet at least once a month, although many districts meet more often. The calendar of regular meetings is typically decided at the board’s annual organization meeting (see annual organization meeting below) when newly elected members, if any, take office. The law mandates boards to adopt a rule setting the time and place for regular meetings so this schedule should be reflected in the board’s bylaws (e.g., second Tuesday of each month). CSBA sample bylaw 9320 has template language that requires boards to specify when and where it will conduct regular meetings.

References

CSBA sample:

BB 9100 – Organization | BB 9320 – Meetings and Notices

Education Code 35141, 35143

Government Code 54952.2

Board members sometimes ask: “Are we meeting enough?” The better question may be: “Is the board getting its work done?” When board members say, “We just never seem to get around to the superintendent evaluation, it may indicate either that the board needs more meeting time to fulfill its governance responsibilities or that the board is not using the allotted time effectively.

But time itself should not be the metric for evaluating board performance. One can’t assume that if students have enough time in seats that learning has occurred. Accountability in student achievement requires a judgment based on outcomes. The same is also true for the board.

The board’s work requires clear thinking and focus. This can be difficult to sustain when meetings are protracted over several hours. But complex issues can take substantial time for board members to understand the issue, and for the board to understand the various perspectives of each member, as well as that of community members. Those conversations will take time. For this reason, boards need to be as efficient and effective as possible—wasting no time on routine matters so that they can focus their time and energy on the most urgent and important governance matters.



Where to meet

Education Code 35140 and Government Code 54954 mandate “the board to fix the time and place for its regular meetings by rule and regulation.” Usually, meetings are held at the district’s central office. Some districts rotate the location of the board meeting at various school sites within the district. For rural districts, there may be some limiting geographic considerations. For example, if the district is geographically large, some board members may have long drives to get to meetings. This can be compounded by local weather and driving conditions that can include snow. The board wants its meetings to be accessible to each of the board members and the public, as well as create conditions conducive to effective meetings.

Outside the district?

The law requires that meetings be held within district boundaries. However, there are a few special circumstances exist which allow the board to hold a meeting outside of the district. These reasons include, but are not limited to, meeting with elected officials, interviewing a potential employee from another district, or meeting with residents of another district regarding the board’s potential employment of an applicant for superintendent.

References

CSBA sample:
BB 9320 – Meetings and Notices
Education Code 35140
Government Code 54954

Annual organization meeting

Education Code 35143 requires all school boards to hold an annual organizational meeting within 15 days following the first Friday in December, which is the date that newly elected board members take office. The purpose of the meeting is to:

- Elect a president and other officers as needed
- Authorize signatures
- Develop a schedule of regular meetings for the year
- Develop a board calendar for the year

Selecting a president

Education Code 35022 requires any board with five or more members to elect a president from among its members. Once selected, the board as a whole must agree on what the board president's role is. Presidents have no individual authority other than that specifically granted under board bylaws or agreed upon by the board as a whole.

As long as a secret ballot is not used (prohibited by Government Code 54953), school boards in California are free to elect their officers using any appropriate process. The process is usually spelled out in a board's bylaws and changes in the process would likely require an amendment or suspension of a bylaw. Most school boards use one of two basic methods in selecting a president. Either the president is elected by a board vote, or the position is rotated among its members. The former can contribute to the leadership development of all board members. The latter can ensure that a highly effective president doesn't have to rotate out after just one year. The board presidency is a challenging and sometimes difficult job. To fulfill their duties, school board presidents need a wide range of leadership skills. Presidents must be able to manage a meeting, work diplomatically with members of the community, be articulate on district matters, and provide leadership to a group of individuals who bring multiple expectations and priorities to school board service.

References

Education Code 5017, 35022, 35143

Government Code 54953

Developing the meeting schedule and the governance calendar

Developing the regular meeting schedule is not difficult. When to set regular meetings will be informed by district need, board member availability and past practice. Developing the governance calendar is a more complex task because it does more than simply answer the question of when and where to meet. It answers a bigger question: "What major topics will we discuss at each meeting?" In other words, the governance calendar is the board's annual agenda. Seeing the board's work from an annual perspective gives all board members, both those just elected and continuing, an opportunity to have an equal understanding of the cycle of board activity and how it aligns with and supports district operations. By understanding which decisions have legally mandated deadlines, and which priorities the governance team has identified, the board can arrange its annual calendar of meetings to ensure that each meeting is focused on the most appropriate topics.



An orientation meeting

The organizational meeting is an important first meeting for newly elected board members. But often there is not sufficient time to fully orient new members to the work of the board. CSBA sample bylaw 9230 – Orientation provides guidance to boards on a process for orienting new board members. This orientation has a direct impact on the board’s effectiveness, which will depend on how well each board member understands the status and needs of the district and how the board works. If the items below cannot be discussed at the annual organizational meeting, the board should schedule one or more governance study sessions as soon as possible after the new board members have taken office. The sooner all board members have a clear, collective understanding of the issues, the sooner they can focus on governing the district. Without such clarity, these issues can become distractions that prevent the board from focusing on district improvement and student achievement.

To effectively orient new board members to the work of the board, the board should review the following concepts, and give new members an opportunity to ask questions and even suggest changes.

- Board bylaws and the Brown Act
- Governance agreements including but not limited to:
 - › Meeting procedures
 - › Agenda formation process
 - › Communication among board members
 - › Communication with the superintendent
- Board goals and board self-evaluation process
- Board development/practices and budget
- District long-range priorities
- District goals and success indicators
- Superintendent goals, success indicators and contract
- Superintendent evaluation timeline, process and instruments
- District budget

■ References

CSBA sample:

BB 9010 – Public Statements | BB 9100 – Organization | BB 9230 – Orientation

Government Code 54953

Education Code 35143

Types of meetings

Regular meetings

Regular meetings are where the board conducts a majority of its business. As its name implies, these meetings are held on a regularly-scheduled basis to support the operational needs of the district.

Posting requirements: Regular meeting agendas must be posted at an accessible place where members of the public, including district employees, can see it at least 72 hours prior to the regular meeting. Agendas must contain a brief, general description which provides sufficient detail for the public to ascertain the nature of the business to be conducted, though the description need not exceed 20 words.

Special meetings

A special meeting may be called when there is a need for the board to meet outside of the time specified for a regular meeting and/or when there is a need to meet with less than 72 hours notice. Like regular meetings, special meetings must be open and publicly noticed, though the time and location may differ from the board's regular meeting place and the room set-up may be more informal. The board may schedule special meetings for a variety of reasons. When special meetings are called, the superintendent and the president must distribute the agenda and support materials to board members as soon as possible, but according to law, at least 24 hours in advance of the meeting. The public must be allowed to attend any open session of a special meeting and must be provided an opportunity to comment on items on the special meeting agenda.

Special meetings: Study session

Study sessions give the board an opportunity to learn. They often include reporting from staff to receive more in-depth information on an important issue like the budget or special education. These matters are complex, and board members may need guidance from staff. Study sessions give board members an opportunity to learn without the pressure of making a decision, but the study session will certainly inform later decisions.

Special meetings: Discussion meetings

These meetings may involve staff at the discretion of the board, but typically they involve only the governance team—the board and the superintendent. As the name implies, a discussion meeting is an opportunity to reflect and learn from each other without the pressure of making a decision. It gives the governance team members the opportunity to think out loud, to share ideas with one another on one or more issues.

Just as study sessions give the board time to learn information, discussion meetings give the board time to process information, to interpret the data it has received, and to evaluate the information in light of district values, mission, vision and priorities.

Discussion meetings may also include board retreats for team-building conversations or matters that deal with the board's internal operations. These retreats can increase the board's effectiveness in governing the district by unifying the governance team through governance agreements that guide the board's operations. By achieving a high degree of clarity and mutual understanding on how the board functions, these concerns can be removed as barriers, and free the board to focus on its oversight responsibilities in service to the children of the district.



Service link: CSBA's Leadership Development department can provide experienced consultants who can offer skilled facilitation of board discussion meetings. Professional consultation and facilitation can allow the board president to participate fully and equally in the discussion, and ensure that board conversations are focused and productive.

Emergency meetings

The school board may convene a special meeting to respond to an emergency situation without complying with the 24-hour notice requirement for special meetings. Such meetings are covered by Government Code 54956.5. An emergency situation is defined as a work stoppage, a crippling disaster, dire emergency, mass destruction, terrorist act or other activity which severely impairs public health, safety or both as determined by a board majority.

Closed sessions

Note: Authorization for closed sessions is complex. Also, county boards have different requirements than school district boards for closed sessions. Check with legal counsel as appropriate.

A closed session may normally only be conducted during a regular or special meeting, when the meeting has been called with proper notification and properly agendized. However, in limited circumstances the board may hold a closed session during an emergency meeting (Government Code 54956.5).

Prior to any closed session, the board must disclose in open session the items to be discussed in the closed session, which usually includes citing the legal authority under which the closed session is held, and must allow the public to comment on the issues that the board will be discussing in the closed session. In the closed session, the board may consider only those matters covered in the statement and on the agenda.

The board president has the responsibility to preside over the closed session, but all board members share the responsibility of ensuring that the discussion remains focused on only those items listed on the agenda that meet the requirements of law for the closed session. Once the closed session is over, the board must return to open session to adjourn and announce certain actions taken in closed session (Government Code 54957.1).

Public hearings

School boards hold public hearings in order to learn public opinion about a matter the board may take action on, or when issues are particularly sensitive or may create public controversy. In addition, public hearings may be required for certain legal issues and must follow special rules about public testimony and public notice. Members of the board generally don't comment during public hearings, but rather listen to speakers' views on the issue. If members of the public offer erroneous information as fact, the board or staff can offer clarification after the public comment session is closed, but should not engage the speaker in discussion of the issue.

■ References

CSBA sample:

BB 9320 – Meetings and Notices | BB 9321 – Closed Session Purposes and Agendas

BB 9321.1 – Closed Session Actions and Reports

Government Code 54954.2, 54956, 54956.5, 54957.1

Education Code 35145

Board committees

Board committees—should we or shouldn't we? There are legal considerations. Committees constituted by the board may be subject to open meeting laws. CSBA sample bylaw 9130 – Board committees offer guidance on the conditions under which the open meeting law applies to board committees. However, these requirements are no more burdensome than those that apply to board meetings in general, and the benefits could be great.

If the board does establish committees, the board should clarify in writing;

- The charge of the committee
- The scope of the committee's work and responsibilities
- The membership of the committee
- The role of board members appointed to the committee
- The role of board members who attend committee meetings, but are not appointed to serve on the committee (legal rules may apply depending on if the committee is standing or advisory and the number of board members on the committee).

Doug Eadie, president and CEO of Doug Eadie & Company, Inc, in *Five Habits of High Impact School Boards* (NSBA, 2005), argues that effective board committees can serve as a powerful governance tool for school boards. They can assist the board by accomplishing much of the preparatory work necessary before a matter is considered by the full board, strengthen the board-superintendent-executive team partnership by providing a forum for intensive interaction, and create ownership among board members for important recommendations to the board. Eadie notes two examples that are aligned with two of the board's key responsibilities: planning (setting the direction) and monitoring (accountability). By working out details in advance and providing for public comment at the committee level, committee work can provide the full board with well-prepared recommendations that already have the benefit of public input.

If boards create standing committees, these committees will operate most effectively if, according to Eadie:

- Each trustee serves on a committee
- The committee is the only path to the board agenda for matters within the committee's purview
- Committee reports at board meetings are made by the trustee(s) serving on the committee
- The superintendent appoints district personnel to staff the committee



Mark Van Clay and Perry Soldwedel (*The School Board Fieldbook: Leading with Vision*, 2009) offer a compelling counterpoint to the benefits of board committees. Committees create conditions in which some board members have more information than others, which can be a trust challenge. In addition, with access to more information and expertise in specific areas, there can be a stronger tendency for committee members to begin to micromanage. This can also result in the board abdicating its responsibilities to the subcommittee. Perhaps most importantly, board committees may require significant staff time and support to prepare for committee meetings.

Boards should work with the superintendent to determine which committee structures can best support the district given district priorities, board and superintendent goals, staff capacity to support the committees, and the relative involvement of other stakeholders to strengthen the board's work.

■ **References**

CSBA sample:
BB 9130 – Board Committees

Summary

The law provides for a variety of meetings that may be called by the board, and district staff will be the best resource for board members in learning more about the types of meetings and their specific purposes. There are two areas in which boards can dramatically increase their effectiveness. First, an annual orientation meeting is an important first step in orienting new board members and allowing the board to step back from regular business to review the details of their governance process. Second, boards can use discussion meetings throughout the year to discuss governance issues, addressing concerns as they arise to keep the board focused on district issues. The board and the superintendent can determine whether the use of board committees can assist the board in its work.

FINAL THOUGHTS

The preceding chapters have discussed the purpose of meetings, the open meeting laws, the types of meetings, preparing for meetings and the conduct of meetings. There is a lot to learn in the details. But the overarching ideas that are at the heart of great meetings are easy to remember.

1. **Get together.** Orient new board members to the work of the board and to the established governance agreements regarding the conduct of board meetings.
2. **Get connected to values.** Remember that a board member's demeanor and behavior is an expression of community and district values. They are as important as any decision the board may make.
3. **Get talented leadership.** Be thoughtful about how the board can leverage the skills of board members and how the duties of the president can best be achieved.
4. **Get focus.** Engage in a cyclical process of setting district priorities and goals that will drive the board's annual agenda, and ensure the process for developing the regular meeting agenda is clear.
5. **Get ready.** Prepare for meetings in advance.
6. **Get analytical.** Evaluate the effectiveness and success of board meetings at the end of every meeting. This doesn't have to be a long process. Just be honest and constructive—point out the good and the unfortunate.

CSBA is committed to helping governance teams be as effective as possible. Ensuring that board meetings are well run is a cornerstone of board effectiveness. This book is intended to help board members do that, but reading this book alone won't lead to great meetings. By developing, implementing and evaluating local meeting procedures collaboratively with the full board and superintendent, board members will achieve the goal of effective meetings. Use this book to begin and sustain those conversations and agreements.

Have a great meeting.



APPENDIX A: MEETING PREPARATION CHECKLIST

Location and public access

- Are notices and agendas of your meetings properly posted?
- Are all members of the public, especially those involved or interested in agenda items, invited to attend your meetings and made to feel welcome?
- Are reporters briefed about what will happen at the meeting?
- Has adequate parking and security been provided for vehicles of all those who attend board meetings?
- Are your meetings held in pleasant and comfortable surroundings which are conducive to effective communication and decision-making?

The agenda

- Has the district established a policy and procedure by which board members, school staff, citizens and others can request that a matter be placed on a board agenda?
- Has the board adopted a procedure for setting the agenda and seeing that backup reports and briefings are prepared?
- Do the board president and superintendent discuss agenda items and other business, and try to anticipate any problems that might occur?
- Do meeting agendas reference district goals?
- Does the superintendent specify in advance those items for which he or she has a recommended action? Are these accompanied by the recommendations, a list of pros and cons, and alternatives when feasible?
- If the board has committees, are committee reports or minutes distributed to all members of the board with the agenda materials?

Superintendent's responsibilities

- Do staff members understand which matters need to be brought to a scheduled meeting and which do not?
- Does the superintendent invite staff or specialists to board meetings to supply backup advice and knowledge on recommended proposals?

Board members

- Do board members review agenda materials in advance?
- Do board members get questions answered in advance to the extent possible?



APPENDIX B: PREPARING THE BOARD ROOM CHECKLIST

People need to be seen and heard

- Governance team members should be seated so that they can see each other easily.
- Many boards find it helpful to have the board president and superintendent seated next to each other so that they can assist one another in the conduct of the meeting.
- Identify board members and the superintendent with name placards that can be seen by the audience.
- The podium should be positioned so that the board and the audience can see and hear the speaker.
- Staff should be seated in one area in the audience, preferably in close proximity to the board table for ease of communication.
- Make arrangements to seat members of the press where they have good audio and visual contact with the audience, the board and speakers.
- Install microphones and amplification equipment to ensure that everyone can hear the discussion, and those addressing the board.

People need to be comfortable

- Do district employees or board members greet community members?
- Is the room well lit?
- Is the room air conditioned or well ventilated?
- Are chairs reasonably comfortable?

People need to be informed

- Is the process for how community members submit requests for agenda items easy to find and understand?
- Prior to the meeting, is it easy for community members to request and receive meeting materials?
- At the meeting, are meeting materials available in an area that will not disrupt the meeting?
- Does the district provide community members with material that explains who the board members are and how the board meeting works?
- Are there clear guidelines for how members of the public can address the board?

APPENDIX C: MEETING EVALUATION CRITERIA

Focused

- Are board discussions related to board and district priorities?
- Are board discussions confined to the issue on the floor, and are non-pertinent discussions avoided?
- Does the board president clarify or explain each item?
- Are policy issues—rather than day-to-day management issues—discussed?
- Are all board members provided an opportunity to express their views on issues?

Effective

- Do board members come to meetings prepared, having read the agenda and, to the extent possible, having called the superintendent or staff for clarification of any issues prior to the meeting?
- Are issues before the board resolved unless postponed, committed or tabled pending further study?

Efficient

- Does the board use a consent agenda to quickly address routine items?
- During the meeting, does the board president pay attention to the clock so that adequate time can be devoted to important matters?
- Are speaking privileges granted through recognition by the board president?
- During the meeting, is only one person permitted to speak at a time?
- Is the board president adept at summarizing arguments before bringing matters to a vote?
- Do meetings end at a reasonable time?

AGREEMENT

AGREEMENT

BETWEEN

**NATIONAL CITY ELEMENTARY
TEACHERS ASSOCIATION**

AND THE

**GOVERNING BOARD
OF THE
NATIONAL SCHOOL DISTRICT**

2018-2021

**Based on settlement agreement for
2018-2019, 2019-2020 and 2020-2021 school years**

Board Approved on October 10, 2018

AGREEMENT
BETWEEN
NATIONAL CITY ELEMENTARY TEACHERS ASSOCIATION
AND THE
GOVERNING BOARD
OF THE
NATIONAL SCHOOL DISTRICT
2018 – 2021

TABLE OF CONTENTS
2018-2021

Preamble and Term of Agreement

Article 1	Definition of Terms.....	1-1
Article 2	Recognition.....	2-1
Article 3	Preschool Teachers Special Provisions.....	3-1
Article 4	Organizational Security and Association Rights	4-1
Article 5	Negotiations Procedures	5-1
Article 6	Hours of Employment.....	6-1
Article 7	Transfer and Reassignment.....	7-1
Article 8	Leaves	8-1
Article 9	Safety Conditions of Employment.....	9-1
Article 10	Class Size	10-1
Article 11	Evaluation Procedures	11-1
Article 12	Grievance Procedure.....	12-1
Article 13	Part-Time Employment.....	13-1
Article 14	Health and Welfare Benefits.....	14-1
Article 15	Salaries	15-1
Article 16	Management Rights	16-1
Article 17	No Strike – No Lockout.....	17-1
Article 18	Effect of Agreement.....	18-1
Article 19	Special Education.....	19-1
Article 20	Peer Assistance and Review (PAR).....	20-1

	<u>PAGE</u>
Article 21	Discipline Procedure.....21-1
Article 22	Summer School.....22-1
Article 23	Inclement Weather or Other Acts of Nature23-1
Article 24	Support Staff and Enrichment Teachers.....24-1
Appendix A	2018-19 TEACHER SALARY SCHEDULE
Appendix B	2018-19 SPEECH LANGUAGE PATHOLOGIST & PSYCHOLOGIST SALARY SCHEDULE
Appendix C	2018-19 PRESCHOOL TEACHER SALARY SCHEDULE
Appendix D	REQUEST TO BRING PERSONAL PROPERTY ON DISTRICT PREMISES
Appendix E	WALKTHROUGH FORM
Appendix F	CERTIFICATED OBSERVATION REPORT
Appendix G	CERTIFICATED OBSERVATION REPORT—ITINERANT SPECIAL EDUCATION STAFF
Appendix H	CERTIFICATED SUMMARY EVALUATION
Appendix I	CERTIFICATED SUMMARY EVALUATION – ITINERANT SPECIAL EDUCATION STAFF
Appendix J	ALTERNATIVE EVALUATION PLANNING AND GOALS FORM
Appendix K	ALTERNATIVE EVALUATION UPDATE FORM
Appendix L	ALTERNATIVE EVALUATION NARRATIVE SUMMARY FORM
Appendix M	DETAILED ASSISTANCE PLAN (DAP)
Appendix N	STATEMENT OF RELEASE
Appendix O	GRIEVANCE FORM
Appendix P	SIDE LETTER CFRA – BABY BONDING

PREAMBLE

The articles and provisions contained herein constitute a bilateral and binding agreement (“Agreement”) by and between the Governing Board of the National School District and the National City Elementary Teachers Association affiliated with the California Teachers Association and the National Educational Association.

This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code.

The Association will withdraw with prejudice any and all unfair practice charges concerning negotiations, impasse, fact-finding and post fact-finding activities and actions by the District, including all unfair practice charges in PERB Case No. LA-CE-5501-E.

TERM OF AGREEMENT

This agreement shall be effective on the date of final ratification by both parties except for salaries and health and welfare, which shall be effective as specified in each Article. The new agreement shall be in effect until June 30, 2021.

ARTICLE 1

DEFINITION OF TERMS

1. “The Act” means Chapter 10.7, Sections 3540 through 3549.3 of Division 4 of Title 1 of the Government code of the State of California.
2. “Association” means the National City Elementary Teachers Association, affiliated with the California Teachers Association and the National Education Association.
3. “Board” as used herein is the Governing Board of the National School District.
4. “Exclusive Representative” refers to the National City Elementary Teachers Association.
5. “Public Relations Employment Board” shall be referred to as “PERB” herein.
6. “Daily Rate of Pay” means the unit member’s annual contracted salary divided by the number of duty days.
7. “Credited service” means a combination of service within the District and prior years of service accepted at initial employment.
8. “District” means the National School District.
9. “Days” are duty days on which unit members are required to report to work.
10. “Calendar Days” means days counted on the calendar.
11. Scope of Representation
 - A. The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment. “Terms and conditions of employment” mean health and welfare benefits as defined by Section 53202, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, organizational security pursuant to Section 3546, procedures for processing grievances pursuant to Sections 3548.5, 3548.6, 3548.7, and 3548.8, the layoff of probationary certificated school district employees, pursuant to Section 44959.5 of the Education Code, and alternative compensation or benefits for employees adversely affected by pension limitations pursuant to Section 22515 of the Education Code, to the extent deemed reasonable and without violating the intent and purposes of Section 415 of the Internal Revenue Code. In addition, the exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer and may not be a subject of

meeting and negotiating, providing that nothing herein may be construed to limit the right of the public school employer to consult with any employees or employee organization on any matter outside the scope of representation.

- B. Notwithstanding section 44944 of the Education code, the public school employer and the exclusive representative shall, upon request of either party, meet and negotiate regarding causes and procedures for disciplinary action, other than dismissal, including a suspension of pay for up to 15 days, affecting certificated employees. If the public school employer and the exclusive representative do not reach mutual agreement, then the provisions of Section 44944 of the Education Code shall apply.
 - C. Notwithstanding Section 44955 of the Education Code, the public school employer and the exclusive representative shall, upon request of either party, meet and negotiate regarding procedures and criteria for the layoff of certificated employees for lack of funds. If the public school employer and the exclusive representative do not reach mutual agreement, then the provisions of Section 44955 of the Education Code shall apply.
 - D. Notwithstanding Section 45028 of the Education Code, the public school employer and the exclusive representative shall, upon the request of either party, meet and negotiate regarding the payment of additional compensation based upon criteria other than years of training and years of experience. If the public school employer and the exclusive representative do not reach mutual agreement, then the provisions of Section 45028 of the Education Code shall apply.
12. “Release Time” means time given to a member of the unit without loss of compensation.
13. “Support Personnel” are those unit members in service in the following positions: School Psychologist, School Psychologist Intern, Special Day Class/Non-Severely Handicapped Teacher, Special Day Class/Severely Handicapped Teacher, Reading/Language Arts Specialist Program Teacher, Resource Specialist Program Teacher, Speech Therapist, Assessment Center Project Teacher, Adaptive P.E. Specialist, Community Involvement Coordinator, Parents as Teachers Coordinator, Language, Speech and Hearing Specialist, and Gifted and Talented Education Teacher.
14. “Unit member” refers to any regular full-time or part-time certificated employee of the District serving in the following positions: all support personnel, elementary classroom teachers, K-6, preschool teacher, parent educator, child development center teacher, school nurse, summer school teacher, intersession teacher, School Counselor, Impact Teacher, Teacher on Special Assignment, Lead Librarian, and personnel on leave from positions enumerated above. In cases where new positions are established by the District, the parties agree to be bound by the provisions of the Act governing whether or not the person(s) serving in the new position(s) shall be considered a member of the unit.

ARTICLE 2

RECOGNITION

1. The Board hereby recognizes that the Association has been certified by the Public Employment Relations Board (PERB) as the exclusive negotiating representative of the members of the unit.
2. No other group or organization or representative thereof shall be permitted to engage on behalf of any employee included in the unit in any meeting and negotiating with the District over matters defined as within the scope of representation as specified in Article 1.9.
3. The Association recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board or the duly authorized representative designated by the Board to act in its behalf. The Association agrees further that neither it nor any of its members or agents will attempt to negotiate privately or individually with any Board member or administrator. The Association agrees that neither it nor its members or agents will attempt to represent in any negotiations or grievances the interest of anyone other than unit members; and that the interest of pupils, parents, the public, the Board, and other employees will be the sole concern of the Board and/or these respective parties.

ARTICLE 3

PRESCHOOL TEACHERS SPECIAL PROVISIONS

1. Preschool Teachers

A. The following sections (including subsections relating thereto) shall not apply to Preschool Teachers: Article 6 (Hours of Employment), Sections 1.A, 2.A, 2.B, 2.C, 2.M, 2.N, 2.O, Article 8 (Leaves), Sections 8.8, 8.9; Article 10 (Class size) Sections 2, 3, 4, 5; Article 11 (Evaluation Procedures), Section 11.3; Article 13 (Part-time Employment), Section 13.3; Article 15 (Salary), Sections 1.A, 1.B, 3.C.1, 3.C.3, 3.C.4, 6.A, 6.B, 6.C; Article 19 (Special Education) Section 1A; Article 20 (PAR); and Article 22 (Summer School).

B. The following provisions apply only to Preschool teachers:

1. Preschool Teachers shall work a six (6) hour duty day in addition to their 40-minute duty-free lunch period school year and may arrange with their team partner to take a daily 10-minute break as necessary. The annual work year for preschool teachers will be reviewed annually.
2. After consultation with the preschool staff, the workday schedule for each preschool site shall be designed by the Preschool Director.
3. Preschool Teachers shall be evaluated in line with the requirements of Article 11 – Evaluation Procedures. However, in lieu of Section 11.3, which does not apply as indicated above, at least one (1) formal observation and one (1) informal observation shall be conducted for all probationary preschool teachers and at least one (1) formal observation and one (1) walkthrough unannounced visitation of less than thirty (30) minutes shall be conducted for all permanent Preschool teachers prior to the Summary Evaluation for those teachers on cycle for evaluation in that school year. The summary evaluations shall be completed no later than fifteen (15) days prior to the end of school year.

\$22.00/HR For participation in staff development, committee work, classroom preparation related to a reassignment or transfer or preschool activities.

\$22.00/HR For participation in committee work that produces a product including preparation time.

\$22.00/HR For preparing and conducting a workshop presentation.

Hourly Rate For working in instructional capacity with students.
consistent
with Class 1

- C. The Preschool Teacher Resource Guide shall be implemented in a consistent manner and shall not be inconsistent with the Articles, sections and subsections of the current contract that apply to preschool teachers.

2. Preschool Peer Assistance and Review (PAR)

The following sections of the Agreement between NCETA and the National School District, Article 20 shall apply to Preschool Teachers in relation to PAR.

- (1) Peer Assistance and Review PAR Joint Council A, C, D (1, 3-13), E, F,G

The following language will be added to section 1A:

NCETA will identify a preschool adjunct member of the existing PAR Joint Council. Should an experienced preschool teacher need to participate in PAR during a school year the adjunct member will participate in the council for the entire year and be paid for participation at an hourly rate of \$22.00 per hour.

If there is no experienced preschool teacher participating in PAR during the year, the Preschool adjunct member shall attend only the first organizational meeting of the PAR Council that year.

- (2) Participating Teachers, A, 2 (a-d);

- (3) Consulting Teachers, A, B, E, F, G, H, L

The consulting teacher in addition to the regular salary shall receive compensation of three thousand dollars (\$3,000) for each Experienced Teacher (ET) Participant with whom they work. No Consulting Teacher shall work with more than one (1) Experienced Teacher (ET) without the approval of the PAR Joint Council.

- (4) General Provisions, A, B, C

Should PAR funding cease to be available for K-6 teachers, then the requirement for PAR preschool shall be renegotiated.

ARTICLE 4

ORGANIZATIONAL SECURITY AND ASSOCIATION RIGHTS

1. NCETA shall have the sole and exclusive right to have membership dues deducted for employees in the bargaining unit by the District. The District shall, upon appropriate written authorization from any employee, deduct and make appropriate remittance for insurance premiums, credit union payments, savings bonds, charitable donations, or other plans or programs jointly approved by NCETA and the District. The District shall pay to the designated payee within fifteen (15) days of the deduction all sums so deducted.

2. Dues Deduction

The District shall honor the terms of NCETA/CTA/NEA written authorizations for payroll deduction. These authorizations shall be maintained by NCETA/CTA/NEA. The District shall process payroll dues deductions for all employees whom the union reports as having written authorizations. The Association may provide the employer with copies of the employees' authorization agreements but is not required to do so unless there is a dispute about the existence or terms of the agreements. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

3. All unit members may have contributions to the NCETA Political Action Committee voluntarily deducted from their pay warrants upon delivery to the District of an appropriate payroll authorization form. Such contribution may be terminated at any time upon delivery to the District of an appropriate form.

- A. Hold Harmless

The Association shall indemnify and hold harmless the District from any claims, demands, or lawsuits arising out of or from the provisions of this Article. The District agrees to notify the Association in writing within thirty (30) days after receipt of any written claims, demands, or lawsuits arising out of or from the provisions of this Article. The Association and the District will consult in good faith about the defense of any written claims, demands, or lawsuits. If a settlement offer is made by anyone filing a claim, demand, or lawsuit, and the Association requests that the District accept the settlement offer, the District shall accept the settlement offer if it does not adversely affect the District.

4. Access

- A. Visitations

Persons not members of the school staff who wish to come on the school site for Association matters during the school day shall upon arriving at the school site report initially to the principal, or, in his/her absence, appropriate office personnel providing appropriate information regarding place and general purpose of visit. Such visits shall be scheduled so as not to cause interruption to the school program. Advance arrangements will not be required for individual conferences between officers and officials of the Association. No Association business may be conducted during times when unit members are required to render service: i.e., Faculty meetings or inservice meetings, to the District. District employees shall refrain, during instructional hours, from participating in the activities or assisting in the promotion of any Association matters.

B. Faculty or Staff Members

The agenda of official faculty or staff meetings called for the purpose of carrying out school district business shall be limited to official district or school activities and shall not include matters related to the Association. However, at the close of faculty/staff meetings, the Association Faculty Representative shall be given the opportunity to present reports and announcements to unit members. In the event that the Association wishes to call a meeting, the Association should inform its members in advance of the faculty or staff meeting, and the Association meeting should not be convened until after the adjournment of the faculty or staff meeting.

C. District Facilities and Service

The Association may not use school district materials or services for the promotion of its business, or meetings except as specifically provided herein.

1. Bulletin Boards

The Association shall be entitled to use the school bulletin boards for official communications directed to members. To qualify as an official communication, the material must have the name of one of the following organizations:

- CTA
- NEA
- NCETA

Representatives authorized to post such materials for posting shall be limited to officers of the Association and building representatives authorized by the Association. The representatives shall be responsible for monitoring the appropriate content of the bulletin board.

2. School Bulletins

Space may be provided in the staff information portion of official school bulletins for brief announcements of meetings of the Association, where such meetings are to be held on the school site and attendance is limited primarily to staff members of the individual school. Such announcements should be limited to necessary factual data – time, date, place, purpose – and should be clearly identified as unofficial announcements published at the request of the employer.

3. School Mail

The Association may use school mail for distributing official organization material to members. The Association may also distribute official organizational materials to non-members through the school mail. Use of the school mail by the Association shall conform with the requirements of federal law relating to such use. Official school district mail has first priority in the use of district mail service. Bulk mailing by the Association will be accepted subject to the physical capacity of the school mail service and therefore may be subject to unavoidable delays in distribution. Distribution of Association materials through school mail must be under such conditions that it cannot be picked up or made available to students in schools. Association materials being distributed through school mail shall normally be addressed to individual staff members by name and location. If this procedure is not followed, a member of the Association must be responsible for distributing the materials within each school or department either by placing the materials in individual mailboxes or by personal delivery. No members of the district staff shall be expected to assist in such distribution as part of his/her required duties. Individual staff members who do not wish to have materials placed in their mailboxes should advise the Association accordingly. The Association will be expected to honor such requests.

4. Internal Electronic Mail

The Association may use district internal electronic mail for distributing official organization material to members. The Association may also distribute official organizational materials to non-members through district internal electronic mail. Use of district internal electronic mail by the Association shall conform with the requirements of district policies and regulations regarding the Employee Use of Technology and federal law relating to such use.

6. Use of School Facilities

- A. The Association may use school facilities for meetings either before or following unit members' daily period of service, subject to availability of facilities as determined by the principal. Such meetings shall not interfere with the service of the unit member or the school program and attendance shall be voluntary.
- B. The Association shall have the right to reasonable use, subject to District Board policies and regulations regarding the Employee Use of Technology, to institutional equipment, facilities, and buildings at reasonable times for NCETA business so long as such use does not interfere with the District's regular instructional program. In the event any cost accrues to the District under this provision, the Association shall reimburse the District that cost.

7. Access to Information

- A. Pursuant to AB 119, which requires public agencies to provide unions with access to new employee orientation sessions and information:
 - 1. The District shall hold yearly new employee orientations. The initial orientation shall be offered no later than the last week of August. NCETA/CTA/NEA will be given the opportunity to make a presentation exclusively to its bargaining unit members (including use of audio and video equipment if necessary) not to exceed one (1) hour. A second orientation shall be held no later than the last week of January. The District and NCETA will collaborate to determine the dates and times of the new employee orientation sessions each year. The orientations shall take place during the regular duty day. The District shall provide coverage so all new employees, as well as the President or designee of NCETA, can attend. Additionally, newly hired NCETA/CTA/NEA bargaining unit members will be given NCETA membership information in their employment packet.
 - 2. Within 30 days of hiring a new employee, the District shall provide NCETA with the employee's name, job title, department, work location, work, home, and cell phone numbers, personal email addresses on file, and home address. The District shall provide NCETA a comprehensive list of all bargaining unit members containing individual name, job title, department, work location, work, home, and cell phone numbers, personal email addresses on file, and home address upon the request of the Association.
- B. The Association President shall receive two (2) copies of the official Governing Board agenda with minutes and public support materials packet at the same time these materials are provided to Board members.

- C. Upon written request, a current version of the District Policy Manual shall be provided to the Association. Updated policies and procedures that may be enacted by the district shall be provided as they occur.
- D. The Governing Board, upon written request by the Association, agrees to furnish to the Association within five (5) working days all public or non-privileged written information that is directly related to the Association role as exclusive representative. Such information shall include, but not be limited to annual financial reports and audits, tentative budgetary requirements and allocation, and salary schedule placement summary of unit members.
- E. The District will provide to the Association on a quarterly basis an alphabetical list of unit members sorted according to association dues category.

8. Consultation and Representation

- A. The Association shall have the right to consult on the definition of educational objectives, the determination of the contents of courses and curriculum, and the selection of textbooks, to the extent such matters are within the discretion of the Board under the law. The parties agree the following procedures shall be followed:
 - 1. A consultation committee shall be established composed of up to eight (8) members: four (4) District members and four (4) Association members. Each party shall select their own committee members.
 - 2. The committee shall meet at least four (4) times per year.
 - 3. The committee shall discuss and make recommendations regarding the definition of educational objectives, the determination of the content of courses, curriculum and the selection of textbooks. Recommendations of the committee shall be made by consensus. Written notes of the committee's meetings shall be developed and maintained by both parties. The District reserves the right to make final decisions based on stakeholder input and recommendations of the committee.
 - 4. A list of District standing, and ad hoc committees shall be provided to the Association on an annual basis or as new committees are formed.
 - 5. For program changes, the District shall provide the Association upon request a brief description of the change in instructional program and the teachers involved in the change.
- B. The Association President or his/her designee shall have the opportunity to address Administrative Council when deemed appropriate by the Superintendent.

- C. The Association shall appoint two (2) unit members to participate in all meetings regarding budgetary matters conducted by the District relative to their role as the exclusive bargaining agent.
- D. The Association shall be responsible for coordinating the selection of two (2) teacher representatives to district committees, including, but not limited to, the superintendent's roundtable and the textbook selection advisory committee.

9. School Site Leadership Team

- A. Each grade level shall select a representative for the School Site Leadership Team. In addition, the NCETA site representative and at least one support staff member will serve on the team. It is the responsibility of NCETA to ensure that there is a site representative on the School Site Leadership Team.
- B. The School Site Leadership Team shall meet with that group's immediate supervisor during the regular school year for consultation regarding staff development, the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks.
- C. School Site Leadership Teams are intended to supplement rather than supplant the functions of District-wide curriculum related committees.

10. Association Leave/Substitute Time

- A. Up to ten (10) days of paid leave per year shall be granted to the Association President for the purpose of meeting with unit members to facilitate communication. The Association shall pay to the District the current short-term salary of a day-to-day substitute plus statutory benefits for each day granted. From day eleven (11) forward the Association will pay the daily rate (including statutory benefits) at Column 1, Step 1 of the NCETA Teachers Salary Schedule. The Association will make payment to the District within thirty (30) calendar days of the date of the District's billing.
- B. The Association shall have an allocation of up to seventeen (17) days of leave for each school year for Association purposes.

The Association shall pay to the District the current short-term salary of a day-to-day substitute plus statutory benefits for each day of Association leave. From day eighteen (18) forward the Association will pay the daily rate (including statutory benefits) at Column 1, Step 1 of the NCETA Teachers Salary Schedule. The Association will make payment to the District within thirty (30) calendar days of the date of the District's billing. The Association agrees to give written notice, whenever possible, to the Superintendent or designee at least five (5) working days prior to the use of such leave.

- C. If a shortage of substitutes occurs, unit members on sick or Personal Necessity Leave shall be given priority over the needs of the District as relates to Staff Development.
- D. Unit members shall only be requested to substitute for other unit members when an emergency occurs. If a unit member is required to supervise all or a portion of another unit member's class, they shall be reimbursed on the pro-rate portion and time based on the short-term substitute rate.
- E. The District agrees not to schedule activities for bargaining unit members that extend beyond 3:15 p.m. on the first and second Tuesday of each month so that bargaining unit members may engage or participate in Association business.
- F. Unit members serving as delegates to the Representative Council of the Association, Board of Directors, and/or Bargaining Team members and/or alternates shall be allowed to leave the respective buildings fifteen (15) minutes before the end of the duty day on those days when meetings of the Representative Council and/or the Board of Directors are regularly scheduled as stated above.

ARTICLE 5

NEGOTIATIONS PROCEDURES

1. On or about March 1 of the year in which this Agreement expires, the Association shall present to the Board during a public session, in writing, all new proposals covering negotiable items which are to be negotiated for the successor agreement. Following submission of the Association's written proposals, the Board, shall within a reasonable period of time, adopt its initial counterproposals during a public session.
2. During negotiations, items tentatively agreed upon shall be reduced to writing and initialed by both parties.
3. When the Association and the District reach tentative agreement of all matters being negotiated, the complete written agreement shall be submitted to and ratified by the Association and the Board prior to implementation.
4. Either party may utilize the services of outside consultants to assist in negotiations. The Board shall grant five (5) representatives of the Association reasonable periods of release time for the purpose of meeting and negotiating. The Association President shall be granted up to four (4) days of release time to serve as an advisor in the negotiations process.
5. Negotiations shall take place at mutually agreeable times and places.
6. Upon request, the Board shall furnish the Association with one (1) copy of any non-privileged public document which relates to the provisions of this Agreement.
7. No later than October 31 of each year, the Board shall furnish the Association with a document which depicts the placement of unit members on the salary schedule as of October 1.

ARTICLE 6

HOURS OF EMPLOYMENT

1. Unit Member Work Year

- A. The number of duty days for members of the unit shall be one hundred eighty-five (185) days beginning with the 2013-2014 school year. The last duty day of the school year for unit members shall be the last day of instruction for students in the school year.
- B. Prior to the first day of instruction, three (3) duty days shall be set aside for the purposes of District-sponsored orientation, faculty meetings, and room preparation. An equivalent of at least two (2) of these days shall be set aside for uninterrupted room preparation.
- C. The work year shall include not more than two (2) professional growth days.
- D. The number of duty days for preschool teachers shall be one hundred eighty-one (181) days.
- E. The work calendar shall be determined by the District and shall be very closely aligned with the work calendar of the Sweetwater Union High School District. The term “very closely aligned” means that the instructional days shall be on the same dates, major breaks shall be on the same dates, and the starting and ending dates shall be within five (5) work days of the work calendar of the Sweetwater Union High School District. The District will give the Association an opportunity to provide input before taking final action on the work calendar.

2. Unit Member Duty Day

- A. The length of the duty day, which includes a forty (40) minute duty free lunch shall be seven (7) hours and fifteen (15) minutes. The regular duty day is currently scheduled to begin at 8:00 a.m. and end at 3:15 p.m.
- B. School site administrators shall make a good faith effort to minimize student supervision by classroom teachers during recess time through the utilization of site resources. Until such time, the site administrator shall arrange for a ten (10) minute rest period for any unit member who has scheduled recess duty.
- C. 1. After consultation with the school staff, the workday schedule for each school site will be designed by the site administrator.

2. Unit members who are required to travel between sites shall be allocated reasonable time (i.e. to arrive safely and have appropriate time to set up materials). Travel time shall not infringe upon duty free lunch.
- D. A unit member shall be entitled to utilize up to twelve (12) occasions during non-instructional time each school year upon notification to the principal or designee. This provision shall not diminish the authority of an administrator to require attendance at scheduled District and site functions. The unit member may use these occasions for leaving early, after the safe dismissal of his/her students, or arriving late, during non-instructional time. Should an occasion be taken in the morning, when the unit member shall arrive late, the unit member shall notify the principal or designee the day prior and sign the appropriate log. The unit member shall arrive at the school site fifteen (15) minutes prior to the commencement of their instructional day. Support staff may utilize occasions for time periods of up to forty (40) minutes during their non-instructional time. However, support staff may also utilize occasions during early release teacher planning and preparation Thursdays. A unit member may take an occasion during the first and second trimester parent conference periods, as referenced in Section 6.2.0, if evidence has been submitted by the unit member that all required parent conferences have been scheduled.
- E. The immediate supervisor may permit a unit member participating in district or school sponsored events, other than staff development activities, that begin after that member's duty day to leave the building site after the safe dismissal of his/her class.
- F. Staff meetings shall not be held more than once a week, except for extenuating circumstances that are beyond the control of the site administrator who deems it necessary to meet before the next regularly scheduled meeting.
- G. Site administrators may extend unit member dismissal time to fifteen (15) minutes for either staff development or staff meetings. Notification shall be given in writing to each unit member no later than five (5) working days prior to the meeting. The extensions shall be only once per month, within the twelve (12) hours per work year, as provided for in Section 2.1, and shall not exceed two (2) hours per work year.
- H. When necessary, unit members may be required by their immediate supervisor to perform teaching-related duties outside the duty day, including but not limited to, staff-parent meetings, back-to-school night, open house, educational field trips, guidance assistance to pupils, and parent-teacher conferences. In no event will a unit member be required to serve more than twelve (12) hours per work year in these capacities, nor more than two (2) hours per workweek.
- I. All unit members shall initial a sign-in sheet on arrival and again on departure from the school.

- J. A unit member, performing District requested services beyond his/her regular contract period shall be compensated in accordance with Article 15, Section 6.
- K. The site administrator shall consult with the school staff in establishing activities for non-instructional hours.
- L. The District will adhere to the minimum annual number of instructional days as defined by California Education Code regulations. The daily number of instructional minutes shall be as follows:

<i>Transitional Kindergarten</i>	<i>300 minutes</i>
<i>Kindergarten</i>	<i>300 minutes</i>
<i>Grades 1-6</i>	<i>300 minutes</i>

The full-day transitional kindergarten and kindergarten programs shall take into consideration the developmental needs of TK/kindergarten students, including, but not limited to, developmentally appropriate activities, small group instruction, multi-modal interactions, etc. The District and school sites shall make every effort to provide assistance for small group instruction to facilitate a quality program.

- M. Notwithstanding provision L, the District has implemented a weekly schedule wherein the number of instructional minutes for four days is increased and the number of instructional minutes for one day is decreased in order to have one minimum student attendance day per week. Any such modified weekly schedule shall not increase the total number of instructional minutes on a weekly basis calculated pursuant to Provision L. The designated minimum student attendance days will be utilized as follows:
 1. Except as otherwise stated herein, there shall be are thirty-seven (37) minimum days during the school year. The District and Association shall consult to the calendar of minimum days. Eleven (11) such minimum days per school year shall mandatory District-wide or mandatory school site meetings. Ten (10) minimum days per school year shall be used for collaboration time for staff to plan their grade level curriculum to improve student performance. Each principal will consult with their teachers to determine the collaboration focus. Collaboration days will be dedicated to on-site team planning and preparation as determined by unit members in collaboration with their site supervisors. This applies to all unit members regardless of their assignment and position. Collaboration days will be calendared separately from district/school site days and teacher days. The parties agree that this provision shall not infringe on the District’s ability to provide the required instructional minutes for a school year. In the event the numbe of minimum days needs to be modified for this reason, the parties agree to consult.

2. Sixteen (16) such minimum days shall include only individual teacher planning and preparation. On four of these days, as calendered by the District annually, the individual teacher and planning and preparation will occur on campus.
 3. The Leadership Team and administrator at each site will meet at least twice annually to develop, implement, and evaluate the local school planning meetings.
- N. Teachers in grade Transitional Kindergarten, Kindergarten and 1, 2, & 3 will receive the following to be used in preparation of their report cards: the choice of one (1) substitute day, or a stipend equal to the cost of a substitute, for the first reporting period. Teachers in grades 4, 5, & 6 will receive the following to be used for the preparation of report cards: the choice of two (2) substitute days, or a stipend equal to the cost of a substitute, for the first reporting period and the choice of one (1) substitute day, or a stipend equal to the cost of a substitute, for the second reporting period. Teachers responsible for issuing progress reports for Special Education shall receive the choice of two (2) substitute days, or a stipend equal to the cost of substitute, for the first reporting period and the choice of one (1) substitute day, or a stipend equal to the cost of a substitute, for the second reporting period. Each year, teachers will notify their site principal in writing, in advance of each parent conference/reporting period, as to their choice of a substitute or stipend. Substitute days for this purpose will be scheduled by the District and must be used ten (10) days prior to and/or during the District designated reporting period and are not cumulative. If, through no fault of the District or the teacher, a substitute teacher is not available to cover for a scheduled substitute day, then the teacher will receive a stipend equal to the cost of the substitute. The teacher must first report to work and after a substitute has arrived, the teacher has the option to work on or off campus in a confidential, non-public setting.

For TK-6 teachers one (1) of the District's Thursday (minimum day) will be allocated for preparation of report cards during the third reporting period.

- O. Parent Conferences. During the first trimester parent conference period, the instructional day shall be reduced by ninety (90) minutes each day for five days, not including early dismissal Thursdays, to enable teachers to conduct parent conferences for all students. During the second trimester parent conference period, the instructional day shall be reduced by sixty (60) minutes each day for five (5) days, not including early dismissal Thursdays, to enable teachers to conduct parent conferences. During the first parent conference/reporting period teachers will conduct conferences for all students. During the second parent conference/reporting period, all parents will be informed of the opportunity to request a conference. Teachers will arrange conferences with those parents of students in grades 4–6, as determined by assessments selected by the District. For

grades TK–3, teachers will arrange conferences with those parents of students not yet meeting end-of-the-year grade level standards in most areas.

- P. Teachers whose substitute arrives fifteen (15) minutes later than the beginning of the job assignment (per Substitute Finder System, currently AESOP) will be re-credited accordingly in fifteen (15) minute increments.

ARTICLE 7

TRANSFER AND REASSIGNMENT

1. Definitions

- A. "Transfer" is defined as the permanent assignment of a unit member from one site to another.
- B. "Reassignment" is the movement of a unit member to a different assignment within the same site.
- C. "Voluntary Transfer or Reassignment" is a movement which is initiated and effected by the unit member.
- D. "Involuntary Transfer or Reassignment" is a movement which is initiated and effected by the Superintendent.
- E. "Seniority," for the purposes of this Article only, is defined as the unit member's initial date of service in the bargaining unit in any assignment other than Impact Teacher. Unit members with the same initial date of service shall have their seniority number determined by lot.
- F. "Vacancy" is defined as any position not currently filled by a probationary or permanent unit member, excluding those unit members who are on an approved leave of absence that requires a certification. An overflow class shall not be considered a vacancy.

2. Posting and Bidding Procedures

- A. This Article shall in no way abridge the right of the Superintendent to fill a vacancy with a new hire when the Superintendent determines that the new hire would be less disruptive to the class or is more qualified to fill the vacancy than existing unit members requesting a voluntary transfer.
- B. When a vacancy occurs at a school site fifteen (15) or more calendar days prior to the first student day of the school year, the principal will notify all unit members assigned to that site of the opening. Staff members at the site will have at least five (5) days after notification of the vacancy to request a reassignment before the position is posted district wide.
- C. When a vacancy occurs less than fifteen (15) calendar days prior to the first student day of the school year, or at any time during the school year, the position shall be filled on an interim basis for the remainder of the school year. These positions shall be considered vacant positions for the next school year.

- D. It shall be the responsibility of the principal to post the list on the specified posting dates in a conspicuous location for at least five (5) days.
- E. Notices of known vacancies for the coming school year shall be posted no later than April 30. Such notices shall be posted at least ten (10) days at the District office, on the EdJOIN.ORG internet web page, and on each Association bulletin board in each school. Such notices shall include the position description and location, grade level or subject matter assignment, appropriate major and minor field, experience, if applicable, and credential requirement. Copies of all notices of vacancies shall be mailed to the Association President at the same time they are posted.
- F. Notices of new vacancies which become available between May 1 and the last day of school will be posted at the site, District Office and on the EdJOIN.ORG Internet website for at least five (5) days. Unit members desiring to apply for a transfer to those vacant positions may do so by indicating their request via an email or call into the Human Resources Department. The posting shall include the position description and location, grade level or subject matter assignment, experience and credential requirements, if necessary or specifically applicable, and a closing date for applications.
- G. Notices of new vacancies which become available after the last student day of school and up to fifteen (15) calendar days prior to the first student day of a school year will be posted for at least five (5) days at the District Office and on the EdJOIN.ORG Internet website. Unit members desiring to apply for a transfer to those vacant positions may do so by indicating their request via an email or call into the Human Resources Department. The posting shall include the position description and location, grade level or subject matter assignment, experience and credential requirements, if necessary or specifically applicable, and a closing date for applications.

Posting and bidding procedures to fill the positions for the next school year shall be implemented within the current school year and any unit member selected for the transfer shall assume the vacant position at the beginning of the next school year.

3. Reassignment

- A. Unit members requesting a reassignment shall notify the principal in writing and shall be given consideration for the position.
- B. If a request for a reassignment is denied, then the unit member may request a meeting with the principal to discuss the reasons for such denial. An Association representative may accompany the unit member if he or she so desires.
- C. First consideration shall be given to filling vacancies via reassignment prior to the posting of the vacancy for voluntary transfer.

4. Voluntary Transfer

- A. The President of the Association shall receive notification of all Temporary hires including the reason for temporary status no later than September 1. Those positions shall be subject to the posting and bidding procedures in this Article relating to voluntary transfers. Posting and bidding procedures to fill the positions for the next school year shall be implemented within the current school year and any unit member selected for the transfer shall assume the vacant position at the beginning of the next school year.
- B. Any unit member may request, in writing, a voluntary transfer after completing one (1) year of service in the District. Such transfer requests will be valid for the current school year and shall include the grade and/or subject to which the unit member desires to be assigned and the school to which the unit member desires to be transferred in order of preference.
- C. Unit members who submit a transfer request during the established window period of a posted vacancy may interview for any or all positions for which they qualify.
- D. Voluntary transfers shall be based upon whether or not the voluntary transfer serves the educational needs of the District, as determined by the Superintendent. Primary consideration for such reassignments and transfers shall be as follows: District or school site programs, skills and abilities which support a community of learners, and/or special programs to meet the needs of students. Voluntary transfers shall be based on the following criteria:
 - 1. Credentials
 - 2. Qualifications for the position
 - 3. Professional training and experienceAll other factors being equal, the unit member with the most districtwide seniority shall be given primary consideration.
- E. If a voluntary transfer request is denied, the affected unit member may request a meeting with the Superintendent or his/her designee to discuss the reasons for such denial. Upon request, the Superintendent or his/her designee shall provide the unit member with a written statement of the reasons for the denial. The unit member may be accompanied by an Association representative if he/she so desires.
- F. No unit member shall be pressured to request a voluntary transfer or reassignment.
- G. A Site Interview Committee composed of administrator(s) and unit members shall be formed to interview those individuals requesting the transfer to the site. The site interview committee will meet prior to the interview to determine specific selection criteria and to review the interview questions and procedures.

Unit members desiring a posted position shall interview with the committee at a mutually agreeable date and time. The site administrator shall be responsible to contact all transfer applicants to schedule interviews for voluntary transfers. The Site Interview Committee shall act in an advisory capacity to the site administrator. The Site administrator shall have the final responsibility to grant or deny a voluntary transfer.

- H. This Article shall in no way abridge the right of the Superintendent to fill a vacancy with a new hire when the Superintendent determines that the new hire would be less disruptive to the class or is more qualified to fill the vacancy than existing unit members requesting a voluntary transfer.
- I. Consideration shall be given to filling the vacancy via voluntary transfer prior to filling the vacancy with a unit member returning from an uncompensated leave of absence.

5. Involuntary Transfer and Reassignments

- A. Involuntary transfers and reassignments shall be based upon whether or not the involuntary transfer or reassignment serves the educational needs of the District, as determined by the Superintendent. Primary consideration for such transfers or reassignments shall be as follows: District or school site programs, skills and abilities which support a community of learners, and/or special programs to meet the needs of the students. Involuntary transfers shall be based on the following criteria:

- 1. Credentials
- 2. Qualifications for the position
- 3. Professional training and experience
- 4. Change in enrollment

At least three (3) working days prior to the notice of involuntary transfer being sent, the Superintendent and/or his/her designee shall meet with the Association President and/or his/her designee to discuss the reason(s) for the involuntary transfer.

- B. A notice of involuntary transfer or reassignment for the coming school year shall be given in writing to the unit member not less than thirty (30) working days prior to the end of the current school year, year-round or traditional. Notice of an involuntary transfer or reassignment for the current school year shall be given in writing to the unit member as soon as it is known.
- C. A unit member being involuntarily transferred or reassigned may indicate preferences for transfer or reassignment from a list of known vacancies.
- D. If a unit member is involuntarily transferred or reassigned, he/she may appeal the decision to the Assistant Superintendent of Human Resources. The unit member may be accompanied by an Association representative if he/she so desires. If the unit member is not satisfied with the decision of the

Assistant Superintendent of Human Resources, he/she may appeal to the Superintendent. The unit member may be accompanied by an Association representative if he/she so desires. Upon request, the Superintendent shall provide the unit member with a written statement of the reasons for the involuntary transfer or reassignment.

- E. Involuntary transfers or reassignments because of change in enrollment or other situations may be made at any time during the school year. However, when such transfers or reassignments are necessary, the following procedures will be followed:
1. Advance notification will be given the unit member being transferred, such notification to be given not later than seven (7) school days immediately preceding the unit member's day of detachment.
 2. When a need for a transfer exists, the number of times a unit member has previously been transferred or reassigned will be reviewed. Primary consideration shall be given to those unit members who have not been recently transferred or reassigned.
 3. Upon request, the receiving principal shall permit the unit member being transferred one day of instruction free duty time for preparation and orientation in the receiving school.
 4. If a transfer occurs after students have begun the school year, the site administrators at the sending and receiving schools shall each permit the unit member getting transferred a day and one-half (1½) of instruction free duty time for preparation, totaling three (3) full days with an additional day possible at the discretion of the Superintendent.
 5. If a grade level reassignment occurs after students have begun the school year, the site administrator shall permit the unit member being reassigned a minimum of one (1) duty-free day of instructional time for room preparation with an additional day possible at the discretion of the Superintendent. If a room change occurs after the students have begun the school year, the site administrator shall permit the unit member being reassigned a minimum of two (2) duty-free days of instructional time for room preparation, with an additional day possible at the discretion of the Superintendent *if* both grade level and room change occur.
 6. The district will provide transportation and labor to move the unit member's materials to the new assigned location.
 7. No unit member's supplies or equipment shall be packed, labeled, or moved without the unit member having been contacted. If contact is not possible, an NCETA representative may be present during the

packing process. The relocation of the supplies and equipment shall then be the responsibility of the District. After material to be moved has been packed and labeled, no unit member shall be required to move materials, supplies, or equipment in facilitating a transfer or reassignment.

- F. An involuntary transfer or reassignment shall not result in the loss of seniority or any health or welfare benefit to a unit member

ARTICLE 8

LEAVES

1. Sick Leave

- A. Unit members employed on a full-time basis shall earn ten (10) days of sick leave per school year for use if absent from duty because of illness or injury. The unused portion of annual sick leave shall accumulate from year to year. A bargaining unit member who works part-time, during summer school or intersession shall be entitled to earn and use a prorated amount of such sick leave.
- B. Should a unit member be transferred from a day less than maximum time to one of greater (or maximum) time, said employee's accumulated sick leave days shall be reduced in direct proportion to the ratio of time previously worked per day to time presently worked per day. The converse of this rule applies to unit members whose day decreases.
- C. A unit member who has exhausted all accumulated sick leave due to absence from duty on account of illness or accident for more than his/her sick leave entitlement shall be entitled to receive the difference between his/her regular salary and that actually paid or that which would have been paid to a substitute up to a period of five (5) school months. The sick leave, including accumulated sick leave and the five-month period, shall run consecutively.
- D. Unit members requesting sick leave benefits may be required to submit a physician's statement.
- E. A sick leave absence shall commence when the unit member or agent of the unit member calls in to report the absence. A sick leave day once commenced may not be reinstated without the approval of the site administrator.
- F. Should a unit member, in the opinion of an administrator, show evidence of deviation from normal physical or mental health, the administrator shall report this to the Superintendent who shall recommend a course of action in accordance with state law.
- G. Misuse of sick leave shall be considered grounds for disciplinary action.
- H. In accordance with state law, unit members receive credit for unused sick leave in the computation of their retirement benefits.
- I. 1. The District shall establish a catastrophic illness/injury leave bank to which eligible unit members may voluntarily donate earned sick leave. This donation shall be irrevocable and shall be accomplished by the unit member completing a written form entitled "Catastrophic leave Bank

Donation Form.” Leave may be donated either to an individual or to the district-wide leave bank at the option of the donor.

2. A catastrophic illness/injury is defined to mean an illness/injury that is expected to incapacitate the unit member, or his or her immediate family member, for an extended period of time and would require the unit member to take extended time off from work which creates a financial hardship for the unit member in that he or she has exhausted all sick leave and other paid time off.

Members of the immediate family, as used in this section, shall include the following relatives of the unit member or the unit member’s spouse or properly registered domestic partner: husband, wife, mother, father, grandmother, grandfather, grandchild, son, son-in-law, daughter-in-law, step-parent, step-child, brother, sister, current foster son or daughter or any relative living in the immediate household of the unit member.

3. Qualifications to make donations are as follows:
 - a. The eligible unit member may donate up to ten percent (10%), but not less than one (1) day, of his/her accrued sick leave to the bank in one (1) school year.
 - b. Donations may be made at any time during the year. The NCETA shall encourage members to donate during the 20 working days of the school year.
4. Any permanent unit member is eligible to apply for use of sick leave days from the bank. To be eligible for use of bank days, the unit member must have exhausted all accumulated sick leave and any other forms of paid leave and have previously contributed to the catastrophic leave bank.
5. Donation or utilization of days is based upon full-time employment. Utilization for part-time employees shall be credited or used on a pro-rata basis.
6. The maximum number of days to be utilized from the district-wide leave bank by any one eligible unit member for a single catastrophic illness/injury or the maximum amount per school year shall be no more than sixty (60) working days or one-half (1/2) of the amount of available days in the bank. A unit member requesting use of the bank hours must provide the district with written verification of the illness/injury prepared by a licensed physician of the state of California. Unused days taken from the pool shall revert to the district-wide leave bank.
7. Solicitation for the bank shall be administered by NCETA.

8. All requests shall be submitted in writing to the Human Resources Department. Upon receipt, the department shall provide a copy of the provisions of this agreement to the applicant with a copy of this contract provision. It shall be the responsibility of the applicant to satisfy all conditions of eligibility.
9. The Director of Human Resources and the NCETA President or designee shall meet to verify employee eligibility. The NCETA representative shall not be a relative of or work at the same site as the applicant.
10. NCETA shall hold harmless and indemnify the District from all claims, attorneys' fees, judgments, costs or settlements arising from the administration of this article.

2. Leaves of Absence for Industrial Accident and Illness

- A. Industrial accident or illness leave of absence of up to sixty (60) days shall be granted to a unit member in accordance with the provisions of this section.
- B. Allowable leave shall not be accumulative from year to year.
- C. Industrial accident or illness leave will commence on the first day of absence.
- D. Payment of wages lost on any day shall not, when added to an award granted the unit member under workers' compensation laws for the State, exceed the wages for the day.
- E. Industrial accident leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made pursuant to workers' compensation proceedings.
- F. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the unit member shall be entitled to only that amount of leave remaining at the end of the fiscal year in which the injury or illness occurred.
- G. When entitlement to industrial accident or illness leave has been exhausted or not earned, entitlement to other sick leave may be used. A unit member shall be entitled to use only so much of the available sick leave which, when added to the workers' compensation award, provides for a full day's wages or salary.
- H. During all paid leaves of absence, unit members may endorse to the District the temporary disability indemnity received on account of the member's industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal

retirement, or authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the unit member for the period covered by such salary warrants.

- I. Any unit member receiving benefits as a result of this section shall, during the periods of injury or illness, remain within the state of California, unless the Board authorizes travel outside the state.
- J. Parental/Baby-Bonding Leave: When an employee has exhausted all available sick leave, and continues to be absent from his or her duties on account of parental leave pursuant to the California Family Right Act (Government Code section 12945.2), the amount deducted from the unit member's pay for the remainder of the 12-workweek period shall not exceed the sum that is actually paid to a substitute employee employed to fill his or her position during his or her absence or, if no substitute employee was employed, the amount that would have been paid to a substitute had he or she been employed. The District will make every reasonable effort to secure the services of a substitute employee.

An employee is not required to have 1,250 hours of service with the District during the previous 12-month period in order to take parental leave under this section. However, parental leave under this section shall run concurrently with CFRA leave and a unit member will receive one 12-workweek period for parental leave during the 12-month period.

An eligible employee may take parental leave only within the first 12 months after birth or placement of the child. When both parents work for the District, parents may take a maximum combined total of 12 weeks of parental leave during any 12-month period.

If an employee seeks to take parental leave, as specified above, but has not exhausted all available sick leave, the unit member may use sick leave for parental leave purposes. However, the 12-workweeks of paid parental leave period shall only be available to members who exhaust all sick leave before or during the 12-workweek period and shall be reduced by any such period of sick leave taken during the 12-workweek period of parental leave.

Nothing in this section shall be interpreted to prohibit an employee who does not wish to exhaust his or her sick leave from requesting and receiving up to 12 workweeks of unpaid leave for child bonding purposes under the Family Medical Leave provisions set forth in Article 8, section 6, so long as the employee qualifies for such leave.

The foregoing provisions are intended to comply with Education Code section 44977.5 (AB 2393).

3. Bereavement Leave

- A. Every unit member is entitled to a leave of absence, not to exceed three (3) days or five (5) days if travel of 250 miles (one way) from the unit member's residence is required, on account of the death of any member of the immediate family. No deduction shall be made from the salary of such unit member nor shall leave be deducted from leave granted by other sections of the Agreement.
- B. Members of the immediate family, as used in this section, shall include the following relatives of the unit member or the unit member's spouse or properly registered domestic partner: husband, wife, mother, father, grandmother, grandfather, grandchild, son, son-in-law, daughter, daughter-in-law, step-parent, step-child, brother, sister, current foster son or daughter, or any relative living in the immediate household of the unit member.
- C. In cases involving a long-established personal relationship between a unit member and an individual residing within the same household, bereavement leave may be granted at the discretion of the Superintendent.

4. Personal Necessity Leave

- A. The Board shall provide for a unit member's absence for personal necessity while charging such absence to accumulated sick leave benefits.
- B. The total number of days used for Personal necessity leave in any school year may not exceed seven (7). Acceptable reasons for the use of personal necessity shall include:
 - 1. Death of member of the immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions.
 - 2. For members of the family not provided for in 3.B who have a close personal relationship with the unit member but are not residing in the same household.
 - 3. An accident involving the unit member's person or property or the person or property of a member of the unit member's immediate family.
 - 4. A serious illness of a member of the unit member's immediate family.
 - 5. Fire, flood or other immediate danger to the unit member's personal property.
 - 6. Personal business of a serious nature which the employee cannot disregard.

- C. When possible, requests for personal necessity leave shall be made at least three (3) days in advance to the site administrator and forwarded to the Superintendent, who reserves the right to verify such requests by any appropriate means.
- D. Advance permission is not required in the following situations:
 - 1. Death or serious illness of a member of the unit member's family. (As defined under Section 3.B herein).
 - 2. Accident involving the person or property of the unit member, or the person or property of a member of the unit member's family.
- E. "Personal necessity" leave may be allowed for other reasons at the discretion of the Superintendent or designee. Leave for personal convenience, civic or non-emergency reasons or circumstances created by the choice of the unit member does not constitute personal necessity leave.
- F. In no case shall personal necessity leave be used for:
 - 1. Extension of a school holiday or vacation.
 - 2. Extension of an approved vacation.
 - 3. Personal vacation when not provided under the terms of employment.
 - 4. Social event (wedding of self or family member, reunion, etc.).
 - 5. Convention related to unit member's avocation or religion.

5. Pregnancy Leave

- A. Unit members may use sick leave as set forth in this Article for disabilities caused or contributed to by pregnancy, miscarriage, or childbirth, and recovery therefrom. The length of absence, including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the unit member and her physician.

6. Family Medical Leave

- A. It is the intent of this provision to be consistent with the Federal Family Medical Leave Act of 1993 (29 U.S.C. § 2601 *et seq.*) and the California Family Rights Act of 1991, as amended October 5, 1993 (Cal. Govt. Code § 12945.2). It shall be interpreted so that there will be no violation of state or federal law.
- B. Full-time certificated employees with more than twelve (12) months of continuous service with the District shall be granted an unpaid family care and

medical leave for up to a total of twelve (12) work weeks in a school year (July 1 through June 30) pursuant to the requirements of this provision. Part-time certificated employees who have completed at least 1,250 hours of service in the twelve (12) months preceding the leave shall be entitled to the same benefit. For purposes of this provision, the term “family care and medical leave” means either (a) leave for reason of the birth of a child of the employee, the placement of a child with an employee in connection with the adoption of the child or foster care of the child by the employee, within one year of such birth or placement; (b) leave to care for the employee’s spouse or properly registered domestic partner, child or parent with a serious health condition; or (c) leave because of a serious health condition of the employee that makes the employee unable to perform the functions of his or her position, except for leave taken for disability on account of pregnancy, childbirth or related medical conditions.

- C. For purposes of this provision, the term “child” means a biological, adopted, or foster child, a step-child, a legal ward, or a child of an employee standing in loco parentis who is either (a) under eighteen (18) years of age or (b) over eighteen (18) years of age and incapable of self-care because of a mental or physical disability.

For purposes of this provision, the term “parent” means biological, foster, or adoptive parent, a stepparent or a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child.

For purposes of this provision, the term “serious health condition” means an illness, injury, impairment, or physical or mental condition which involves either of the following:

1. Inpatient care in a hospital, hospice, or residential health care facility; or
2. Continuing treatment or continuing supervision by a health care provider.

For purposes of this provision, the term “health care provider” means an individual holding either a physician’s and surgeon’s certificate issued pursuant to applicable law, or an osteopathic physician’s and surgeon’s certificate issued pursuant to applicable law, or an individual who has been determined by the United States Secretary of labor to be capable of providing health care services under the Family and Medical Leave Act of 1993.

- D. An unpaid family care leave shall be treated as any other unpaid leave. During an unpaid family care leave an employee shall retain employee status with the district, and such leave shall not constitute a break in service. An employee returning from an unpaid family care leave shall have no less seniority than when the leave commenced.

- E. If the employee learns of facts necessitating a family care and medical leave more than thirty (30) calendar days prior to the time the leave is needed, the employee shall provide written notice to the District immediately. A minimum of thirty calendar days written notice is required.
- F. If the employee learns of facts necessitating the family and medical care leave less than thirty (30) calendar days prior to the time the leave is needed, the employee shall provide written notice to the District as soon as possible. The employee is required to provide the District with written notice within five (5) working days of learning of the need for the leave.
- G. If the employee's need for the leave is foreseeable due to a planned medical treatment or planned supervision of the employee, or that of a child, parent, spouse or properly registered domestic partner with a serious health condition, the employee shall consult with the District regarding the scheduling of the treatment or supervision so as to prevent undue disruption to the operations of the District. Any scheduling of treatment or supervision shall be subject to the approval of the health care provider of the individual with the serious health condition. In any event, thirty (30) calendar days written notice is required.
- H. The District requires that an employee's request for a family medical leave be supported by a written certification issued by the health care provider of the individual family member requiring care.
 - 1. If the employee is requesting the leave to care for a child, parent, spouse, or a properly registered domestic partner, with a serious health condition, the certification shall include:
 - a. the date on which the serious health condition commenced;
 - b. the probable duration of the condition;
 - c. an estimate of the time that the health care provider believes the employee needs to care for the individual requiring the care.
 - d. a statement that the serious health condition warrants the participation of the employee to provide care for the employee's child, parent, spouse, or properly registered domestic partner.
 - 2. If the employee is requesting the leave for his or her own serious medical condition, the certification shall include:
 - a. the date on which the serious health condition commenced;
 - b. the probable duration of the condition;

- c. a statement that, due to the serious health condition, the employee is unable to perform the function of his or her position.

If additional leave is requested beyond the period stated in the certification, the District may require the employee to obtain recertification in accordance with the procedures set forth above.

- I. As a condition of an employee's return from leave taken because of the employee's own serious health condition, the employee shall obtain certification from his or her health care provider that the employee is able to resume work.
- J. An eligible employee may elect, or the District may require the employee, to substitute accrued paid leave such as sick leave, differential pay sick leave, or any other paid leave for any part of the twelve (12) work week period.
- K. Family medical leave taken because of the serious health condition of the employee or the employee's spouse or properly registered domestic partner, child, or parent may be taken intermittently or on a reduced schedule leave when medically necessary. Intermittent or reduced schedule leave shall not result in a reduction of the total amount of family care and medical leave to which the employee is entitled pursuant to state and federal law. Leave taken because of the birth of a child or placement of a child with the employee shall not be taken intermittently or on a reduced schedule leave unless expressly agreed to by the District and the employee.
- L. If an employee requests intermittent leave, or a reduced schedule leave, the District may require the employee to transfer temporarily to an available alternative position. The alternative position must be one which the employee is qualified for, which has equivalent pay and benefits, and better accommodates the recurring periods of leave than the employee's regular position.
- M. During any period, an employee takes unpaid family care and medical leave the District shall maintain and pay for coverage for current health and welfare benefits for a maximum of twelve (12) work weeks. The District may recover the premium that it paid as required by this provision for maintaining coverage for the employee under the group health plan if both of the following conditions occur:
 - 1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired.
 - 2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to family care and medical leave or other circumstances beyond the control of the employee.

- N. If both parents are employed by the District, the District shall not be required to grant leave in connection with the birth, adoption, or foster care of a child that would allow the parents family care and medical leave totaling more than twelve (12) work weeks within a school year (July 1 through June 30).
- O. Leave taken under the pregnancy disability provision set forth at provision 5 runs concurrently with family care and medical leave under federal law, but not family and medical leave under California law. Consequently, an eligible employee may take a pregnancy disability leave of up to four (4) months and family care and medical leave of up to twelve (12) work weeks, for a combination of four (4) months plus twelve (12) weeks (approximately seven (7) months).
- P. Leave taken under the industrial accident or illness disability provision set forth at provision 2 runs concurrently with family care and medical leave under both federal and state law. An eligible employee may take a combined industrial accident or illness and family care and medical leave for a maximum total of twelve (12) work weeks in a school year (July 1 through June 30).

7. Uncompensated Leave

- A. The Board may consider on an individual basis a request by a unit member for an uncompensated leave of absence of fifteen (15) working days or more.

- B. Purpose

Uncompensated leave may be granted for the following purposes:

1. Study
2. Travel
3. Health
4. Personal Hardship
5. Child-rearing and the preparation therefore
6. Professional Service in education related fields

- C. Application

Except in cases of emergencies, requests for uncompensated leave of fifteen working days or more shall be made to the Superintendent and those for less than fifteen (15) working days to the unit member's supervisor or principal thirty (30) calendar days prior to the desired commencement of the leave.

D. Period of Leave

An uncompensated leave of absence of fifteen (15) working days or more may be granted by the Board for a period up to one (1) school year. A unit member may request an extension of this uncompensated leave for an additional period of time. Any uncompensated leave of absence request for less than fifteen (15) working days in a school year is granted at the discretion of the supervisor or principal and must be submitted on the appropriate Absentee Report/Leave Request form. Should the supervisor or principal deny the request, the unit member may file a written appeal with the superintendent.

E. Commitment of Unit Member

The unit member granted an uncompensated leave shall inform the Board by April 1, as to his/her intentions for the following year.

F. Commitment of Employer

At the expiration of the uncompensated leave, the unit member shall be offered the same or a like position to that previously held. Course credit obtained during uncompensated leave may be applied toward credit on the salary schedule. While on uncompensated leave, a unit member shall be entitled to insurance benefits provided to other unit members if he/she pays the premiums thereof and he/she is eligible under the terms of the insurance carrier.

8. Sabbatical Leave

A. Sabbatical leave of absence is a privilege accorded to qualified unit members and is provided for as a leave of absence not to exceed one (1) year for the purpose of permitting study or project participation by the unit member which will benefit the schools and pupils of the District.

B. Qualification for Sabbatical Leave

1. Service

A unit member is eligible to apply for a one (1) year leave, a one (1) semester leave, or a leave for two (2) nonconsecutive semesters within a three (3) year period of time after the completion of each seven consecutive years of teaching in the District. Absence from service on a leave granted by the Board shall not constitute a break in service for the establishment of eligibility for a sabbatical leave, but it shall not be counted as one (1) of the seven (7) consecutive years. Qualifying service shall be construed as seventy-five percent (75%) of the teaching days for each school year. Absence from service of the District for a period of not more than one (1) year under a leave of absence, without pay, granted by

the Board for services under a nationally recognized fellowship or foundation for research, teaching, or lecturing shall to be deemed a break in the continuity of service required and shall be included as a year of service in computing the seven (7) years of service required.

2. Frequency

No more than one (1) sabbatical leave shall be granted to a unit member within each seven (7) year period of his/her employment with the District. This applies equally to a full year leave, a nonconsecutive two (2) semester leave or a one (1) semester leave. A unit member applying for a one (1) semester leave shall have the right to apply for an additional one (1) semester leave within the three (3) year period.

3. Standard of Service

Any year after the first two (2) years of service in the District in which the unit member receives an annual evaluation report of less than “satisfactory” overall shall not be included as one (1) of the seven (7) consecutive years of service required although such a year shall not be considered as a break in the continuity of service.

C. Types of Sabbatical Leaves

1. Program

The applicant will submit a statement of the program that he/she proposes to follow while on leave to meet the purposes of sabbatical leave. The program of the applicant must be such as to assist the unit member in becoming a better informed, better prepared, and more effective teacher which will contribute immediately in some identifiable manner to the benefit of the educational program for students.

2. Advanced Academic Study

Applicants for sabbatical leave under this Section shall submit a detailed program of academic study and pursue a full load or the equivalent thereof. (This may vary considerably according to the plan of the applicant – an advanced degree, another credential, research problem, etc.).

3. Professional Study Projects

An applicant for a sabbatical leave under this Section shall submit a detailed statement of the professional study project to be undertaken. While such studies need not be undertaken under the auspices of a collegiate institution, they must constitute an organized program of full-time study or research designed to enhance the unit member's performance in his/her area of specialization.

4. Combination Leave

Subject to Board approval, an applicant may receive a sabbatical leave in combination of any of the before-mentioned sections.

D. Sabbatical Leave Requirements

1. Return to Service

The unit member must agree in writing to return to service in the district for twice the period of leave taken after the completion of the sabbatical leave.

2. Reports of Completion

Upon completion of the leave and within ninety (90) days of the unit member's return to duty, he/she shall submit to the Superintendent transcript of records of work taken and grades earned or summary of his/her study or project together with a statement of the educational growth believed obtained and any other evidence which may indicate that he/she has met the objectives stated in his/her application. The requirements of the sabbatical leave shall not be considered complete until the unit member's report has been reviewed by the Superintendent and the Board.

3. Application for Sabbatical Leave

Sabbatical applications should be submitted to the Superintendent by January 1, of the year preceding the school year for which a full year's leave is desired or at least five (5) months preceding the date of beginning a full semester leave.

E. Procedures for Approval of Leave

1. Typewritten proposals submitted with the application for sabbatical leave shall include:
 - a. Statement of purpose
 - b. Description of the activities planned during the leave
 - c. Contribution of the leave to both the improvement of the unit member and the education of students
 - d. Procedure to be used in reporting the results of the leave
2. All proposals shall be submitted to the Superintendent who shall make his/her recommendation concerning approval of the proposal to the Board.
3. The number of certificated employees, if any, on sabbatical leave shall be at the discretion of the Board.
4. If a unit member fails to follow the program for which he/she was granted a leave of absence, all salary paid to such member during the leave shall become due to the District.
5. If a unit member is temporarily disabled while on leave, the paid sick leave policy of the District shall be enforced as though the member is regularly employed during the period of leave.
6. Should the unit member elect to take his/her sabbatical in a part of the world where the District paid insurance is not valid, the school District may elect to pay an equal premium for another health and accident insurance policy valid outside the United States or the district may pay the amount of the premium of the District group health policy to the unit member in cash; and he/she shall select and pay for an insurance policy. A copy of said insurance policy shall be filed with the District.
7. Both the Board and District shall be freed from any liability for payment of any compensation or damages provided by law for the death or injury of any unit member of the District when death or injury occurs while the employee is on a sabbatical leave.

F. Compensation While on Sabbatical Leave

1. A unit member while on a full-school year sabbatical leave shall receive fifty percent (50%) of the contracted salary he/she would have received had he/she been serving in his/her regular assignment in the District.

2. A unit member on a full one (1) semester leave shall receive fifty percent (50%) of the contracted salary he/she would have received had he/she been in his/her regular assignment in the District.
3. The unit member on leave may elect to be paid in either of two (2) ways:
 - a. The salary may be paid in two (2) equal annual installments during the first two (2) years of service rendered in the employ of the Board following the return of the employee from a leave of absence for one (1) year.
 - b. The salary may be paid in the same manner, although not in the same amount, as if the unit member were teaching in the District upon furnishing, by the unit member, of a suitable bond indemnifying the Board against loss in the event that the unit member fails to render at least two (2) years of service in the District following the return of the unit member from the sabbatical leave.

G. Effect of Leave on Salary Increments and Retirement

1. The leave of absence shall be considered as time in service to the District for salary schedule purposes, and the unit member shall not suffer any loss of increment or class changes due him/her. Further, he/she shall be subject to the existing salary schedule upon his/her return.
2. The leave of absence shall be considered as time in service in the District for retirement purposes. Retirement deductions will be made in proportion to the salary received.

H. Board Action

Compliance with the requirements stated in this Section does not imply granting of sabbatical leave. The decision rests solely with the Board.

9. Teacher Exchange Program

To facilitate advanced teacher training beyond that which can be accomplished in an accredited academic institution, a unit member may request to participate in a certificated or credentialed program in another district. While in this program, the unit member shall not suffer any loss of increment or class changes due him/her.

10. Personal Leave

- A. A unit member shall be entitled to use three (3) days of accumulated sick leave per school year for any purpose which such unit member deems sufficiently important to absent himself/herself from his/her duties. The unit member is

allowed to accumulate and use any unused portion up to five (5) days per year. Effective July 1, 2004, unit members may not take more than three (3) consecutive days of personal leave.

- B. A unit member shall notify his/her site administrator at least twenty-four (24) hours in advance of taking such leave. In no event, however, shall a unit member be required to explain the purpose for which such leave was used.
- C. At no time will more than fifteen percent (15%) of the total number of unit members at any one site be allowed to use their personal leave entitlement on the same day.

11. Subpoena Leave

- A. Subpoena Leave shall be provided when an employee is absent because of mandatory court appearance as a witness, not a litigant, in response to a subpoena duly served. An employee shall not suffer monetary loss or gain by reason of this service.
- B. A copy of the subpoena or a certificate of the clerk of the court and a report of fees received, exclusive of mileage, shall be filed with the absence report in the District Office.

12. Jury Duty Leave

- A. A unit member that chooses to serve jury duty during non-work days shall be compensated at the rate of \$100.00 per day, not to exceed 10 days.
- B. A unit member will receive payment after receipt by Human Resources of the following documentation:
 - 1. A copy of original jury notice.
 - 2. A copy of the jury notice showing the date to appear during non-working days.
 - 3. A validation of each day of jury duty served.

ARTICLE 9

SAFETY CONDITIONS OF EMPLOYMENT

1. Unit members shall not be required to work under unsafe conditions or to perform tasks which endanger their health, safety or well being. For purposes of this section, unsafe conditions shall be determined with reference to applicable municipal and state law governing occupational safety.
2. A unit member who becomes aware of a possible hazard to occupational safety within a school building or on school premises shall immediately inform the immediate supervisor, in writing, of such possible hazard. The immediate supervisor or designee shall investigate the communication of a possible hazard and report back in writing to the unit member within five (5) working days any findings and recommendations. If there is an actual hazard, the immediate supervisor or designee shall report in writing what remediation has taken place or may take place in the future.
3. Every unit member shall hold students accountable for their conduct while at school. A unit member may use such reasonable force as is necessary to protect the unit member from personal injury. The unit member shall use only the amount of physical control necessary to avoid personal injury, or to protect the health and safety of others, or to protect property. Any time a unit member uses physical force against a student, another employee or another individual, the unit member shall report the incident, in writing, within twenty-four (24) hours to the immediate supervisor.
 - A. The district shall annually make available Nonviolent Crisis Prevention Intervention Training (C.P.I.) for unit members who desire to participate in such training.
4. A unit member shall report immediately to the immediate supervisor, in writing, any incident involving verbal threats, intimidation, or the use or attempted use of unreasonable physical force against a unit member by a student, another employee, parent, or another individual. The district shall report all criminal conduct involving the use or attempted use of unreasonable physical force to the proper law enforcement authorities, and unit members shall cooperate and participate in any follow-up investigations and prosecutions.
5. A written description of the rights and responsibilities of all unit members, parents and students with respect to student discipline shall be presented by the District to unit members, parents and students annually.
6. If, in the opinion of a unit member, a student or other individual, (including, but not limited to a parent), poses a threat of personal injury to any individual on school premises, the unit member shall notify the site administrator immediately. If the site administrator is not present, then the designee of the site administrator shall be notified

immediately. He/she shall take appropriate action pursuant to the School Plan. Each site will design a plan to handle such cases when the principal is not available.

7. A unit member may suspend for grounds listed in Education code section 48900, (see below) any student from his/her class for the day of the suspension and the day following. The teacher shall immediately report the suspension to the site administrator and send the pupil to the site administrator for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent/teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the site administrator. A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

Educational Code 48900 is summarized as:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense.
 - b. Possessed, sold or furnished any weapons or other dangerous objects.
 - c. Possessed, used, sold, or furnished drugs, intoxicants or alcohol.
 - d. Committed or attempted to commit robbery or extortion.
 - e. Caused or attempted damage to school property
 - f. Possession and use of any products containing tobacco or nicotine products.
 - g. Possessed, sold or furnished any drug paraphernalia.
 - h. Disrupted school activities or willfully defied authority of school personnel engaged in the performance of their duties.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity
 - j. Committed or attempted to commit a sexual assault.
 - k. A pupil may be suspended or expelled for any of the acts summarized in a. through j. which are school related, that occur at any time, including, but not limited to any of the following:
 1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period whether on or off the campus
 4. During or while going to or coming from a school sponsored activity.
8. If transportation for a sick or injured student is required, the unit member shall notify the site administrator for appropriate action. If the site administrator is not available, the designee of the administrator will be notified. Students who are sick or injured and who continue to pose a threat to themselves or others or who will disrupt the educational

process will not be returned to the classroom on the same day that they are sent to the site administrator or nurse.

9. The District shall provide every classroom used for instruction with a functioning electronic signaling device to enable communication to the site administrator of the need for immediate assistance, and will repair any such non-functioning electronic signaling device within a reasonable time after written notice from the unit member.
10. During working hours, the room designated as a Faculty Lounge at each site shall not be used on a regularly scheduled basis for anything other than a faculty rest/lunch area.
11. When a unit member's classroom is to be used by individuals who are not employees or students, the site administrator or designee shall notify when possible the unit member in advance so that the unit member may take steps to protect personal property.

ARTICLE 10

CLASS SIZE

1. The Board shall strive to maintain a Preschool class size of twenty-four (24) pupils with a ratio of one (1) adult for each eight (8) pupils.
2. Commencing in 2010-2011 Class Size shall not exceed 30:1 for grades TK - 3 and 33:1 for grades 4 – 6. However, for the 2016-2017 school year, the 2017-2018 school year and the 2018-2019 school year TK-3 class size shall not exceed 24:1 as long as the State of California continues to fund class size at 24:1 for TK-3 through Grade Span Funding in the Local Control Funding Formula for the 2014-2015 and the 2015-2016 school years. The funding from the State of California for Grade Span Funding must be equal to or exceed the amount received from the District in the 2013-2014 school year.
3. In the event that class sizes for grades 4, 5, and 6 contained in Section 2 are exceeded for a building site for five (5) duty days, exclusive of the conditions in Section 5, the teacher shall be entitled to compensation at the rate of \$10.00 per child for as long as said child/children remain in the class. A class may not have thirty-four (34) children for more than twenty (20) days per school year. No class shall exceed thirty-four 34 children at any time. In the event that class size reduction program participation in any grades K-3 is discontinued, this provision shall also pertain to those grades.
4. Each classroom teacher in grades 4, 5, & 6 shall be responsible for monitoring his/her classroom. Any teacher, whose class size exceeds the maximums stated in Section 2, shall notify the principal, in writing, on the days that occurs. On the 6th duty day, after the written notice has been forwarded to the principal, said teacher shall be entitled to \$10.00 per child, per day for as long as the model in Section 2 is exceeded. In the event that class size reduction program participation in any grades K-3 is discontinued, this provision shall also pertain to those grades.
5. The class sizes contained in Section 2 do not apply to special Education classes or teachers. Special Education classes shall be maintained as follows:
 - a. Students with emotional disabilities 1:8
 - b. Special Day classes not to exceed 1:14
 - c. No Special Day class shall be composed of more than one-third (1/3) of students with emotional disabilities.
 - d. All other Special Education classes shall be determined in accordance with state-mandated policies/laws.
 - e. Students being mainstreamed, into classrooms for less than one-half (1/2) of the school day shall not count as part of the student ratio in that class. However, the primary grade class size maximum and the upper grade maximum shall not be exceeded at any time.

6. Any students being placed into classrooms other than the regularly assigned classroom for either language arts or math shall not exceed the primary grade class size maximum and the upper grade maximum at any time.
 - A. Prior to the start of the school year, principals will balance the distribution of students identified to receive special services among the classrooms to lessen the impact on any individual classroom.

ARTICLE 11

EVALUATION PROCEDURES

1. The National School District evaluation process adheres to Section 44662 of the California Education Code, SB 813 (Stull Act), which includes evaluation of the progress of pupils towards standards of expected pupil achievement; instructional techniques and strategies; adherence to curricular objectives; and establishment and maintenance of a suitable learning environment. The District shall evaluate and assess employee competency as it reasonably relates to these areas using the following California Standards for the Teaching Profession (CSTP). The CSTP correspond to the criteria established in the Education Code in the following manner:

Standard 1: Engaging and Supporting All Students in Learning

Stull Act: Instructional Techniques and Strategies

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Stull Act: Suitable Learning Environment

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Stull Act: Adherence to Curricular Objectives

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Stull Act: Instructional Techniques and Strategies

Standard 5: Assessing Student Learning

Stull Act: Pupil Progress Towards Expected Achievement

Standard 6: Developing as a Professional Educator

Stull Act: Professional Growth

2. Components of the Evaluation Process
The evaluation procedure may consist of the following:

- A. Formal Observation: A scheduled written observation of at least thirty (30) minutes that shall include a pre-conference before and a post conference after the observation. A copy of the Formal Observation Report shall be given to the employee at the post conference which must be held within ten (10) working days of the date of the observation. A written rebuttal to the Formal Observation Report may be made by the employee within ten (10) working days after receipt of said report which shall be attached to the Formal Observation Report.

- B. **Informal Observation:** An unannounced written observation of at least thirty (30) minutes that shall include a post conference for non-permanent teachers and may include a post conference for permanent teachers if requested by the assigned evaluator or teacher. A copy of the Informal Observation Report shall be given to the employee within ten (10) working days of the date of the observation. A written rebuttal to the Informal Observation Report may be made by the employee within ten (10) working days after receipt of said report which shall be attached to the Informal Observation Report.
 - C. **Walkthrough:** An unannounced visitation of less than thirty (30) minutes, the substance of which may be used in the summary evaluation if it is shared in writing with the unit member within five (5) working days of the date of the walkthrough visitation. No conference will be held unless requested by the teacher or the assigned evaluator. A written rebuttal to the Walkthrough Report may be made by the employee within ten (10) working days after receipt of said report which shall be attached to the Walkthrough Report.
 - D. **Summary Evaluation:** A written performance evaluation which culminates from formal observations, informal observations, and written walkthrough reports. A written rebuttal to the Summary Evaluation Report may be made by the employee within ten (10) working days after receipt of said report which shall be attached to the Summary Evaluation Report.
 - E. **Alternative Evaluation:** A process designed to encourage creativity and innovation in support of instruction and professional growth. The process offers to unit members an alternative to the standard evaluation process when they have demonstrated effective performance of the California Standards for the Teaching Profession and the California Content Standards. The process is flexible in order to encourage unit members to grow in areas of interest that promote and relate to student learning and instructional leadership through individual or group efforts. The goals, objectives, projects, and criteria established under alternative evaluation serve as the certificated employee performance evaluation. The process is structured to strengthen cooperative collegial relationships.
3. **Timelines/Timeframes**

In the event that a unit member does not report to work on the first working day of the school year, the timelines in Section 11.3 shall be adjusted accordingly, beginning with the unit member's first working day of that school year.

- A. **Non-permanent**

1. Each non-permanent unit member shall be given a copy of the California Standards for the Teaching Profession within fifteen (15) working days of the first day of school and shall be informed of the evaluation procedures and of the assigned evaluator. If circumstances provide the potential for an additional administrator to conduct observations of a unit member as part of the evaluation process, the designated evaluator shall specifically name such administrator and describe to the unit member the specific role that the administrator shall assume in the evaluation process. The Summary Evaluation shall be completed by the Principal. No later than the forty-fifth (45th) working day, a preliminary conference shall be held between the assigned evaluator and the unit member in order to determine area(s) of focus and to schedule formal observations. A non-permanent unit member shall receive at least four (4) observations annually including at least one (1) formal observation by the assigned evaluator. The unit member may request that one or more of the remaining three observations be formal observations.

Assigned evaluators will make informal observations and walkthrough visitations throughout the year. At least two (2) observations shall be completed prior to January 30th of each school year. The Summary Evaluation shall be completed no later than thirty (30) calendar days prior to the last day of school in the year in which the evaluation takes place. Each non-permanent unit member shall receive a summary evaluation by the assigned evaluator each year.

B. Permanent

1. Each permanent unit member shall be given a copy of the California Standards for the Teaching Profession within fifteen (15) working days of the first day of school and shall be informed of the evaluation procedures including the number of years in their evaluation cycle and of the assigned evaluator. If circumstances provide the potential for an additional administrator to conduct observations of a unit member as part of the evaluation process, the designated evaluator shall specifically name such administrator and describe to the unit member the specific role that the administrator shall assume in the evaluation process. No later than the forty-fifth (45th) working day, a preliminary conference shall be held between the evaluator and the unit member in order to determine area(s) of focus and to schedule formal observations.
2. Each permanent unit member shall receive a summary evaluation by the assigned evaluator at least every two (2) years. However, if the employee has (a) been with the District for at least ten (10) years; (b) meets the definition of “highly qualified” as defined by

the No Child Left Behind Act; and (c) has demonstrated “satisfactory/proficient” performance in all areas on the three (3) most current summary evaluations, then these evaluations shall take place every three (3) years, if mutually agreed upon by the assigned evaluator and the permanent unit member. If denied the opportunity for the three (3) year cycle the employee may request the reasons for denial in a conference with the principal and union representation. The Summary Evaluation shall be completed no later than thirty (30) calendar days prior to the last day of school in the year in which the evaluation takes place.

3. A permanent unit member shall receive one (1) formal observation as part of the evaluation process. One (1) additional formal observation may occur if deemed necessary by the evaluator or unit member.
 4. A permanent unit member shall also receive one (1) informal observation as part of the evaluation process. One (1) additional informal observation may occur if deemed necessary by the evaluator or unit member. At least one (1) observation shall be completed prior to January 30th of that school year. Walkthrough visitations shall occur throughout the year by the assigned evaluator. Assigned evaluators shall be administrators.
4. Professional Improvement Process for Permanent Unit Members
The professional improvement process shall follow this format:
- A. Stage 1: If a unit member is on cycle for evaluation and it has been identified through at least one (1) formal and one (1) informal observation that the unit member’s performance warrants a Detailed Assistance Plan (DAP), this shall occur no later than October 31st of the year in which the unit member is on cycle for evaluation. The DAP will include an outline of specific performance goals, recommendations, strategies, and the number of observations that shall occur during the year on cycle.
 - B. Stage II: A “Needs Improvement” rating of an unit member’s performance in one or more areas in Standards One through Five on the Certificated Summary Evaluation may include the requirement that the unit member participate in a Detailed Assistance Plan (DAP) designed to improve designated areas of the unit member’s performance. DAP shall continue for up to one year or until such time that the unit member receives a proficient Summary Evaluation. If at the end of the current school year, the unit member receives an “unsatisfactory” on the Summary Evaluation, said unit member shall move to Stage III.

- C. Stage III: A permanent unit member who has participated in a Detailed Assistance Plan (DAP) for up to one year and who has subsequently received an “unsatisfactory” rating on the Summary Evaluation Report shall be required to participate in the Peer Assistance and Review (PAR) Program. When any permanent unit member has received an unsatisfactory evaluation, the District shall annually evaluate the unit member until the unit member achieves a proficient summary evaluation or is separated from the District. An unsatisfactory rating of a unit member’s performance in one (1) or more areas in Standards One through Five on the Summary Evaluation shall include the requirement that the unit member will participate in a program designed to improve appropriate areas of the unit member’s performance, further pupil achievement, and the instructional objectives of the District (PAR). If a unit member is required to participate in PAR, the program shall relate to the unsatisfactory rating.
5. No unit member shall be evaluated regarding the performance of specifically delegated administrative tasks which are not part of the unit member’s regular assigned duties.
 6. No unit member shall participate in the observation and evaluation process of other unit members.
 7. In the formal written evaluation, no negative references shall be made regarding the conduct of the unit member which is the lawful exercise of a constitutional right, civil right, or other right guaranteed by California law.
 8. Both non-permanent and permanent unit members shall have the right to initiate a written reaction or response to the evaluation within ten (10) working days. Such response shall become a permanent attachment to the unit member’s personnel file.
 9. This evaluation process shall be subject to the Grievance Procedure, but the contents of evaluation documents shall not be subject to the Grievance Procedure.
 10. Alternative Evaluation:
 - A. “Alternative Evaluation” may be selected by permanent status unit members who have successfully completed at least two (2) cycles of evaluation as permanent unit members. Mutual consent of the evaluator and the unit member is required to select alternative evaluation as an option. If the unit member and evaluator fail to reach mutual agreement regarding the selection of the alternative evaluation process, the standard evaluation process shall be used.

- B. Prior to October 15th of the year in which the alternative evaluation is to take place, the evaluator and the unit member shall meet to review the evaluation process and to complete a Planning and Goals Form.
 - C. Alternative Evaluation encourages the design of personalized systems of evaluation to promote professional growth such as, but not limited to, the following:
 - 1. A project designed to promote professional growth
 - 2. A project which benefits the school and/or district
 - D. At a planning conference, the unit member will collaborate with the evaluator on developing the preliminary evaluation plan, including constraints. Unit members and evaluators are encouraged to be creative and take risks when developing options and to consider a focus on expansion and improvement of skills and/or the program. Within ten (10) working days following the conference, the unit member will provide a final copy of a Planning and Goals Form to the evaluator.
 - E. The unit member will provide a written update to the evaluator by December 15th and a second update by March 15th of that school year.
 - F. At the conclusion of the evaluation period, the unit member shall provide the evaluator with the appropriate documentation of satisfactory completion of the evaluation plan. The evaluator shall discuss the documentation with the unit member and complete a Narrative Summary Evaluation Report for inclusion into the unit member's personnel file.
 - G. Regular walkthroughs are considered a normal function of general administrative supervision. Site administrators shall continue to provide appropriate feedback to unit members who utilize the Alternative Evaluation Process, though this feedback shall not be included in the Narrative Summary Evaluation.
 - H. While participating in the Alternative Evaluation Process, unit members continue to be responsible for the performance of basic job description requirements and general unit member expectations.
11. Personnel Files
- A. Personnel Files shall mean those files maintained and located in the District Office.
 - B. Materials in the Personnel Files of a unit member which may serve as a basis for affecting the status of the member's employment are to be made available for the inspection of the person involved.

- C. The materials subject to unit member review under Section 11.B are not to include ratings, reports, or records which were (1) obtained prior to the employment of the person involved; (2) prepared by identifiable examination members; or (3) obtained in connection with a promotional examination.
 - D. Every unit member shall have the right to inspect such materials upon request, provided that the request is made at a time when such person is not actually required to render instructional services to the District.
 - E. Information of a derogatory nature except material mentioned in Section 11.C shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any derogatory statement, his/her own comments thereon. Such review shall take place during normal business hours, and the unit member shall be released from duty for this purpose without salary reduction.
 - F. A unit member may be accompanied by a representative of his/her choice while making an inspection of his/her personnel file. Also, a unit member may authorize a representative to inspect the personnel file in his/her behalf. Such authorization shall be in writing on the appropriate form provided by the District.
 - G. Any inspection of personnel records made by a unit member or his/her designated representative shall be made in the presence of the person responsible for the safekeeping of the personnel files.
12. Complaints Which May Affect Unit Member Evaluation
- A. Any complaint made to a Board member or administrator by a member of the public which may affect a unit member's evaluation shall be brought to the immediate attention of the unit member in an informal conference.
 - B. The unit member may request a meeting with the involved parties. An Association representative shall be present at said meeting if the unit member requests such participation.
 - C. Public complaints shall be processed in accordance with the provisions of Governing Board Policy 5060.

ARTICLE 12

GRIEVANCE PROCEDURE

1. Definitions

Grievance – A grievance is a written claim by the aggrieved that there has been a violation, misinterpretation or misapplication of the express terms of the Agreement which personally and adversely affects the member or unit member(s).

Aggrieved – The aggrieved is a unit member or the Association asserting a grievance.

Representative(s) – A representative is another unit member, administrator, agent of the Association or legal counsel who may represent the aggrieved, the Association or the District.

Day – A day is any day in which a unit member is required to render service to the District. If the aggrieved is the Association, a “day” is any day in which unit members are required to render service to the District.

Claim – The assertion of a grievance by one or more unit members or the Association.

2. Purpose

The purpose of this grievance procedure is to process a grievance and to secure, at the administrative level closest to the aggrieved party, solutions to problems which may arise concerning the interpretation of the terms of this Agreement. The parties agree to keep the proceedings as informal and confidential as may be appropriate at any level of the procedure. The grievance procedure shall not be construed as in any way hindering, discouraging, or denying the settlement of grievance outside the structure of the grievance procedure.

3. General Provisions

A. Since it is important that grievances be processed as rapidly as possible, the time limits indicated at each level should be considered to be maximums, and every effort should be made to expedite the process. However, the time limits specified may be extended by mutual consent in writing.

B. In the event a grievance is filed at such a time that it cannot be processed through all the levels in this grievance procedure by the end of the school year, the time limits set forth herein will be reduced so that the grievance procedure may be completed, if possible, prior to the end of the school year, or soon thereafter as is practicable. The reduction of time limits shall be mutually agreed upon in writing.

- C. If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the aggrieved person shall submit such grievance in writing to the appropriate administrator pursuant to Level One procedures. If the appropriate administrator is the Superintendent, then the processing of such grievance will commence at Level Two.
- D. Decisions rendered at all formal levels of the grievance procedure shall be in writing, setting forth the decision and the reasons therefor and will be transmitted promptly to the aggrieved and to the President of the Association. Time limits for appeal provided in each Level shall begin the day following service of written decision on the aggrieved.
- E. Should the processing of any grievance require that a unit member or an agent of the Association be released from regular assignment, this person shall be released without loss of pay or benefits.
- F. Neither the Board and its representatives nor the Association and any unit member shall take reprisals affecting employment status of any certificated employee or any other participant in the grievance procedure by reason of such participation.
- G. Forms for filing grievances will be prepared by the Superintendent. Copies will be available in each site administrator's office and in the District Office. A form for filing grievances is attached to this agreement marked as (See Appendix).
- H. The superintendent, or his/her designee, and the Association agree to make available to the other party all pertinent information not privileged under law which is relevant to the issues raised by the grievance.
- I. Any record(s) pertaining to a grievance shall be kept in a grievance file separate from the unit member's personnel file.
- J. No grievance shall be recognized unless it shall have been presented at the appropriate level within thirty (30) duty days after the aggrieved knew, or reasonably should have known, of the act or condition and its aggrieved nature that form the basis of the grievance; and if not so presented, the grievance will be considered as waived. In the event that an aggrieved is absent due to illness or accident during the thirty (30) day duty period, the number of days available for filing the grievance shall be extended to exclude the period of absence.
- K. A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the aggrieved within the time limit, an appeal may be taken to the next level.

4. Procedure

A. Level One –Principal or Immediate Supervisor

1. A grievance will first be discussed with the aggrieved's principal or immediate supervisor with the objective of resolving the matter informally.
2. In the event that the aggrieved is not satisfied with the disposition of the informal grievance, he/she may submit the claim as a formal grievance in writing to the principal or immediate supervisor. If the aggrieved has not filed a claim within twenty (20) duty days after speaking with the principal informally, the grievance will be deemed to have been waived. If a formal grievance has been filed, a meeting shall be held between the principal and the aggrieved within ten (10) duty days. The principal and the aggrieved may each have a representative present at such meeting. The principal shall, within fifteen (15) duty days after the formal grievance has been filed, render his/her decision.

B. Level Two – Superintendent or His/Her Designee

1. If the aggrieved is not satisfied with the disposition of the grievance at Level One or if no decision has been rendered within fifteen (15) duty days after the meeting about the grievance, the aggrieved may forward the written grievance to the Superintendent within twenty (20) duty days after the decision at Level One, or thirty-five (35) duty days after the meeting about the grievance with the principal, whichever is sooner.
2. Within fifteen (15) duty days after receipt of the written grievance by the Superintendent, the Superintendent or his/her designee shall meet with the aggrieved in an effort to resolve the matter. The Superintendent or his/her designee and the aggrieved may each have a representative present at such a meeting. The Superintendent or designee shall render a written decision within fifteen (15) duty days after the meeting.

C. Optional Mediation

At the option of the aggrieved and with the agreement of the District, the parties can enter into mediation to resolve the grievance prior to arbitration. The State Conciliation Service may be utilized.

D. Level Three – Binding Arbitration

1. Initiation of Arbitration

If the aggrieved is not satisfied with the disposition of the grievance at Level Two, or no decision has been rendered within fifteen (15) duty days after the meeting with the Superintendent or his/her designee, the Association may forward a written request for arbitration to the American Arbitration Association or the State Conciliation Service with a copy to the Superintendent, within twenty (20) duty days.

2. Selection of Arbitrator

An arbitrator shall be selected by the following procedure:

- a. The Association's representative and the District's representative shall select the arbitrator utilizing the Voluntary Labor Arbitration Rules of the American Arbitration Association or the procedures of the State Conciliation Service.

3. Conduct of Hearing

The hearing shall proceed as follows:

- a. The hearing shall commence at the convenience of the arbitrator, provided however, that all sessions shall occur on normal duty days and that the first formal hearing must commence within thirty (30) days from the date of notification to the arbitrator of his selection, unless the parties mutually agree otherwise.
- b. Each party shall notify the other party of witnesses to be presented during the arbitration prior to the hearing, if possible.

4. Costs

All costs for the arbitrator, specifically as to per diem, travel and subsistence expenses and the cost of any hearing room will be borne equally by the District and the Association. All other costs will be borne by the party incurring them, including, but not limited to, attorney or other fees for the representative costs of discovery, witness subpoena fees and mileage, expert's consultation and witness fees, etc. When agreed, the cost of transcripts and the court reporter will be borne equally. Release time for witnesses employed by the District shall be limited to that time needed at the hearing.

5. Powers, Duties and Limitations Upon Arbitrator

- a. The arbitrator is generally limited to the terms of the grievance and the Agreement and shall not add to, subtract from, modify, vary, or alter the terms or conditions of this Agreement. The arbitrator shall limit his/her opinion to the interpretation or application of the express provisions of this Agreement.
- b. The arbitrator is without power or authority to make any decision which requires the commission of an act prohibited by law or which is violative of or contradictory to the terms of this Agreement.
- c. The arbitrator shall not involve himself/herself in, consider, or hear evidence concerning the reasons or causes for dismissal.
- d. No arbitration shall occur where another administrative, judicial or legal body, tribunal, agency, or forum exists which may or could have resolved the allegations contained within this grievance, including by way of example and not by way of limitation, the Fair Employment Commission, the Equal Employment Opportunity Commission, and a Commission on Professional Competence.

6. Form and Time of Decision

- a. The arbitrator shall render a written opinion and mail that opinion directly to each party within thirty (30) days from the close of the record or as mutually extended by the parties. The written opinion will set forth the arbitrator's findings of fact, reasoning, and conclusions on all the questions submitted to the arbitrator, the decision of which are necessary in order to determine the interpretation or application of this Agreement's express provisions.
- b. The arbitrator may, upon written application of a party to the arbitration made not later than ten (10) days after receipt of a copy of the award, correct the award because there was an evident miscalculation of figures or the award is imperfect in a matter of form not affecting the merits of the controversy. The party requesting correction shall mail a copy of the request to each other party, with the other party possessing five (5) days from its receipt to respond. The arbitrator shall possess thirty (30) days thereafter to make such corrections, if desired.

ARTICLE 13

PART-TIME EMPLOYMENT

1. Part-Time With Full-Time Credit

A unit member may request a reduced workload with full retirement credit. The Board shall review the needs of the District and may grant a reduced workload provided that appropriate vacancies exist and subject to the following conditions:

- A. The option of part-time employment may be exercised only by request of the unit member for a period of not to exceed five (5) years and can be revoked only with the consent of the Board and the unit member.
- B. The unit member shall have attained age fifty-five (55) prior to the reduction of the workload under the plan and prior to the beginning of a school year.
- C. The unit member may participate in the program for not more than five (5) years, or until age seventy (70) whichever comes sooner. Unit members may not participate after the age of seventy (70).
- D. The unit member shall have completed ten (10) years of active service employed in the District under the provisions of the State Teachers' Retirement System of which five (5) years preceding reduced service shall have been full time.
- E. The unit member shall make contributions to the Retirement System as though he/she were working full-time and receiving full salary.
- F. The unit member shall be paid a salary which is the pro rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment but shall retain all other rights and benefits for which he/she makes payments that would be required if he/she remains in full-time employment.
- G. The unit member shall receive full District benefits for health and welfare benefits as though rendering full-time service.
- H. Reduced service shall be based on a full school year and the minimum compensation paid or time worked must be equal to no less than one-half (1/2) time. The reduced service may be on a daily schedule for full-time for at least one-half (1/2) year; however, all contributions must be paid monthly to the State Teachers' Retirement System.
- I. A unit member who is interested in participating in the program shall contact the Personnel Office. The appropriate administrator shall schedule a meeting with each such unit member to develop a mutually agreeable program for such unit member. A written agreement between the unit member and the District will be

prepared and signed outlining the job description, duties, and location(s) of the assignment, and dates of employment on a yearly basis.

2. Part-Time Employment

- A. The option of part-time employment may be initiated only by request of the unit member. The District may grant or deny such request, but the District shall notify the bargaining unit member in writing about any denial and the reasons for such denial.
- B. Part-time members of the unit shall be compensated by a pro rata share of the salary the unit member would be earning had he/she been placed on a full-time paid assignment.
- C. A unit member must notify in writing the Superintendent or his/her designee no later than March 15 of the intent to continue or terminate part-time status.
- D. Any unit member who elects full-time status rather than his her/part-time position shall be eligible for posted positions under the provisions for transfer with the exception of persons working less than 75% of the days that school is maintained, pursuant to Education Code Section 44909.
- E. The unit member's service time shall be prorated for seniority and retirement purposes.
- F. In addition to the instructional duty time, the part-time unit member is responsible for the following duties:
 - 1. Room environment as it relates to bulletin boards and learning stimuli only;
 - 2. Appropriate academic record keeping; and
 - 3. Parent Conferencing.
 - 4. May attend professional development activities within the duty day or upon mutual agreement with the administrator. Any Professional Development attended outside their duty day will be paid at the rate established in Article 15 Salaries.
- G. Unit members are entitled to purchase full health and welfare benefits.

3. Impact Teachers

- A. The District may employ Impact Teachers within its discretion. An Impact Teacher's daily rate will be the hourly rate established by Step One, Class One of the salary schedule, as set forth in Appendix A.
- B. Impact Teachers will work no more than one hundred and thirty-four (134) workdays in any school year and less than seventy-five percent (75%) of the days regular full-time teachers are scheduled to work.

- C. Upon hire, Impact Teachers shall receive a calendar of work days and work hours for the duration of assignment. Upon mutual agreement between the District and the Impact Teacher, the work days and/or hours may be altered.
- D. Impact Teachers shall not receive health and welfare benefits under Article 14 but are entitled to purchase health and welfare benefits.
- E. The four (4) hours of work per day will be flexibly assigned by the principal and agreed to by the Impact Teacher and shall be consecutive except for any duty free lunch period.
- F. Effective July 1, 2002, an impact teacher will be credited for one (1) year of teaching experience for every two (2) years of consecutive service as an impact teacher with the District if they have worked 134 days in each previous school year.
- G. Upon successful completion of an initial assignment, the principal may recommend an Impact Teacher for placement on a rehire list. Impact teachers on a rehire list shall not be required to interview for future Impact assignments at the most recent assignment, but for other Impact assignments at other school sites, they will be required to interview.

ARTICLE 14

HEALTH AND WELFARE BENEFITS

1. Effective January 1, 2019 the District's annual maximum contribution per eligible full-time employee to pay insurance premiums for employee selected medical, dental, vision care and life insurance premiums shall be \$13,600. This maximum contribution or maximum cap of District contribution may be increased only as the result of future negotiations between the District and the Association. If the costs exceed the specific maximum contribution by the District at any time during the school year, or any subsequent school year, for any eligible full-time employee, the amount over the specific maximum contribution will be automatically deducted from the paychecks of the employee except as provided expressly under the possible "pool" concept set forth in provision 3.

Employees who work less than full-time but who have a regular assignment of at least fifty percent (50%) or more are also eligible for the health and welfare benefits specifically referenced above, but the District shall contribute only a maximum amount equal to a pro-rata amount of the District's annual maximum contribution (indicated in the above paragraph) per eligible full-time employee. If the costs exceed the specific maximum contribution or maximum cap by the District at any time during the school year, or any subsequent school year, for any eligible less than full-time employee, the amount over the specific maximum contribution will be automatically deducted from the paychecks of the employee except as provided expressly under the possible "pool" concept set forth in provision 3.

2. Each eligible employee is required to enroll under current plans for medical insurance, dental insurance (dependent coverage included), vision care insurance (employee only) and life insurance (\$50,000). A properly registered domestic partner of an eligible employee can be reported as a dependent for purposes of benefit coverage.
3. The District on an annual basis, shall establish and implement a "pool" consisting of the District's maximum contribution per eligible employee for current medical, dental, vision care and life insurance plans. The intent of the insurance pool is to provide a funding mechanism to reduce the out of pocket cost to eligible employees for dependent health and welfare insurance coverage. The "pool" is based on the fact that the cost for employee-only coverage for health and welfare benefits is less than the District maximum contribution for a full-time eligible employee, thus, there is a difference between the actual cost of employee-only coverage for a full-time eligible employee and the District maximum contribution or cap. This difference or excess is placed in a "pool" to reduce the out-of-pocket costs for employees, who choose two party or family coverage, and whose health and welfare benefits cost more than the District maximum contribution. For less than full-time eligible employees, the

difference or excess is calculated based upon the pro-rata amount paid by the District for each such employee and the pro-rata amount of any savings or excess.

The District establishes the pool based upon the excess costs saved for eligible employees who choose employee-only health and welfare benefits. The number of eligible employees who enroll during the annual fall open enrollment establishes the District “multiplier” for the total annual District contribution (eligible number of employees “multiplier” x District maximum contribution per employee). A separate account shall be established in the District for this budget purpose. Any and all funds allocated to that account shall be restricted in use for the payment of employee health and welfare insurance premiums. The Association President may request to annually review this account to verify appropriate revenues and expenditures. From the “pool”, premiums for employee-only medical, vision, life, and family dental insurance shall be paid. Insurance premiums for two party and family coverage shall be paid from the “pool” based on the “spread” as described below.

The excess costs saved are proportionately “spread” to eligible employees who chose two party or family coverage. The “spread” is recommended by the District and is based upon the number of employees choosing two party and family coverage and the costs of such coverages. The “spread” is agreed to by the insurance joint advisory committee.

Excess costs of \$30,000, a “pool reserve” is saved to address the fluctuation during the year in the number of eligible employees and the changes in plan selections made by the employee. In no event shall the District be required to contribute more than the District maximum contribution per eligible full-time employee.

In any subsequent school year if the District’s maximum contribution does not cover the costs for employee only coverage for health and welfare benefits, the pool will not be established. The amount over the specific maximum contribution by the District will be automatically deducted from the paychecks of employees.

The Association shall appoint three (3) representatives to serve on the joint advisory committee whose primary purpose is to monitor the participation and determine the contribution levels of the “pool”. The District shall convene the insurance joint advisory committee at least once annually. The committee also serves as an advisory committee to the parties negotiating teams.

4. Should an eligible employee's employment terminate following the last duty day of the work year and before the commencement of the following work year, such employee shall be entitled to coverage under the employee's current medical, dental, vision care and life insurance plans through September 30 of such following work year.
5. Subject to the conditions of this Section, the District shall contribute up to the maximum amount in Section 1 for employee only medical insurance for any eligible bargaining unit member who retires from District service after at least fifteen (15) years of full-time service with the District. The medical insurance shall be the same

as any provided to current employees. A bargaining unit member must be at least fifty-five (55) at the age of retirement, and the District contribution for medical insurance ceases at sixty-five (65). A retiree may continue to be covered under any medical insurance after sixty-five (65) at the retiree's own cost and as long as the medical insurance provider consents to the continued coverage.

6. The District agrees to pay retired unit members who move from the immediate area to another area, not covered by a District paid medical program, a cash payout equal to the lowest cost medical insurance plan provided to active eligible employees. The eligible retiree must maintain their permanent, legal residence in a geographic area not covered by any of the health plans currently offered by the current collective bargaining agreement. The eligible retiree shall sign a notarized release (See Appendix) and provide the release to the Human Resources Department. This option can only be exercised during the annual open enrollment period. Each eligible retiree shall receive a lump sum annual check from the district on or about October 15th of each year in an amount equal to the lowest cost plan provided to active eligible employees. Should negotiations for health benefits extend beyond October 1st of any year, a check for the previous year's amount will be sent to each eligible retiree. Once negotiations have been concluded, an additional amount, if so warranted, will be sent. Should the death of the eligible retiree take place during the health plan year, the amount not paid the health plan provider must be returned to the District.

ARTICLE 15

SALARIES

1. Salaries

- A. For the 2018-2019 school year the salary schedule will be fully restructured by 3.115%. In addition, the certificated salary will be increased by 1% across the board. The restructure and increases set forth in Appendix A shall be effective October 1, 2018.
- B. The Salary Schedule for psychologists and speech-language pathologists is attached to the Agreement marked Appendix “B” with an increase of 4.115% on-schedule effective October 1, 2018.
- C. The Salary Schedule for Preschool Teachers is attached to the Agreement marked as Appendix “C” with an increase of 4.115% on-schedule effective to October 1, 2018.
- D. Effective July 1, 2019 all certificated unit member salary schedules shall be increased by 2%.

2. Part-Time Unit Members

Part-time unit members shall be compensated by a pro rata share of the salary the unit member would be earning had he/she been placed on a full-time paid assignment.

3. Salary Schedule Conditions

A. General

Each unit member shall be compensated in accordance with his/her placement on the Salary Schedule.

B. Added Stipend

- 1. Support personnel shall receive one thousand dollars (\$1,000) per year during the period of their service in such positions. This stipend does not include speech-language pathologists, psychologists, special education teachers and resource specialist program teachers.
- 2. Resource specialist program teachers and all special education teachers (including adaptive physical education (APE) shall receive an additional two thousand, five hundred dollars (\$2,500) per year. This stipend does not include psychologists and speech-language pathologists.

3. Unit members with BCLAD in SET or Dual Immersion class shall receive an additional annual stipend of \$1,000.
4. Unit members with a BCLAD shall receive an additional annual stipend of \$500 for holding a BCLAD credential.
5. Unit members with National Board Certification shall receive an additional annual stipend of \$1,000.

C. Initial Placement

1. Upon initial employment by the District, the Superintendent shall authorize credit on the salary schedule for prior years of equivalent teaching experience.
2. A unit member is responsible for securing proper written verification of training and teaching experience.
3. Units beyond the bachelor's degree to be credited for salary purposes generally must be taken after receiving the bachelor's degree. Appropriate courses taken during the last semester or quarter may be counted toward higher placement if transcripts clearly indicate graduate credit was received.
4. Substitute teachers who achieve probationary teacher status will be allowed one (1) year's credit on the salary schedule for accumulated substitute teaching time within the District, if such time amounts to seventy-five percent (75%) of the number of days during the contract year immediately preceding.

D. Service Increments

1. A unit member shall be credited one (1) increment for each year of teaching service in the District until the maximum of a salary class is reached. A year of teaching service shall be defined as service for seventy-five (75%) percent or more of the number of days the regular schools of the District are maintained.
2. A unit member who works fifty (50%) percent or more, but less than seventy-five (75%) percent under the provisions of Article 13, shall be credited with one (1) year of service on the salary schedule for each two (2) years worked under these conditions.

E. Horizontal Movement

The Board encourages all unit members to improve their skills through advanced training and as an inducement thereto provides extra compensation for those who do so successfully.

1. Course credit will be accepted from any accredited college or university for courses taken in a program approved for an advanced degree in education, for a credential in education, for any special courses specified by the District, or classes that enhance classroom expertise.
 - a. Should there be a question as to the acceptability of a course toward credit on the salary schedule, a committee composed of the Assistant Superintendent-Human Resources and one (1) faculty-elected unit member from each site shall meet to consider the acceptability of the course. The committee shall forward its recommendation to the Superintendent, who shall make the final decision.
2. Reassignment to a higher classification shall become effective upon the date the unit member submits the proper documentation. Proper documentation may be submitted at any time. Salary increase is retroactive to the date of submission. Furthermore, if the salary increase is not paid within three (3) regular pay periods, or three (3) months (whichever period is longer), the district is required to pay the employee daily interest for each day after the employee was entitled to receive the salary increase.
3. Units taken on a quarter system will be converted to semester units by multiplying them by two-thirds (2/3) and rounding all fractions to the nearest whole number.

4. Mileage

- A. Any unit member required to use his/her personal automobile in the performance of assigned duties shall be entitled to mileage reimbursement at a rate of the current applicable Internal Revenue Service Rate.
- B. Mileage shall not be paid for travel to and from the unit member's residence.
- C. The Superintendent is vested with the authority to provide for the administration of the mileage reimbursement program.

5. Replacement or Repair of Employees Personal Property

- A. Personal property of employees used to enhance the function of their duties may be brought to or left on District premises with the advance approval by the immediate supervisor. (Personal property is defined as employee-owned materials or equipment utilized by the employee for enhancement of or to supplement the instructional program, excluding ornamental items and articles of clothing but including prescription eyeglasses.)
- B. The request to bring personal property on District premises will be on District prescribed forms (See Appendix) and returned to the Business Office before property is covered under the Article. The form will include the approval of the immediate supervisor as to the applicability of the item to the educational program and the approval by the Business Manager as to replacement value.
- C. If such property is stolen or damaged while on District premises, and without fault of the employee as determined by the immediate supervisor, the District shall honor a

claim for replacement or repair, reserving the right to designate the vendor. Maximum claims shall be paid up to three hundred (\$300.00) dollars per occurrence and five hundred (\$500.00) dollars per employee per year, with a ten (\$10.00) dollar deductible per occurrence borne by the employee.

- D. Property stolen or damaged must be reported within twenty-four (24) hours of the time of discovery of the theft or damage by the employee to the Business Office on a District Vandalism and/or Burglary Report. The filing of claims shall require a statement of clear market value.

6. Compensatory Time

- A. Unit members attending the San Diego County Outdoor Education Program shall receive \$100.00 compensation per overnight stay. If service occurs during a school holiday, they will be granted equal compensatory time. The unit member and the site administrator shall mutually agree upon compensatory time usage.
 - B. Unit members may be allowed compensatory time, with prior written administrative approval, for time spent on a school holiday, Saturday or Sunday supervising a required school or District sponsored activity.
 - C. Leave provided by this Section cannot be accumulated from year to year.
 - D. Teachers will be compensated for all work initiated by the District outside of their contracted workday and/or work year (excluding Summer School) at the following hourly rates:
 - \$34.00/HR: For participation in staff development, committee work, classroom preparation related to a reassignment or transfer or preschool enrollment activities.
 - \$34.00/HR: For participation in committee work that produces a product including preparation time.
 - \$34.00/HR: For preparing and conducting a workshop presentation.
- Hourly rate For working in an instructional capacity with students.
consistent with
Step 1/Column
on the salary
schedule
- Per Diem Rate:
- For work related to Initial Assessments and Triannual Assessments outside the regular work year including planning, preparation, analysis of scores, reports, meetings and IEP meetings.

ARTICLE 16

MANAGEMENT RIGHTS

1. The Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitation, all powers, rights, and authority, duties and responsibilities conferred upon and vested in it by the laws, Constitution of the State of California and the Constitution of the United States including but without limiting the generality of the foregoing, the right:
 - A. To determine and administer policy.
 - B. Subject to the provisions of the law, to hire all employees, to determine their qualifications and the conditions of their continued employment, or their dismissal or demotion, and to promote and to transfer all such employees.
 - C. To determine the number and kinds of personnel necessary for the efficient operation of the District and to direct their activities.
 - D. To determine the curriculum.
 - E. To build, move or modify the facilities.
 - F. To develop and administer the budget.
 - G. To determine the methods of raising revenue.
 - H. To contract out work. The parties recognize the District may temporarily contract out work necessary to meet mandated services required by law. The District may exercise this right when no unit members are available or willing to perform the work. The District shall attempt, through normal hiring processes and procedures, to maintain the integrity of the bargaining unit.
 - I. To take action on any matter in the event of an emergency.
 - J. To delegate to the Superintendent and other legally appointed officers, the operation of the school system, its properties and facilities, including but not limited to, innovations and experimental exploration in the field of education, experimental and innovative uses of District facilities and experimental and pilot investigation of new education programs.
2. The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules and regulations, and practice in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms are in conformance with the laws of the State of California.

ARTICLE 17

NO STRIKE - NO LOCKOUT

1. During the term of this Agreement, the Exclusive Representative, in consideration of the terms and conditions of this Agreement, will not engage in, encourage, instigate, or condone any strike, work stoppage or any concerted refusal to perform work duties as required in this Agreement and will undertake to exert its best efforts to discourage any such acts by any employees in the unit.
2. During the term of this Agreement, the Board, in consideration of the terms and conditions of this Agreement, will not authorize any lockout of any persons covered by this Agreement.

ARTICLE 18

EFFECT OF AGREEMENT

1. This Agreement supersedes all past practices, agreements, procedures, and rules or regulations concerning the matters covered herein.
2. For the 2019-2020 school year, Article 14, Health and Welfare Benefits may be reopened. For 2020-21 school year, Article 14, Health and Welfare Benefits, and Article 15, Salaries, may be reopened. Except as specified in this paragraph, no other articles will be reopened in the 2019-20 and 2020-21 school years.
3. The provisions of this Agreement shall be consistent with state and federal law. If a provision of the Agreement becomes inconsistent with law due to a change in federal or state statutes, the parties shall reopen negotiations within twenty (20) duty days on the matter(s) so affected.
4. Should any article section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement, if not affected by the deleted article, section, or clause.
5. Any individual contract between the Board and an individual unit member shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration shall be controlling.
6. There shall be two (2) signed copies of the final Agreement for record keeping purposes. One (1) shall be retained by the District and one (1) by the Association.
7. Within one (1) month of ratification of this Agreement by both parties, the District agrees to print sufficient copies of the Agreement for distribution to all unit members.
8. Upon initial employment, all new unit members shall be provided with a copy of the Agreement.
9. A unit member during the term of this Agreement shall receive no more than one additional copy annually of the Agreement in the event that the first one is lost.

ARTICLE 19

SPECIAL EDUCATION

1. Committees

A. Community Advisory Committee

The Association shall provide names for the regular education teachers and special education teachers to be on any Community Advisory Committee (CAC) established and pursuant to E.C. 56192. Unit members on the CAC shall receive release time during the normal duty day to attend CAC meetings.

1. If CAC meetings are held outside the normal duty day, unit members shall be reimbursed at the rate stipulated in Article 15 section 6.D, or provided hour for hour compensatory time. Compensatory time shall be mutually agreed upon by the unit member involved and the appropriate administrator.

2. Unit Member rights

- A. Unit members shall not be evaluated on whether or not a student with a disability meets the growth projected in the IEP.
- B. Special Education Teachers and RSP teachers shall be provided the equivalent of 3 hours per month to work on IEPs and testing.
- C. The District shall provide release time to unit members required to attend any meeting involved with a Due Process Hearing, or IEP, required to make home visits, or required to make observations in an environment other than school.

1. If these meetings are held outside the normal duty day the unit member shall be reimbursed at the rate stipulated in Article 15 section 6.D, or provided hour for hour compensatory time. Compensatory time shall be mutually agreed upon by the unit member involved and the appropriate administrator.

- C. Unit members required to attend IEP meetings shall receive written notice at least 5 working days prior to the meeting. If the meeting needs to be scheduled or rescheduled to be in compliance with special education law the 5-day notice may be waived by consensus.

- D. IEP meetings and SST meetings shall not take place on Individual Teacher planning and preparation Thursdays unless all unit members required to attend agree.
 - E. Unit members shall not be evaluated by Program Specialists who are also unit members.
 - F. Unit members, except qualified nurses, shall not be required to participate in the administration of medication or any medical procedure necessary for a student. However, teachers and other certificated staff are encouraged to learn to administer approved emergency medications, such as an Auto-Injector Epinephrine (Epi Pen).
3. Miscellaneous Provisions
- A. The District shall provide the following resource documents to each school site to assist in the appropriate implementation of all special education laws, policies and procedures:
 - 1. California Special Education Programs: A Composite of Laws
 - 2. National School District Special Education Handbook
 - B. The NCETA will be consulted with regarding the development and revisions to the Special Education Resource Binder. The NCETA shall be responsible for coordinating the selection of two (2) teachers to participate in this consultation. This consultation shall take place prior to releasing the Binder to membership.
 - C. Special educators will be given training regarding SBAC accommodations.
4. The school administrator shall work with grade level teams to equitably distribute mainstreamed students. General education teachers providing instruction to mainstreamed students shall receive the following information regarding the special education student before mainstreaming activities are initiated:
- A. A copy of the student's IEP
 - B. Information from the special education teacher regarding the student's disabilities and recommendations for instructional strategies which have been found to be the most successful with the student.
 - C. A copy of the student's behavior plan and information on successful behavior modification strategies used with the student if the student has been identified as having a behavior which impedes learning on his or her IEP.

- D. Whenever the ratio of students with IEP's in a general education classroom exceed 30% of the overall class size, the site administration will meet with the general education teacher, within ten (10) duty days of the request for such a meeting, to develop a class support plan. Support may include, among other things, specialized training and redistribution of site resources, when available.

ARTICLE 20

PEER ASSISTANCE AND REVIEW (PAR)

1. Peer Assistance and Review (PAR) Joint Council
 - A. The PAR Joint Council will consist of five (5) members: three (3) members shall be designated by NCETA, and two (2) members shall be designated by the District. The NCETA and the District shall each select one alternate member. Each party will determine the rotation for their Joint Council Members.
 - B. Association designees to the Joint Council shall receive an annual stipend of one thousand five hundred dollars (\$1,500). The NCETA alternate member shall be compensated at the rate of \$30.00 per hour to be funded through the PAR program, not to exceed five hundred dollars (\$500). In addition, the PAR Joint Council Chair shall receive an annual stipend of one thousand dollars (\$1,000).
 - C. The PAR Joint Council will establish the meeting schedule. To hold meetings, four of the five members of the PAR Council must be present. No more than 50% of Joint Council scheduled meetings shall take place during the regular workday. Joint Council members shall receive release time from their regular duties, without loss of pay, for meetings held during the regular workday. Unit members who are members of the Council shall receive pro rata, per diem salary for up to three (3) meetings of the Joint Council that may take place during non-contractual time in the summer.
 - D. The PAR Joint Council shall be responsible for the following:
 1. Establishing its own rules of procedure, including the method for the selections of a Chairperson.
 2. Establishing a procedure for application as a Consulting Teacher. Current Induction/BTSA support providers will continue his/her current assignments until his/her Induction Beginning Teacher no longer requires or requests his/her support.
 3. Determining the number of Consulting Teachers in any school year based upon participation in the programs, the budget available, and other relevant considerations.
 4. Determining a reasonable and appropriate caseload of Participating Teachers for each Consulting Teacher.

5. Selecting Consulting Teachers (as defined in Section 3).
 6. Providing training for Joint Council members, as well as to Consulting Teachers prior to their participation in the PAR program.
 7. Developing operational guidelines for Consulting Teachers.
 8. Sending written notification of participation in the PAR program to the referred Participating Teacher, the Consulting Teacher, and the site principal.
 9. Making available a panel of Consulting Teachers for selection by the Participating Teacher. Every effort will be made to assign the Consulting Teacher as requested by the Experienced Teacher. Final determination of Consulting Teacher assignments will be the responsibility of the PAR Joint Council.
 10. Reviewing all reports prepared by the Consulting Teacher and notifying the Governing Board regarding the Experienced Teacher (ET) Participant's progress in the PAR program.
 11. Monitoring the effectiveness of Consulting Teachers and making decisions regarding their continuation in the program.
 12. Evaluating annually the impact of the PAR program in order to improve the program.
- E. The PAR Joint Council, either by consensus or majority vote, will adopt Guidelines for implementing the provisions of this Article. Said guidelines will be consistent with the provisions of the Agreement and the law. To the extent guidelines are inconsistent with the Agreement, the Agreement will prevail, and to the extent the Agreement is inconsistent with the law, the law will prevail.
- F. The report made by the Joint Council to the Governing Board regarding the participation of an Experienced Teacher (ET) participant shall be limited to a statement as to whether the teacher has received adequate support services toward teaching the identified goals. It is not the role of the PAR Joint Council to make any recommendations.
- G. All proceedings and materials related to evaluations, reports, and other personnel matters shall be strictly confidential. Therefore, Joint Council members and Consulting Teachers may disclose such information only as necessary to administer this Article. Each member of the Joint Council

shall, as a condition of participation, sign a confidentiality agreement relative to this provision.

2. Participating Teachers

A. A Participating Teacher is a unit member who receives assistance and coaching to improve instructional skills, classroom management, knowledge of subject, and related aspects of teaching performance. There are two (2) categories of Participating Teachers.

1. Experienced Teacher (ET) Participants

- a. The purpose of participation in the PAR program is to assist the unit member in improving performance. Permanent unit members who have received an "Unsatisfactory" rating by the Principal on the Summary Evaluation (Appendix "J") in any area, excluding Part E, shall participate in the PAR program. The Experienced Teacher will receive written notification of required participation in the PAR program. The Human Resources Department shall notify the PAR Joint Council prior to June 10 as to the number and names of those teachers receiving "Unsatisfactory" ratings.
- b. Once a selection of a Consulting Teacher has been made, the Consulting Teacher and the Experienced Teacher (ET) Participant shall develop specific goals, based on the summary evaluation of the experienced teacher and will serve as the basis for the peer assistance and review. The site principal shall have an opportunity to provide input to the Consulting Teacher prior to the finalization of these goals. A copy of the goals will be kept on file by the PAR Joint Council.
- c. The Consulting Teacher will continue to provide assistance to the Experienced Teacher (ET) Participant until he or she concludes that the teaching performance of the Experienced Teacher (ET) Participant has met the agreed-upon goals or that further assistance will not be productive, at which time the Consulting Teacher will submit a final report to the PAR Joint Council. This time period shall not exceed one (1) school year.
- d. The final report prepared by the Consulting Teacher shall address: 1) the goals of the peer assistance; 2) the activities in which the Consulting Teacher and Experienced Teacher

(ET) Participant participated and; 3) progress made by the Experienced Teacher (ET) Participant toward the specified goals. The Experienced Teacher (ET) Participant shall have the right to submit a written response to the final report. The Experienced Teacher (ET) Participant shall also have the right to request to meet with the PAR Joint Council, and to be represented at the meeting at which the report is presented.

2. Volunteer Teacher (VT) Participants

- a. A unit member who seeks to improve his or her teaching performance may submit a written request to the PAR Joint Council to work with a specifically named Consulting Teacher/Curriculum Leader to provide peer assistance.
- b. It is understood that the purpose of such participation is to provide peer assistance, and that the Consulting Teacher or Curriculum Leader will play no role in the evaluation of the Volunteer Teacher (VT) Participant. All communication between Consulting Teachers and Volunteer Teacher (VT) Participants shall be confidential, without the written consent of the Participating Teacher, and shall not be shared with others, including the site principal, the evaluator, or the Joint Council.
- c. The Volunteer Teacher (VT) Participant may terminate his or her participation in the PAR program at any time without a requirement to give a reason for said request.
- d. The Consulting Teacher and the Volunteer Teacher (VT) Participant shall jointly develop a plan and a timeline to be approved by the PAR Joint Council.

3. Consulting Teachers

- A. Consulting Teachers are unit members with permanent status in the District who provide assistance to a Participating Teacher pursuant to the PAR program. Consulting Teachers will possess the following qualifications:
 1. At least three (3) years of recent experience as a classroom teacher.
 2. Demonstrated exemplary teaching ability.

3. Extensive knowledge and mastery of subject matter, teaching strategies, instructional techniques, and classroom management strategies necessary to meet needs of pupils in different contexts.
 4. The ability to communicate effectively with peers both orally and in writing.
 5. The ability to work cooperatively and effectively with peers.
 6. Retired teachers are eligible to work as Consulting Teachers.
- B. A Consulting Teacher provides assistance to a Participating Teacher in improving instructional performance. This assistance will typically include:
1. Setting and discussing performance goals with the Participating Teacher.
 2. Assisting in the development of an Individual Performance Plan (IPP).
 3. Conducting multiple observations of the Participating Teacher during periods of classroom instruction.
 4. Meeting and consulting with the Principal or designee of a referred Experienced Teacher (ET) Participant.
 5. Demonstrating good practice to the Participating Teacher.
 6. Using school district resources to assist the Participating Teacher.
 7. Monitoring the progress of the Participating Teacher and maintaining a written record.
 8. Making status reports to the PAR Joint Council for a referred Experienced Teacher (ET) Participant.
- C. A different Consulting Teacher may be selected to work with the Participating Teacher at any time during the process when requested to do so by the Participating Teacher or the Consulting Teacher upon approval of the PAR Joint Council.
- D. Consulting Teachers will be trained to both offer peer assistance and to understand the specific functions of the PAR program in the District.
- E. The PAR Joint Council may remove a Consulting Teacher from the position at any time because of the specific needs of the PAR Program,

inadequate performance of the Consulting Teacher, or other just cause. Prior to the effective date of such removal, the PAR Joint Council will provide the Consulting Teacher with a written statement of the reasons for the removal, and, at the request of the Consulting Teacher, will meet with him or her to discuss the reasons.

- F. A Consulting Teacher shall be provided release time as needed not to exceed ten (10) duty days. Alternatively, the Joint Council may recommend full-time or part-time assignments as Consulting Teacher as deemed appropriate. At the request of a Consulting Teacher, the Joint Council shall consider a reduction in his or her caseload of Participating Teachers to insure effectiveness of the PAR Program.
- G. The Consulting Teacher shall continue all rights of a bargaining unit member. In addition to the regular salary, each Consulting Teacher shall receive compensation of three thousand dollars (\$3,000) for each Experienced Teacher (ET) Participant with whom they work. No Consulting Teacher shall work with more than one (1) Experienced Teacher (ET) Participant without the approval of the PAR Joint Council. Additionally, the Consulting Teacher may work with Volunteer Teacher (VT) Participants for thirty dollars (\$30.00) per hour, up to ten (10) hours per Volunteer Teacher (VT) Participant. For school year 2000-01 to be considered a training year, the Consulting Teacher, upon agreeing to serve in 2001-02, will receive an honorarium of \$500.00.
- H. The term of the Consulting Teacher shall be three (3) years.

4. General Provisions

- A. Expenditures for the PAR program shall not exceed revenues received through the adopted budget, without mutual agreement of the Association and the District.
- B. The District agrees to indemnify and hold harmless the Association, any Association members on the PAR Joint Council, and Consulting Teachers against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from participation in the Peer Assistance and Review (PAR) Program. The District will provide and pay for any legal counsel services should the need arise. In all cases, the affected unit member retains his or her right to select his or her own attorney to represent him or her in such actions; however, in cases where the unit member chooses his/her own legal counsel, he/she will provide and pay for such legal counsel.
- C. Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions.

ARTICLE 21

DISCIPLINE PROCEDURE

1. This Article was entered into pursuant to Government Code section 3543.2(b). This Article does not apply to the termination of any permanent teacher and does not apply to the implementation of Education Code sections 44939, 44940, 44941 and 44942, any amendments to those Sections, or to any successor laws Sections.
2. An employee in the bargaining unit may be disciplined by the District for just cause. For purposes of this Article, the term “discipline” shall be limited to suspension without pay for up to and including ten (10) days and loss of extra duty compensation during the period of the suspension. The discipline imposed shall be reasonably related to the seriousness of the misconduct or shall be reasonable in light of the number and frequency of prior incidents of misconduct by the employee. A written reprimand shall precede a discipline under this Article except in cases of serious misconduct. Such written reprimand shall include direction(s) or suggestion(s) for corrective action.
3. Prior to the taking of discipline, the Superintendent or designee shall give written notice to the employee. This written notice of proposed disciplinary action shall be served by certified mail or personal delivery to the employee at least ten (10) calendar days prior to the date when discipline may be imposed. In cases of serious misconduct where it is deemed appropriate to remove the employee immediately, the employee shall continue to be paid the regular salary during the period of suspension. The term serious misconduct does not include the use of reasonable physical force by a teacher against a student in self-defense, or reasonable physical force by a teacher against a student in a reasonable attempt to restrain or direct such student. The term serious misconduct does include the use of unreasonable physical force by a teacher against a student. Loss of compensation in all cases may occur after the tenth (10th) calendar day following the date written notice was received. The written notice of proposed disciplinary action shall be served by personal delivery or by certified mail. Service by certified mail shall be deemed completed on the date of mailing. The contents of the written notice shall include at least the following:
 - A. A statement in ordinary and concise language of the specific act(s) and omission(s) upon which the proposed disciplinary action is based.
 - B. The specific disciplinary action proposed and effective date(s).
 - C. The cause(s) or reason(s) for the suspension without pay proposed.
 - D. A copy of the applicable regulation(s) where it is claimed a violation of regulation(s) took place.
 - E. The unit members shall have the following rights:
 1. The right to respond to the matters raised in the written notice both orally and in writing, including the submission of affidavits, prior to the end of the ten (10) calendar days following the date the written notice was

received. Nothing contained herein shall prohibit the introduction of evidence at any hearing which may be requested pursuant to this Article.

2. The right, upon request, to appear personally before the Superintendent or designee regarding the matters raised in the written notice prior to the end of the ten (10) calendar days following the date the written notice was received. At such meeting, the employee shall be granted a reasonable opportunity to make any representations the employee believes are relevant to the case.
3. The right, upon written request, to a full evidentiary hearing before a hearing officer/arbitrator. The proposed disciplinary action may commence after the ten (10) calendar days following the date the written notice was received. No evidentiary hearing will be held unless a written demand for such a hearing is delivered to the Superintendent or designee within ten (10) calendar days after the date that the written notice of proposed disciplinary action was received.
4. The employee in the bargaining unit shall receive a full evidentiary hearing on the proposed disciplinary action only if a written demand for such a hearing is delivered to the Superintendent or designee within ten (10) calendar days of the written notice of proposed disciplinary action. In the absence of a demand for a full evidentiary hearing, the Superintendent or designee shall act upon the charges after the time period has expired.
 - A. The full evidentiary hearing shall be conducted before a hearing officer/arbitrator. A hearing officer/arbitrator shall be selected pursuant to the Voluntary Labor Arbitration rules of the American Arbitration Association, and the hearing shall be conducted under those rules.

The employee shall have the right to appear in person on the employee's own behalf, or at the employee's option, to appear and be represented by the Association or counsel.

- B. Fees and expenses of the arbitrator shall be borne equally by the parties. All other expenses shall be borne by the party incurring them. Unless the parties agree to share equally both the cost of a court reporter and the cost of preparing a copy of the transcript for each party, a copy of the transcript will be provided only to the party who requests the services of a court reporter and is responsible for paying the costs of those services.
- C. The decision by the hearing officer/arbitrator shall be in writing, summarizing the facts, setting forth findings and making a decision which shall be final and binding on the District, the Association and the employee.

ARTICLE 22

SUMMER SCHOOL

1. The number of workdays shall be determined as per the program design and funding sources dictate. The dates and number of workdays will be announced at least 45 days prior to start of summer school/intersession/extended year.
2. The duty day for unit members shall be determined as follows:
 - The minimum duty day for unit members shall be four (4) hours and fifteen (15) minutes and shall include a fifteen (15) minute duty-free break and a preparation time of thirty (30) minutes.
 - The maximum duty day shall be seven (7) hours and fifteen (15) minutes and shall include one (1) fifteen (15) minute duty-free break, a thirty (30) minute preparation time and a thirty (30) minute duty-free lunch.
 - Hours worked in excess of five (5) hours shall include one (1) fifteen (15) minute duty-free break and a duty-free thirty (30) minute lunch period.
 - Unit members shall not be required to remain at their school site or at any District site during any lunch period.
3. The class size shall be determined as per the negotiated agreement between the National School District and the National City Elementary Teachers Association.
4. All intersession/summer school/extended year salaries will be based on the salary schedule of the year in which the program is being conducted using the following formula:

$$\frac{\text{Per Diem rate} \times 90\% \times \text{hours worked}}{6.58} = \text{Daily Rate}$$

Required hours worked in excess of the normal duty day shall be compensated as per the current practice, i.e., higher of the two Stipend rates.

This agreement will remain in effect in concert with the negotiated agreement between the National School District and the National City Elementary Teachers Association.

ARTICLE 23

INCLEMENT WEATHER OR OTHER ACTS OF NATURE

- A. The Superintendent or designee may cancel or shorten a work day at any school within his or her sole discretion for inclement weather conditions, including high heat, or for any other acts of nature. In the event of a shortened work day bargaining unit employees shall be released from their on-site duty hours after appropriate supervision, appropriate transportation, and/or release to parents or designated persons of their students have been accomplished as determined by the Principal. Bargaining unit employees may leave their job assignments no sooner than twenty (20) minutes after the early dismissal of students.

- B. Notwithstanding any other provision in this Agreement, the Superintendent or designee within his or her sole discretion may reinstate any missed work days, instructional days, or instructional minutes at any school due to the cancellation or shortening of a work day for inclement weather, including high heat, or for any other acts of nature. The scheduling of any missed work days, instructional days, or instructional minutes during the remainder of the school year shall be within the sole discretion of the Superintendent or designee, and bargaining unit employees shall not receive any additional compensation for the make-up days or time. The District and the Association acknowledge that the Legislature in Education Code section 46206 at subsection c requires school districts to make every effort to make up any lost instructional days and minutes lost during the school year.

ARTICLE 24

SUPPORT PERSONNEL AND ENRICHMENT TEACHERS

1. Support Personnel
 - A. To ensure a safe and ensure campus Support Personnel shall have access to classroom keys.
 - B. All Support Personnel shall have a designated work space as determined to be appropriate and feasible by the site administrator.
 - C. All Support Personnel seeking transfer or reassignment are entitled to transfer rights under the provisions in Article 7.

2. Enrichment Teachers
 - A. The Association and District shall establish an Enrichment Teacher Leadership Team. The team will consist of the Association Enrichment Representative, and the Enrichment Wheel Supervising Administrator and (4) representatives selected from and by the Enrichment Teachers.
 - B. The Team shall consult on the planning and development of the calendar for Collaboration and District Thursdays.

3. School Counselors
 - A. The district will make a reasonable effort to assign at least one credentialed counselor or school social worker per school site.

APPENDIX A

National School District

2018-2019

Effective 10/1/2018

Teachers' Salary Schedule - Fully Credentialed

	Class I		Class II		Class III		Class IV		Class V		Class VI	
1	48,585	262.62	50,043	270.50	51,545	278.62	53,091	286.98	54,683	295.58	56,323	304.45
2	50,274	271.75	51,783	279.91	53,335	288.30	54,935	296.95	56,583	305.85	58,281	315.03
3	52,022	281.20	53,583	289.64	55,189	298.32	56,845	307.27	58,551	316.49	60,308	325.99
4	53,832	290.98	55,447	299.71	57,109	308.70	58,823	317.96	60,589	327.51	62,406	337.33
5	55,706	301.11	57,376	310.14	59,098	319.45	60,872	329.04	62,698	338.91	64,578	349.07
6	57,646	311.60	59,376	320.95	61,158	330.58	62,993	340.50	64,881	350.71	66,829	361.24
7	59,656	322.46	61,446	332.14	63,290	342.11	65,187	352.36	67,144	362.94	69,158	373.83
8	61,737	333.71	63,590	343.73	65,496	354.03	67,462	364.66	69,486	375.60	71,570	386.86
9	63,892	345.36	65,809	355.72	67,783	366.39	69,816	377.38	71,910	388.70	74,068	400.37
10	66,123	357.42	68,107	368.15	70,150	379.19	72,254	390.56	74,422	402.28	76,655	414.35
11	68,435	369.92	70,487	381.01	72,601	392.44	74,779	404.21	77,024	416.35	79,333	428.83
12	70,827	382.85	72,951	394.33	75,140	406.16	77,394	418.35	79,716	430.90	82,108	443.83
13	70,827	382.85	75,505	408.14	77,770	420.38	80,103	432.99	82,506	445.98	84,980	459.35
14	70,827	382.85	78,148	422.42	80,493	435.10	82,907	448.15	85,393	461.58	87,956	475.44
15	70,827	382.85	79,240	428.32	82,349	445.13	84,064	454.40	86,586	468.03	89,184	482.08
16	70,827	382.85	79,240	428.32	82,758	447.34	85,241	460.76	87,797	474.58	90,431	488.82
17	70,827	382.85	79,240	428.32	82,758	447.34	86,435	467.22	89,028	481.23	91,699	495.67
18	70,827	382.85	79,240	428.32	82,758	447.34	87,648	473.77	90,278	487.99	92,986	502.63
19	70,827	382.85	79,240	428.32	82,758	447.34	88,880	480.43	91,546	494.84	94,293	509.69
20	70,827	382.85	79,240	428.32	82,758	447.34	90,131	487.19	92,835	501.81	95,621	516.87
21	70,827	382.85	79,240	428.32	82,758	447.34	91,402	494.06	94,144	508.89	96,968	524.15
22	70,827	382.85	79,240	428.32	82,758	447.34	92,693	501.04	95,474	516.08	98,338	531.56
23	70,827	382.85	79,240	428.32	82,758	447.34	92,693	501.04	96,825	523.38	99,728	539.07
24	70,827	382.85	79,240	428.32	82,758	447.34	92,693	501.04	98,195	530.78	101,141	546.71
25	70,827	382.85	79,240	428.32	82,758	447.34	92,693	501.04	98,195	530.78	102,577	554.47
26	70,827	382.85	79,240	428.32	82,758	447.34	92,693	501.04	98,195	530.78	104,338	563.99

CLASS I B.A. plus 15
 CLASS II B.A. plus 30
 CLASS III B.A. plus 45 or M.A.
 CLASS IV B.A. plus 60 or M.A. plus 15 - Add one increment for earned doctorate
 CLASS V B.A. plus 75 or M.A. plus 30
 CLASS VI B.A. plus 90 or M.A. plus 45 - Add one increment for earned doctorate

\$2,500 Annual Stipend All Special Education except Psychologist and Speech-Language Pathologists
 \$1,000 Annual Stipend Support Personnel

APPENDIX B

National School District

2018-2019

Effective 10/1/18

Speech Language Pathologists & Psychologists

Class I		
Step	Daily Rate	Annual Salary
1	356.57	65,965
2	369.16	68,294
3	381.77	70,627
4	394.37	72,959
5	406.98	75,291
6	419.58	77,622
7	432.19	79,955
8	444.79	82,286
9	457.39	84,617
10	470.01	86,951
11	482.62	89,284
12	495.21	91,613
13	507.81	93,944
14	528.92	97,851
15	528.92	97,851
16	528.92	97,851
17	541.77	100,228
18	541.77	100,228
19	541.77	100,228
20	554.61	102,603
21	554.61	102,603
22	554.61	102,603
23	567.46	104,980
24	567.46	104,980
25	567.46	104,980
26	580.34	107,362

Class II		
Step	Daily Rate	Annual Salary
1	369.16	68,294
2	381.77	70,627
3	394.37	72,959
4	406.98	75,291
5	419.58	77,622
6	432.19	79,955
7	444.79	82,286
8	457.39	84,617
9	470.01	86,951
10	482.62	89,284
11	495.21	91,613
12	507.81	93,944
13	520.44	96,281
14	541.77	100,228
15	541.77	100,228
16	541.77	100,228
17	554.61	102,603
18	554.61	102,603
19	554.61	102,603
20	567.46	104,980
21	567.46	104,980
22	567.46	104,980
23	580.34	107,362
24	580.34	107,362
25	580.34	107,362
26	593.15	109,733

Class III		
Step	Daily Rate	Annual Salary
1	381.77	70,627
2	394.37	72,959
3	406.98	75,291
4	419.58	77,622
5	432.19	79,955
6	444.79	82,286
7	457.39	84,617
8	470.01	86,951
9	482.62	89,284
10	495.21	91,613
11	507.81	93,944
12	520.44	96,281
13	533.05	98,614
14	554.61	102,603
15	554.61	102,603
16	554.61	102,603
17	567.46	104,980
18	567.46	104,980
19	567.46	104,980
20	580.34	107,362
21	580.34	107,362
22	580.34	107,362
23	593.15	109,733
24	593.15	109,733
25	593.15	109,733
26	605.98	112,107

CLASS I B.A. plus 60 or M.A.
 CLASS II B.A. plus 75 or M.A. plus 30
 CLASS III B.A. plus 90 or M.A. plus 45
 Add one increment for earned doctorate

APPENDIX C

NATIONAL SCHOOL DISTRICT

2018-2019

Effective 10/1/2018

PRESCHOOL TEACHERS' SALARY SCHEDULE

	CLASS 1	CLASS 2
Annual	35,577.13 **	39,109.06 ***
Hourly	32.76	36.01
Daily	196.56	216.07
Monthly	2,964.76	3,259.09

** Class 1 - Without a Bachelor's Degree

*** Class 2 - With a Bachelor's Degree

Governing Board Approval: 10-10-18
Effective 10-01-2018
4.115%

**REQUEST TO BRING PERSONAL PROPERTY
ON DISTRICT PREMISES**

Name of Requester

I request to bring the following personal property to _____

School from the period _____ to _____.

Description of Property: _____

The personal property listed above is estimated to be valued at \$_____.

I hereby certify that the above employee-owned materials and/or equipment is/are applicable to the educational program.

Submitted by _____
Requester

Approved by _____
Immediate Supervisor

Approved by _____
Business Manager

This is in compliance with Article 15, Section 15.5.B of the contract between the Governing Board of the National School District and NCETA.

NATIONAL SCHOOL DISTRICT

WALKTHROUGH FORM

Teacher's Name: _____

Observer: _____

Date: _____

Subject: _____

California Standards for the Teaching Profession

Engage and Support All Student Learning

Create and Maintain Effective Environments for Student Learning

Understand and Organize Subject Matter for Student Learning

Plan Instruction and Design Learning Experiences for all Students

Assess Student Learning

Professional Development

Comments:

NATIONAL SCHOOL DISTRICT

CERTIFICATED OBSERVATION REPORT

Employee Name	Assignment			Site	
Grade/Language of Instruction	Employment Status: (Check one)	<input type="checkbox"/> Temporary	Pre-Conference: <input type="checkbox"/>		
		<input type="checkbox"/> Probationary			
		<input type="checkbox"/> Permanent	Post-Conference: <input type="checkbox"/>		
Date of Observation	Evaluator		Formal	<input type="checkbox"/>	Informal

***Not all elements of each standard are observable**

Section 1: EVALUATION OF CALIFORNIA TEACHING STANDARDS

**Standard 1:
Engaging & Supporting All Students in Learning**

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Comments:

Employee initials

**Standard 2:
Creating & Maintaining Effective Environments for Student Learning**

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Comments:

**Standard 3:
Understanding & Organizing Subject Matter for Student Learning**

- Organizing curriculum to support student understanding of subject matter
- Demonstrating knowledge of subject matter content and student development
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources and technologies to make subject matter accessible to students

Comments:

Employee initials

**Standard 4:
Planning Instruction & Designing Learning Experiences for All Students**

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for students learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

Comments:

**Standard 5:
Assessing Student Learning**

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families, and other audiences about student progress

Comments:

Employee initials

Areas of Concern:	Recommendations:
--------------------------	-------------------------

Evaluatee may attach additional written response. Comments must be submitted in writing within ten (10) days. I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Employee initials

**NATIONAL SCHOOL DISTRICT
CERTIFICATED OBSERVATION REPORT
ITINERANT SPECIAL EDUCATION STAFF**

Employee Name	Assignment			Site		
Grade/Language of Instruction	Employment Status: (Check one)	<input type="checkbox"/> Temporary	Pre-Conference: <input type="checkbox"/>	Post-Conference: <input type="checkbox"/>		
		<input type="checkbox"/> Probationary				
		<input type="checkbox"/> Permanent				
Date of Observation	Evaluator			Formal		Informal

**Standard 1:
Engaging & Supporting All Students in Learning**

Connecting students' prior knowledge, life experience, and interests with learning goals*

- Using a variety of instructional strategies and resources to respond to students' diverse needs*
- Facilitating learning experiences in a therapeutic or instructional setting *
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful in the therapeutic or instructional setting*
- Promoting self-directed, reflective learning for all students in the therapeutic setting *

Comments:

Employee initials

- - Will not be observed during testing

**Standard 2:
Creating & Maintaining Effective Environments for Student Learning**

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility in a therapeutic or instructional setting *
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom/ therapeutic procedures and routines that support student learning
- Using instructional time effectively

Comments:

**Standard 3:
Understanding & Organizing Materials and Strategies to Improve Student Learning**

- Organizing materials and instructional strategies to support student progress toward learning goals
- Demonstrating knowledge of subject matter in area of expertise*
- Sharing effective instructional strategies with general education staff and parents to improve student learning*
- Developing student understanding through instructional / therapeutic strategies that are appropriate to the student's learning goals*
- Using materials, resources and technologies to assist the student in achieving his/her learning goals*

Comments:

Employee initials

- - Will not be observed during testing

**Standard 4:
Planning Instruction & Designing Learning Experiences for All Students**

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs*
- Establishing and articulating goals for student learning with students, parents, instructional staff*
- Developing and sequencing instructional activities and materials for student learning*
- Designing appropriate short-term and long-term goals to target student needs*
- Modifying instructional plans and goals to adjust for student needs*

Developing and implementing individualized integration opportunities for students with special needs*

Comments:

Standard 5: Assessing Student Learning

- Using effective assessment techniques to establish and communicate individual learning goals for students with IEPs*
- Using appropriate standard and non-standard assessment tools to determine special education eligibility, identify student needs, and determine learning growth
- Communicating assessment results effectively to staff, parents and students
- Using the results of assessments to guide instruction and the development of IEP goals and objectives*
- Communicating with students, families, and staff/agency representatives regarding student progress*

Comments:

Employee initials

- - Will not be observed during testing

Areas of Concern:	Recommendations:
--------------------------	-------------------------

Evaluatee may attach additional written response. Comments must be submitted in writing within ten (10) days. I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Employee initials

- - Will not be observed during testing

NATIONAL SCHOOL DISTRICT CERTIFICATED SUMMARY EVALUATION

Employee Name		Assignment		Site	
Grade/Language of Instruction		Employment Status: (Check one)	Temporary		
			Probationary		
Date of Conference:			Permanent		
Evaluator:		Period Covered by Summary Evaluation:	From:		To:

Standard 1: Engaging & Supporting All Students in Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Comments:

*Evaluator must comment

Employee initials

Standard 2: Creating & Maintaining Effective Environments for Student Learning	Proficient	Needs Improvement *	Unsatisfactory*
---	-------------------	----------------------------	------------------------

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Comments:

Standard 3: Understanding & Organizing Subject Matter for Student Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Organizing curriculum to support student understanding of subject matter
- Demonstrating knowledge of subject matter content and student development
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources and technologies to make subject matter accessible to students

Comments:

***Evaluator must comment**

Employee initials

Standard 4: Planning Instruction & Designing Learning Experiences for All Students	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for students learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

Comments:

Standard 5: Assessing Student Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communicating with students, families, and other audiences about student progress

Comments:

***Evaluator must comment**

Employee initials

**Standard 6:
Developing As a Professional Educator**

- Reflecting on teaching practices and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve professional practice

Comments:

***Evaluator must comment**

Special Education Teachers Only:

- Demonstrating compliance with federal, state and district policies and procedure regarding special education assessment, eligibility, and program development
- Developing and implementing Individualized integration opportunities for students with special need
- Using the results of assessments to guide instruction and the development of appropriate IEP goals and objectives

Comments:

- Detailed Assistance Improvement Plan (DAP) required
- Due to one or more unsatisfactory areas noted on this evaluation you will be referred to PAR and will be put on a Detailed Assistance Improvement Plan

Additional comments:

***Evaluator must comment**

Evaluatee may attach additional written response. Comments must be submitted in writing within ten (10) days. I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

The term of temporary contract has expired
Continued employment recommended
Continued employment not recommended

Employee initials

**NATIONAL SCHOOL DISTRICT
 CERTIFICATED SUMMARY EVALUATION
 ITINERANT SPECIAL EDUCATION STAFF**

Employee Name	Assignment		Site
Evaluator	Employment Status: (Check one)	<input type="checkbox"/> Temporary	
		<input type="checkbox"/> Probationary	
		<input type="checkbox"/> Permanent	
Date of Conference			

Standard 1: Engaging & Supporting All Students in Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences in a therapeutic or instructional setting
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful in the therapeutic or instructional setting
- Promoting self-directed, reflective learning for all students in the therapeutic setting

Comments:

*Evaluator must comment

 Employee initials

Standard 2: Creating & Maintaining Effective Environments for Student Learning	Proficient	Needs Improvement *	Unsatisfactory*
---	-------------------	----------------------------	------------------------

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility in a therapeutic or instructional setting
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom/ therapeutic procedures and routines that support student learning
- Using instructional time effectively

Comments:

Standard 3: Understanding & Organizing Subject Matter for Student Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Organizing materials and instructional strategies to support student progress toward learning goals
- Demonstrating materials and instructional strategies to support student progress toward learning goals
- Developing student understanding through instructional / therapeutic strategies appropriate to the student's learning goals
- Using materials, resources and technologies to assist the student in achieving his/her learning goals
- Sharing effective instructional strategies with general education staff and parents to improve student learning

Comments:

***Evaluator must comment**

Employee initials

Standard 4: Planning Instruction & Designing Learning Experiences for All Students	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning with students, parents, instructional staff
- Developing and sequencing instructional activities and materials for student learning
- Designing appropriate short-term and long-term goals to target student needs
- Modifying instructional plans and goals to adjust for student needs
- Developing and implementing individualized integration opportunities for students with special needs

Comments:

Standard 5: Assessing Student Learning	Proficient	Needs Improvement*	Unsatisfactory*
---	-------------------	---------------------------	------------------------

- Using effective assessment techniques to establish and communicate individual learning goals for students with IEPs
- Using appropriate standard and non-standard assessment tools to determine special education eligibility, identify student needs, and determine learning growth
- Communicating assessment results effectively to staff, parents and students
- Using the results of assessments to guide instruction and the development of IEP goals and objectives
- Communicating with students, families, and staff/agency representatives regarding student progress

Comments:

Employee initials

Standard 6: Developing As a Professional Educator

- Demonstrating compliance with federal, state and district policies and procedures regarding special education assessment, eligibility, and program development.
- Reflecting on professional practices and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with community and agency members to improve professional practice and student learning
- Working with families to improve professional practice and promote student learning
- Communicating with students, parents and school personnel in a professional and effective manner
- Working effectively with colleagues to improve professional practice

Comments:

***Evaluator must comment**

- Detailed Assistance Improvement Plan (DAP) required
- Due to one or more unsatisfactory areas noted on this evaluation you will be referred to PAR and will be put on a Detailed Assistance Plan

Additional comments:

***Evaluator must comment**

Evaluatee may attach additional written response. Comments must be submitted in writing within ten (10) days. I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

The term of temporary contract has expired _____

Continued employment recommended _____

Continued employment not recommended _____

Employee initials

**NATIONAL SCHOOL DISTRICT
Alternative Evaluation
Planning and Goals Form**

Unit Member: _____ Date: _____

Program/Site: _____

As you consider the year ahead, previous assessments of academic performance of students assigned to you, the California Content Standards, and the California Standards for the Teaching Profession, please identify your plan and goals for the coming year.

1. Teacher Goals/Objectives:

2. Implementation Plan:

3. Anticipated Outcomes:

4. Outcomes will be measured for success in the following ways:

TO BE COMPLETED BY UNIT MEMBER

NATIONAL SCHOOL DISTRICT

**Alternative Evaluation
Update Form**

Due December 15 and March 15

Unit Member: _____ Date: _____

Program/Site: _____

TO BE COMPLETED BY UNIT MEMBER

NATIONAL SCHOOL DISTRICT

Alternative Evaluation
Narrative Summary Form

Unit Member: _____ Date: _____

Program/Site: _____

Answer the following questions:

1. Were Teacher Goals/Objectives met? How?

**2. Was the project successfully implemented or the activity successfully completed?
Evidence?**

3. Were the anticipated outcomes reached? How?

4. What was the value of this activity or project to the school or site?

Evaluator's Signature

Date

Evaluatee's Signature

Date

TO BE COMPLETED BY EVALUATOR

NATIONAL SCHOOL DISTRICT
Detailed Assistance Plan (DAP)

Name of Employee: _____

Name of Evaluator: _____

Assignment of Employee: _____

School: _____

A. Description of Performance Which is Unsatisfactory (add pages if necessary):

B. Description of Improvement Program Performance Goals, Recommendations, and Strategies, and the Number of Observations that Shall Occur During the Year on Cycle: (add pages if necessary)

This document will be placed in your personnel file in ten days. Prior to that time you may submit a written response which will be attached to this document when it is placed in your personnel file. Your signature does not automatically mean agreement with the contents of this document, only the fact that you received a copy of it.

Signature of Employee

Date

Signature of Observer

Date

STATEMENT OF RELEASE

Pursuant to Article 14 of this Agreement between the Governing Board of the National School District and the National City Elementary Teachers Association, I declare that I will abide by the procedures set forth in this Agreement and that my legal, permanent residence is in an area not covered by any health plan currently offered by this Agreement.

I also declare that I understand that the money received for this purpose must be used to purchase health plan coverage for myself and hereby release NCETA and the District of any liability related to this issue.

Signature

Typed Name

State of _____

County of _____

On _____ before me, _____
Date Name, Title or Officer, E.G., "Jane Doe, Notary Public"

Personally appeared _____
Name(s) Signer(s)

Personally known to me – OR – proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal

Signature of Notary _____

GRIEVANCE FORM

NAME OF EMPLOYEE:

ASSIGNMENT:

ADDRESS:

DATE:

(WHERE ALL NOTICES SHOULD BE SENT)

STATEMENT OF THE GRIEVANCE:

STATEMENT OF PROVISION OF AGREEMENT ALLEGED TO HAVE BEEN VIOLATED:

STATEMENT OF THE REMEDY DESIRED:

IF YOU WISH TO BE REPRESENTED, PLEASE INDICATE NAME OF DESIGNATED REPRESENTATIVE

SIGNATURE OF GRIEVANT

SIGNATURE OF RECIPIENT AND DATE RECEIVED _____

SIDE LETTER OF AGREEMENT
BETWEEN
THE NATIONAL SCHOOL DISTRICT
AND
THE NATIONAL CITY ELEMENTARY TEACHERS ASSOCIATION

This Side Letter of Agreement ("Agreement") is entered into by the National School District ("District") and the National City Elementary Teachers Association ("Association") to clarify the concurrent use of sick leave, differential illness leave and baby-bonding leave under the California Family Rights Act ("CFRA"), Government Code section 12945.2 and Education Code section 44977.5.

The parties agree to all of the following terms and conditions set forth below.

1. Eligible certificated employees who are granted baby-bonding leave (for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee) under the California Family Rights Act (CFRA) for up to 12 school weeks, may receive "differential pay" during that time in accordance with Education Code section 44977.5
2. If the employee who is granted CFRA baby-bonding leave has earned sick leave remaining at the time that the baby-bonding leave is scheduled to begin, such sick leave shall run concurrently with the baby-bonding leave provided for in paragraph 1 of this Agreement and the 12 week differential pay period provided for under Section 44977.5 shall be reduced by the amount of the fully paid sick leave taken.
(For example, if an employee has sick leave at the beginning of 12 week baby-bonding leave, it will be utilized and exhausted before the employee begins to receive the differential pay.)

Nothing in this Agreement shall be construed to be a violation of law, rule or regulation of the District, or the collective bargaining agreement between the parties, and neither the fact of nor the contents of this Agreement will be used or presented in any tribunal by either party as evidence against the other of any such violation, except for the purpose of enforcing its terms. This will remain in force until the provisions covering baby-bonding leave can be integrated into the Association Contract.


FOR THE ASSOCIATION

Date: 7/15/16


FOR THE DISTRICT

Date: 7/15/16

Agreement Between
California School Employees Association
Chapter 206

and

National School District
Governing Board

July 1, 2018 – June 30, 2021



Printed July 2019

Based on settlement agreements for 2018-2019, 2019-2020 and 2020-2021 school years

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 206
NEGOTIATING TEAM**

Justin Finch

Mona Ribada

Elizabeth Vidrios

Salvador Gallo

Luz Allshouse

Joni Collins, CSEA Labor Relations Representative

**NATIONAL SCHOOL DISTRICT
NEGOTIATING TEAM**

Leticia Hernandez

Chris Carson

Jon Hansen

Steven Sanchez

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 206
EXECUTIVE BOARD**

Mona Ribada, President
Elizabeth Vidrios, Vice-President
Martha Ortega, CPRO
Veronica Merida Hernandez, Treasurer
Camillia Arias, Secretary
Salvador Gallo, Union Steward

**NATIONAL SCHOOL DISTRICT
2018 GOVERNING BOARD**

Maria Betancourt-Castañeda, President
Alma Sarmiento, Clerk
Barbara Avalos, Member
Brian Clapper, Member
Maria Dalla, Member

Leighangela Brady, Ed.D., District Superintendent,
Secretary to the Board

PREAMBLE

This Agreement is made and entered into by and between the Governing Board of the National School District, hereinafter referred to as the District and the California School Employees Association, and its National Chapter 206, hereinafter referred to as CSEA.

The purpose of this Agreement is to promote the improvement of personnel management and employer/employee relations; provide an equitable and peaceful procedure for the resolution of differences; and establish rates of pay and other terms and conditions of employment.

TABLE OF CONTENTS

PREAMBLE

<u>ARTICLE 1</u>	<u>Recognition</u>	
1.1	Acknowledgement.....	1-1
1.2	Scope of Representation.....	1-1
<u>ARTICLE 2</u>	<u>Definition of Terms</u>	2-1
<u>ARTICLE 3</u>	<u>Non-Discrimination</u>	3-1
<u>ARTICLE 4</u>	<u>Dues and Deduction</u>	
4.1	Dues Deduction.....	4-1
4.2	Hold Harmless Provision.....	4-1
<u>ARTICLE 5</u>	<u>Employee Rights</u>	
5.1	Personnel Files.....	5-1
5.2	Payroll Adjustments.....	5-2
5.3	Correspondence Boxes.....	5-2
5.4	Representation.....	5-3
5.5	Evaluations.....	5-3
5.6	Disciplinary Process.....	5-4
<u>ARTICLE 6</u>	<u>CSEA Rights</u>	
6.1	CSEA Rights.....	6-1
6.2	Personnel Changes.....	6-2
6.3	Distribution of Agreement.....	6-2
6.4	Voting Time Off.....	6-2
<u>ARTICLE 7</u>	<u>Management Rights</u>	
7.1	Management Rights.....	7-1
7.2	Limit of Powers.....	7-1
<u>ARTICLE 8</u>	<u>CSEA Representatives</u>	
8.1	Union Stewards.....	8-1
8.2	Site Representatives	8-2

Table of Contents – Continued

<u>ARTICLE 9</u>		<u>Hours and Overtime</u>	
9.1	Workweek.....		9-1
9.2	Workday		9-1
9.3	Adjustment of Assigned Time.....		9-2
9.4	Lunch Periods		9-2
9.5	Rest Periods		9-2
9.6	Overtime		9-2
9.7	Call-In Time		9-4
9.8	Call-Back Time.....		9-4
9.9	Shift Differential		9-4
9.10	Inconsistent Duty Compensation.....		9-4
9.11	Summer School and Intersession Assignments.....		9-5
9.12	Community Service Events.....		9-5
9.13	Use of Substitutes.....		9-6
9.14	Bus Drivers-Daily Schedule/Overtime/Extra Time.....		9-6
9.15	Professional Growth Days.....		9-7
 <u>ARTICLE 10</u>		<u>Pay and Allowances</u>	
10.1	Salary Schedule Conditions.....		10-1
10.2	Promotion.....		10-1
10.3	Assignment of Anniversary Date.....		10-1
10.4	Longevity Pay.....		10-1
10.5	Basis of Compensation		10-2
10.6	Mileage.....		10-2
 <u>ARTICLE 11</u>		<u>Employee Expenses and Materials</u>	
11.1	Uniforms.....		11-1
11.2	Personal Property.....		11-1
11.3	Automobile Insurance.....		11-1
11.4	Safety Equipment.....		11-1
 <u>ARTICLE 12</u>		<u>Health and Welfare Benefits</u>	
12.1	Benefit Allowance.....		12-1
12.2	Early Retirement Incentive.....		12-2
12.3	Part-Time Unit Members.....		12-3
12.4	Non-Benefit Unit Members.....		12-3
12.5	Section 125 Plan.....		12-3
 <u>ARTICLE 13</u>		<u>Holidays</u>	
13.1	Scheduled Holidays.....		13-1
13.2	Holidays on Saturday or Sunday.....		13-1
13.3	Non-Benefit Unit Members		13-2
13.4	Holiday Eligibility.....		13-2

Table of Contents – Continued

<u>ARTICLE 14</u>		
	<u>Vacation</u>	
14.1	Eligibility	14-1
14.2	Earned Vacation	14-1
14.3	Accumulation.....	14-1
14.4	Vacation Pay Upon Termination	14-1
14.5	New Unit Members	14-1
14.6	Ten (10) and Eleven (11) Month Unit Members.....	14-1
14.7	Twelve (12) Month Unit Members.....	14-1
14.8	Vacation Postponement.....	14-2
14.9	Vacation Scheduling.....	14-2
14.10	Interruption of Vacation.....	14-2
14.11	Excess Vacation Day Pay-Off.....	14-2
14.12	Encouraging Use.....	14-3
14.13	Notice.....	14-3
14.14	Vacation Days.....	14-3
<u>ARTICLE 15</u>		
	<u>Leaves</u>	
15.1	Sick Leave	15-1
15.2	Leave of Absence for Industrial Accident/Illness.....	15-2
15.3	Entitlement to Other Sick Leave	15-3
15.4	Break in Service	15-3
15.5	Bereavement Leave.....	15-3
15.6	Personal Necessity Leave.....	15-3
15.7	Personal Business Leave	15-4
15.8	Long-Term Uncompensated Leave	15-4
15.9	Short-Term Uncompensated Leave.....	15-5
15.10	Judicial Leave	15-5
15.11	Military Leave	15-6
15.12	Adoption Leave	15-6
15.13	Parental Leave	15-6
15.14	Maternity Leave.....	15-6
15.15	Catastrophic Leave Bank.....	15-6
15.16	Family and Medical Leave Act	15-8
<u>ARTICLE 16</u>		
	<u>Hiring</u>	16-1
<u>ARTICLE 17</u>		
	<u>Transfers</u>	
17.1	Assignment.....	17-1
17.2	Definitions.....	17-1
17.3	Voluntary Transfers.....	17-1
17.4	Involuntary Transfers.....	17-2
17.5	Medical Transfers.....	17-2

Table of Contents - Continued

<u>ARTICLE 18</u>			<u>Vacancies</u>		
18.1	Posting of Notice.....	18-1			
18.2	Filing.....	18-1			
 <u>ARTICLE 19</u>			 <u>Classifications and Reclassifications</u>		
19.1	Placement in Class	19-1			
19.2	Position Reclassification Procedures	19-1			
19.3	Reclassification Committee.....	19-1			
19.4	Reclassification Review Process.....	19-1			
19.5	Downward Reclassifications.....	19-1			
 <u>ARTICLE 20</u>			 <u>Grievance Procedure</u>		
20.1	Definitions.....	20-1			
20.2	Procedure	20-1			
20.3	Binding Arbitration.....	20-2			
20.4	Group Grievances	20-4			
20.5	Grievance Witnesses.....	20-4			
20.6	Grievance Processing During Regular Work Hours.....	20-4			
20.7	Separate Grievance File.....	20-4			
20.8	General Provisions.....	20-4			
 <u>ARTICLE 21</u>			 <u>Safety</u>		
21.1	District Compliance.....	21-1			
21.2	Notification.....	21-1			
21.3	Forms.....	21-1			
21.4	Safety Committee.....	21-1			
21.5	Release Time.....	21-1			
21.6	No Discrimination.....	21-1			
21.7	Right of Refusal.....	21-1			
 <u>ARTICLE 22</u>			 <u>Training</u>		
22.1	In-Service Training Program.....	22-1			
22.2	Training Advisory Committee.....	22-1			
22.3	In-Service Training Time.....	22-1			
 <u>ARTICLE 23</u>			 <u>Professional Growth Program</u>		
23.1	Units.....	23-1			
23.2	Course Eligibility.....	23-1			
23.3	District Approved Educational Agencies & Special Programs	23-1			
23.4	Procedure for Salary Advancement for Professional Growth Credit	23-1			
23.5	Disputes	23-2			
23.6	Forms	23-2			

Table of Contents – Continued

<u>ARTICLE 24</u>	<u>Severability</u>	
24.1	Savings Clause.....	24-1
24.2	Replacement for Severed Provision.....	24-1
<u>ARTICLE 25</u>	<u>Negotiations</u>	
25.1	Notification and Public Notice	25-1
25.2	Commencement of Negotiations	25-1
25.3	Impasse	25-1
25.4	Release Time for Negotiations	25-1
25.5	Ratification of Additions or Changes	25-1
<u>ARTICLE 26</u>	<u>No Strike-No Lockout Provision</u>	
26.1	No Strike	26-1
26.2	No Lockout	26-1
<u>ARTICLE 27</u>	<u>Term of Agreement</u>	
27.1	Term of Agreement	27-1
27.2	Reopener Clause	27-1
APPENDIX "A"	List of Bargaining Unit Positions (Article 1.1)	
APPENDIX "B"	Salary Schedule-Classified (Article 10.1.1)	
APPENDIX "C"	Mandatory Insurance Companies (Article 12.1)	
APPENDIX "D"	Cash Payout Procedures (Article 12.2.3)	
	Statement of Release (Article 12.2.3)	
APPENDIX "E"	CSEA Dues Schedule (Article 4.2.2)	
APPENDIX "F"	Suggested Course Titles (Article 23.7)	
APPENDIX "G"	Classified Performance Evaluation Report (Article 5.5.6)	
APPENDIX "H"	Memorandum of Understanding	

ARTICLE 1

RECOGNITION

- 1.1 Acknowledgment: The District hereby acknowledges that CSEA and its National Chapter 206 is the exclusive bargaining representative for all classified employees holding those positions described in Appendix "A", attached hereto and incorporated by reference as part of this Agreement. All newly created positions, except those that lawfully are designated certificated, management, confidential, or supervisory shall be assigned to the bargaining unit. The determination of management, confidential, or supervisory employees shall be made by mutual agreement of the District and CSEA. Disputed cases shall be submitted to the Public Employment Relations Board (PERB) for resolution. The bargaining unit may be expanded to other classes by mutual agreement of the District and CSEA subject to the rule of PERB.

- 1.2 Scope of Representation: The scope of representation shall include matters relating to wages, hours of employment, and other terms and conditions of employment. Nothing herein may be construed to limit the right of the District to consult with CSEA on any matter outside the scope of representation. To the extent that any agreement arrived at through consultation is reduced to writing and embodied in this Agreement or any Addendum to the Agreement, the provisions shall be binding on all parties.

ARTICLE 2

DEFINITION OF TERMS

- 2.1 **"The Act"** means Chapter 10.7, Section 3540 through 3549.3 of Division 4 of Title 1 of the Government Code of the State of California.
- 2.2 **"Anniversary date"** is the date upon which a unit member is granted salary step advancement earned by completion of a required period of service from the initial date of employment, the date of the last salary step advancement, or in case of change of classification, the date of such change.
- 2.3 **"Bargaining unit member"** hereinafter referred to as "unit member" refers to all employees in the regular classified service of the District serving in those positions set forth in the Appendix "A" to this Agreement. Substitutes, and those employees serving in positions declared management, confidential, or supervisory by the Board are not members of the unit.
- 2.4 **"Board"** as used herein is the Governing Board of the National School District.
- 2.5 **"Bumping right"** is the right of a unit member, under provisions of the Education Code, to displace a unit member with less seniority in a class.
- 2.6 **"Class"** is any group of positions sufficiently similar in duties, responsibilities, and authority that the same job title, minimum qualifications, and salary range are appropriate for all positions in a class.
- 2.7 **"Class description"** is the description of the duties, responsibilities, and minimum qualifications of a class.
- 2.8 **"Classification"** is the act of placing a position in a class and shall be construed to mean that each position in the classified service shall have a designated title and a statement of the specific duties required to be performed in each such position.
- 2.9 **"CSEA"** means the California School Employees Association and its Chapter 206.
- 2.10 **"Demotion"** is a change in assignment of a unit member from a position in one class to a position in another class that is allocated to a lower salary range.
- 2.11 **"Differential"** is a salary allowance in addition to the basic rate or schedule based upon the performance of duties of a distasteful, dangerous, or unique nature, when, in the opinion of the Board, such compensation is reasonably justified.

- 2.12 **"District"** means the National School District.
- 2.13 **"Exclusive Representative"** refers to the California School Employees Association Chapter 206.
- 2.14 **"Fiscal year and school year"** is July 1 through June 30.
- 2.15 **"Health and Welfare Benefits"** means any form of insurance or similar benefit programs, including, but not limited to, medical, hospitalization, surgical, prescription drug, dental, optical, psychiatric, life, disability, prepaid legal, or income protection insurance, or annuity programs.
- 2.16 **"Incumbent"** is a unit member assigned to a position and who is currently serving in or on leave from the position.
- 2.17 **"Industrial accident or illness"** is an injury or illness arising out of or in the course of employment with the District.
- 2.18 **"Involuntary demotion"** is a demotion without the unit member's written consent.
- 2.19 **"Minimum qualifications"** are qualifications mandated for the position and which must be possessed by an employee before he/she can be considered for employment in a specific class.
- 2.20 **"Notice"** Whenever notice is required under this Agreement, and no form of notice is otherwise designated by law, written notice to the District shall be by personal delivery or U.S. Mail to the Superintendent or designee. Written notice to CSEA shall be by personal delivery or U.S. Mail to the CSEA President or designee.
- 2.21 **"Permanent employee"** is a regular unit member who successfully completes an initial probationary period, which shall not exceed twelve (12) work months of service beyond the initial date of employment by the District.
- 2.22 **"Probationary employee"** is a regular unit member who will become permanent upon completion of a prescribed probationary period.
- 2.23 **"Promotion"** is a change in the assignment of a unit member from a position in one class to a vacant position in another class with a higher maximum salary rate.
- 2.24 **"Reclassification"** is the changing of a position to a different class as a result of the changing of the duties and/or responsibilities being performed by the incumbents in the position.
- 2.25 **"Reemployment"** is the return to duty of a unit member who has been placed on a reemployment list.

- 2.26 **"Reemployment list"** is a list of names of persons who have been laid off for lack of work or lack of funds, and who are eligible for reemployment without examination in their former class for a period of thirty-nine (39) months.
- 2.27 **"Regular employee"** is a unit member, whether permanent, probationary, full-time, or part-time.
- 2.28 **"Regular, Full-Time Employee"** is defined as a unit member who is assigned to work eight (8) hours a day over a ten (10), eleven (11), or twelve (12) month annual work schedule.
- 2.29 **"Regular, Part-Time Employee"** is defined as a unit member who is assigned to work less than the regular full-time employee as defined in this Agreement.
- 2.30 **"Safety conditions of employment"** means any work-related condition affecting health and safety of the unit member.
- 2.31 **"Salary rate"** is the specific amount of money paid for a specific period of service.
- 2.32 **"Salary schedule"** is a series of salary steps and ranges, which comprise the rates of pay for all classes.
- 2.33 **"Salary step"** is one of the salary levels within the range of rates for a class; also referred to as "year", steps are the horizontal columns on the salary schedule.
- 2.34 **"Seniority in class"** is secured by hours in paid status in a class, plus higher classes.
- 2.35 **"Uniforms"** Any clothing of a particular color, design, pattern or style required to be worn by the District shall be considered a uniform.
- 2.36 **"Voluntary demotion"** is a demotion agreed to in writing by the unit member and the District, after consultation with CSEA.
- 2.37 **"Workdays"** are days on which unit members are required to report to work.
- 2.38 **"Working hours"** All hours in paid status shall be considered working hours.

ARTICLE 3

NON-DISCRIMINATION

- 3.1 The District and/or CSEA shall not discriminate against any unit member on the basis of race, color, creed, age, sex, national origin, political affiliation not prohibited by law, domicile, marital status, physical handicap, or membership in an employee organization.
- 3.2 Nothing in this article shall prohibit the District from abiding by local, state and federal statutes, orders or directives.
- 3.3 No grievance shall be processed through the grievance procedure involving this provision, if the unit member pursues any other available legal remedy.

ARTICLE 4

DUES AND DEDUCTIONS

- 4.1 Dues Deduction: In accordance with this article, the District shall deduct such dues as authorized by CSEA, and/or each employee in the bargaining unit who has completed a CSEA membership application and dues deduction authorization. The District shall deduct such dues every payroll period as authorized.
- 4.2 Hold Harmless Provision: CSEA agrees to reimburse the District, its officers and agents for all legal fees and legal costs incurred after notice to CSEA in defending against any court or administrative action challenging the legality of the organizational security provision of this Agreement or the implementation thereof.
 - 4.2.1 CSEA agrees to reimburse the District, its officers and agents for any award or compromise of damages or liability arising out of any court or administrative action challenging the legality of the organizational security provisions of this Agreement or the implementation thereof, provided the District, or other party claiming reimbursement, has complied with the terms of this article and has promptly notified CSEA of its awareness of such an action. CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed

ARTICLE 5

EMPLOYEE RIGHTS

5.1 Personnel Files

- 5.1.1 One (1) personnel file of each unit member shall be maintained at the District's Human Resources Department. No reprisal of any kind shall be taken against a unit member based upon materials which are not in the Human Resources Department.
- 5.1.2 Upon request, every unit member shall have the right to inspect their personnel file, with the exception of ratings, reports, or records which were obtained prior to the unit members employment date; materials prepared by examination members; or materials obtained in connection with a promotional exam. The request must be made at a time when such person is not actually required to render services to the District.
- 5.1.3 All personnel files shall be kept in confidence and shall be available for inspection only to authorized administrative employees of the District when actually necessary in the proper administration of the District's affairs or the supervision of the unit member.
- 5.1.4 Any person who places written material or drafts written material for placement in a unit member's file shall sign the material and signify the date on which such material was drafted. Any written materials placed in a personnel file shall indicate the date of such placement and a copy shall be sent to the unit member.
- 5.1.5 Derogatory material regarding a unit member's conduct, service, character, or personality shall not be entered in a unit member's personnel file unless and until the unit member and his/her immediate supervisor are given notice and an opportunity to review, comment, and to have such comments attached to the material in question. The material shall contain a written statement informing the unit member when these documents will be placed in his/her personnel file. In no event, shall this be less than ten (10) working days from the date the unit member was notified.

The unit member shall be given a copy of the material and may acknowledge that he/she has read such material by affixing his/her signature and the date on the actual copy to be filed, with the understanding that his/her signature signifies only that he/she has read the material and does not necessarily indicate agreement with its contents. In the event the unit member refuses to sign, it shall be noted on the material. In the event that the District is not able to give the unit member a copy of this material in person, after making reasonable attempts to meet with the unit member to secure his/her signature on the actual copy to be filed, a copy of this material will be sent via first-class certified mail, return receipt requested, to the unit member's last known address on record with the District. The unit member's review of and response to such derogatory material shall take place during normal working hours, and the unit member shall be given reasonable release time from duty for this purpose, if necessary, without loss of pay.

5.1.6 No derogatory material shall be placed in the unit member's personnel file unless it is given to the unit member within thirty (30) working days of the incident.

5.1.7 No derogatory material shall be based on hearsay.

5.2 Payroll Adjustments: Unit members shall be notified in writing of any pay adjustments initiated by Human Resources or payroll before receiving their monthly paychecks. Such notice shall include the reason for the adjustment and the effect on the payroll warrant.

5.2.1 If a unit member has been overpaid, they shall be notified in writing as soon as the overpayment is discovered. The notice shall include the amount of the overpayment and the reason it occurred. A copy of this notice shall be sent to CSEA. A meeting shall take place within five (5) working days between the District, the unit member, and a CSEA representative to discuss the overpayment and to reach a mutual agreement on repayment.

5.2.2 Recovery of the overpayment shall begin within forty-five (45) days of the meeting. Payments shall be in equal installments. Under no circumstances will payments be more than twenty percent (20%) of disposable income, which is defined as gross pay minus mandatory deductions (taxes and retirement). Repayment will occur within one year unless the twenty percent (20%) maximum is not adequate to accomplish this goal.

5.3 Correspondence Boxes: Each unit member or site representative shall have an individual box at their work site to receive written information, correspondence, and other documents.

- 5.4 Representation: All unit members shall have the right to be represented by CSEA at any meeting with supervisors or management which the unit member reasonably believes may lead to discipline. Unit members shall be informed of the purpose of the meeting with sufficient time to arrange for representation.
- 5.5 Evaluations: Bargaining unit members shall be evaluated on a regular basis.
- 5.5.1 Bargaining unit members employed by the District for one (1) to three (3) years shall be evaluated on an annual basis. The District may evaluate more often as appropriate.
- 5.5.2 Bargaining unit members employed by the District for three (3) consecutive years in the same job classification and who have received satisfactory evaluations (effective rating) shall be evaluated at least every other school year.
- 5.5.3 Probationary employees will receive an evaluation prior to attaining permanent status.
- 5.5.4 The evaluator of any classified employee whose work assignment is observed more closely by a certificated employee(s), a classified lead person(s), or other supervisor(s) may seek the appropriate input prior to completing the final evaluation. Evaluative conclusions are at the sole discretion of the District and not a subject of grievance. In those instances where an employee receives a rating of "Needs to Improve", the employee may request that the District and CSEA review the conclusions of the evaluator.
- 5.5.5 The evaluation report shall be filled out and signed by the immediate supervisor and discussed with employee. The unit member must indicate on the "Classified Performance Evaluation Report" that he or she has read the evaluation, agrees with the evaluation, or disagrees with the evaluation and wishes to attach a signed, written statement to be submitted to the evaluator within fifteen (15) working days.
- 5.5.6 A blank copy of the Classified Performance Evaluation Report will be available for review in the Human Resources Department and at school sites and included in the current collective bargaining agreement as an appropriate appendix (Appendix "H").
- 5.5.7 All performance evaluations are reviewed by the Assistant Superintendent of Human Resources.

5.5.8 Attendance issues will be noted on the "Classified Performance Evaluation Report" by indicating the number of days the Bargaining Unit member was absent during the period of evaluation. It is the District standard that unit members' use of sick leave would not exceed their annual earned sick leave. Numbers alone will not be the only criteria for noting problems. Employees who evidence an unusual number or pattern of absences on Fridays, Mondays, and/or days before and after holidays will be rated negatively on attendance. In those instances where an employee receives a rating of "Needs to Improve" in attendance, the employee may request that the District and CSEA review the conclusions of the evaluator prior to placement in the employee's personnel file.

5.6 Disciplinary Process:

5.6.1 Definition of Discipline: Discipline shall only be imposed on permanent employees for just cause. For Purposes of this Article, the terms "disciplinary action" means a suspension, involuntary demotion or termination.

The District shall not initiate any disciplinary action for any cause alleged to have arisen prior to the employee becoming permanent nor for any cause alleged to have arisen more than two (2) years preceding the date that the District serves the notice of proposed disciplinary action (i.e., Skelly Notice).

5.6.2 Pre-Disciplinary Action: Prior to preceding with disciplinary action, the District will normally proceed with the following pre-disciplinary steps, which are designed to assist the employee by providing notice of his/her deficiencies and an opportunity to correct the deficiencies before disciplinary action is taken. They are not disciplinary actions in and of themselves but may be taken into account in subsequent disciplinary action if required. The District may forego the following pre-disciplinary steps in cases of serious misconduct, including but not limited to when the employee's conduct endangers persons or property.

5.6.3 Counseling: Informal discussion designed to assist the employee to develop or improve skills, abilities or to correct conduct. Counseling may also be used to clarify District policies, solve a problem, or discuss job performance. Counseling may be verbal or in writing. If counseling is memorialized in writing, the document may, but is not required to, be placed in an employee's personnel file. The employee will have the opportunity to file a rebuttal within ten (10) days with the assistance of a CSEA representative, if so desired, which will also be placed in the employee's personnel file. In the event a meeting is held after the issuance of the written counseling, the employee shall be allowed reasonable action to allow the attendance of a CSEA representative.

- 5.6.4 Written Reprimand: In the event the performance or behavior does not improve, a written reprimand will be issued to the employee and placed in the employee's personnel file. The employee has the opportunity to file the rebuttal within ten (10) days with the assistance of a CSEA representative, if so desired, which will also be placed in the employee's personnel file. In the event a meeting is held after the issuance of a reprimand, the employee shall be allowed reasonable notice to allow the attendance of a CSEA representative.
- 5.6.5 Emergency Discipline: The CSEA and the District recognize that emergency situations can occur involving health and welfare of students or employees. If the employee's presence would lead to a clear and present danger to the lives, safety, or health of students or fellow employees, or conduct which rises to the level of serious concern, the District may immediately suspend the employee for up to three (3) days with pay. Examples of conduct which arise to the level of serious concern include gross negligence, violation of any State or Federal law, and/or the threat of or actual violence. During the three (3) days, the District shall serve notice and the statement of facts upon the employee, who shall be entitled to respond to the contentions supporting the emergency. A copy of any notice of an emergency discipline shall be delivered to the CSEA President or designee.
- 5.6.6 Administrative Leave: From time to time it may be necessary for the District to place a classified Employee on paid administrative leave. The reasons for administrative leave may include, but are not limited to, investigating a matter, pending resolution of a disciplinary matter, or to address other issues of temporary or transitory nature.

The District will notify the employee as to the reason for placement on administrative leave, that the leave is not disciplinary, and that the leave does not in any way restrict the employee's right to be represented by or otherwise discuss the matter with CSEA. The CSEA Chapter President and Labor Relations Representative shall be notified in advance of any classified employee being placed on administrative leave and will have the opportunity to be present with the administrator when the employee is notified. This notice requirement does not restrict the District's ability to immediately notify and place an employee on administrative leave when warranted under the circumstances, provided that the CSEA Chapter President and Labor Relations Representative or designee are notified as soon as possible.

- 5.6.7 Disciplinary Procedures: The Superintendent or designee may initiate a disciplinary action in accordance with the following procedures:
- 5.6.8 Grounds for Discipline: The causes for disciplinary action shall be Those set forth in Administrative Regulations 4218.

5.6.9 Notice of Proposed Discipline & Statement of Charges (Skelly Notice):

The employee shall be given a written Notice of Proposed Discipline and Statement of Charges ("Skelly Notice") which sets forth the following:

1. The disciplinary action intended;
2. The specific charges upon which the action is based;
3. A factual summary of the grounds upon which the charges are based;
4. A copy of the applicable rule(s) or law(s) where it is claimed a violation of rule(s) or law(s) took place;
5. Notice of the employee's right to respond to the charges either orally or in writing to the designated Skelly officer; and
6. Notice that failure to request a Skelly meeting within ten (10) working days shall constitute a waiver of the right to respond prior to final discipline being imposed.

Employee Skelly Rights:

The employee shall have the right to respond to the Skelly Notice by filing a statement in writing, or by requesting a Skelly hearing, within ten (10) working days after the date the Skelly Notice is delivered to the employee. If no response to the Skelly Notice is received within ten (10) working days after the date the Skelly Notice is delivered to the employee, the employee will be deemed to have waived the right to respond to the Skelly Notice and the proposed discipline will be recommended to the Board of Trustees with no further right to Skelly process outlined below.

A form will be included with the Skelly Notice for the employee to use, sign and return within the ten (10) working days, which will constitute a request for a Skelly hearing or the intent to file a written response.

A copy of the Skelly Notice and supporting materials will be sent to the CSEA President or designee.

All employees shall have the right to have a CSEA representative present throughout the Skelly process.

Skelly Hearing:

If, within ten (10) working days of the delivery of the Skelly Notice the employee indicates he/she wishes to respond to the charges contained therein, the Superintendent or designee and the CSEA Representative will mutually set a date and time for a Skelly meeting not more than fifteen (15) days after receipt of the signed form from the employee requesting a Skelly meeting. The meeting will be held by an administrator selected by the District ("Skelly officer") with the authority to uphold, modify or rescind the proposed discipline. The employee will be notified of the time/place of the meeting and designated Skelly officer.

The purpose of a Skelly meeting is to offer the employee an opportunity to respond to the Skelly Notice and offer any relevant explanations and documents the employee believes are relevant to the case. The Skelly officer may ask questions of the employee and District administrator who prepared the Skelly Notice to clarify issues and facts to assist in determining whether the recommended discipline should be imposed. The Skelly meeting is not an evidentiary hearing and no witnesses will be called at the Skelly meeting.

If the employee requests a Skelly meeting but does not wish to attend, he or she may submit a written response and/or supporting documentation on or before the date of the Skelly meeting.

The employee's response will be considered before the Skelly officer's decision is issued.

Written Decision of Superintendent or designated Skelly Officer:

Within ten (10) working days after the Skelly meeting, the Skelly officer will notify the employee and CSEA Representative of his/her decision. The Skelly officer may recommend that the District:

1. Rescind the proposed disciplinary action in its entirety;
2. Modify the proposed disciplinary action; or
3. Uphold the proposed disciplinary action.

If discipline is modified or upheld, the Skelly officer's written recommended decision shall include the following:

1. The date of the meeting on which the recommended disciplinary action will be presented to the Board of Trustees;
2. The disciplinary action that will be recommended to the Board of Trustees; and
3. If any modifications are made to the Notice of Proposed Discipline and Statement of Charges, a copy of the modified charges that will be presented to the Board.

Final Notice of Disciplinary Action:

If disciplinary action will proceed following the Skelly meeting and recommendation before the Board of Trustees, the employee will receive a Final Notice of Disciplinary Action. The contents of the notice will be the same as specified for the "Skelly Notice" above, except that in lieu of notifying the employee of the right to request a Skelly meeting, the Final Notice of Disciplinary Action will include:

- a. A statement that the employee, upon written request, is entitled to an evidentiary hearing before the Governing Board or a hearing officer designated by the Board before the disciplinary action is final.
- b. A statement that the proposed disciplinary action may commence after the 10 working days period following the date the written notice was served.
- c. A statement that no evidentiary hearing shall be held unless a written request is delivered to the Superintendent or designee within 10 working days after the date the written notice of proposed disciplinary action was served.
- d. A card or paper, the signing and filing of which with the Superintendent or designee by the employee shall constitute a demand for hearing and a denial of all charges.

Evidentiary Hearing:

To appeal the Final Notice of Disciplinary Action, the employee must file, in writing, a request for an Evidentiary Hearing to the Assistant Superintendent of Human Resources within ten (10) working days after delivery of the Final Notice, as provided in the Final Notice. In the absence of a timely demand for a hearing, the employee will be deemed to have waived the right to an evidentiary hearing and the Board may take final action upon the proposed disciplinary action after the time period for demanding a hearing has expired.

Upon receiving timely request for a hearing, a hearing will normally will be held before the Board or a hearing officer designated by the Board, within 45 calendar days of the hearing demand. The employee shall have a right to appear in person, with counsel at the employee's expense or such other lawful representation as determined by the employee. The District will have the burden of proof and shall first present evidence. Normal procedures shall be followed; i.e., charging party presentation, defense cross-examination, defense presentation, charging party cross-examination and rebuttal evidence from each party. The hearing will be recorded at the request of either party with such expense being borne by the requesting party, or the District will share equally with the employee or representative the costs of the court reporter, transcribing the record of the hearing, and for a copy of the official transcript. The Board's determination of the sufficiency of the cause for disciplinary action shall be conclusive in all cases.

For purposes of this Article, "Working Days" is defined as when the District Office is open.

ARTICLE 6

CSEA RIGHTS

- 6.1 CSEA Rights: CSEA shall have the following rights in addition to the rights contained in any other portion of this Agreement:
- 6.1.1 The right of access during reasonable hours to areas in which unit members work. Authorized representatives of CSEA who are not employees of the District shall be permitted to transact CSEA business on District property during reasonable times after notifying the immediate supervisor and so long as said activity does not take place during times when unit members are required to render service to the District.
 - 6.1.2 The right to reasonable use, without charge, of institutional bulletin boards, mailboxes, the District mail system and the internal phone system, computers, internal electronic mail and voicemail, for the posting or transmission of information or notices concerning CSEA matters.
 - 6.1.3 The right to use, subject to District regulations, without charge, institutional equipment, facilities, and buildings at reasonable times, for CSEA business.
 - 6.1.4 The right to review a unit member's personnel files and any other records dealing with employment, when accompanied by the unit member, or on presentation of a written authorization signed by the unit member.
 - 6.1.5 The right to be supplied with a complete seniority roster of all unit members on the effective date of this Agreement and annually by October 15th thereafter. The roster shall indicate the unit member's present classification and primary job site.
 - 6.1.6 The right to receive upon request, without cost, two copies of any and all materials related to wages, hours and other terms and conditions of employment which are relevant for CSEA to fulfill its duties and obligations as the exclusive representative of unit members covered by this Agreement.
 - 6.1.7 The right to a total of one hundred twenty (120) hours per year for the purpose of attending the CSEA Annual Conference. Up to an additional thirty-five (35) hours per year may be used for CSEA business with a maximum of three and one-half (3.5) hours per month, non-accumulative beyond eight (8) hours. Prior to this release time being taken, the CSEA Chapter President, or his/her designee, on behalf of the unit member(s) requesting release time for CSEA business, must sign and complete a release form, notifying the unit member's immediate supervisor twenty-four (24) hours in advance. A copy of the signed form will be given to the supervisor, the Chapter President or his/her designee, the unit member, and the Human Resources Department for the purpose of tracking its use according to the terms and conditions of the current Collective Bargaining Agreement (CBA).

- 6.1.8 The right to be provided, without charge, two (2) copies of the tentative, publication, and adopted budget as provided to the County Office of Education.
- 6.1.9 The right to receive two (2) copies of the official Governing Board agenda with minutes and public support documents at the same time the packets are provided to Governing Board Members. These packets are to be provided to the CSEA President.
- 6.1.10 The right to receive a current version of the District Policy Manual. CSEA shall receive updated policies and procedures as they are enacted by the District.
- 6.1.11 The right to representation on any committee which would directly impact unit members.
- 6.1.12 The right to negotiate the District calendar.
- 6.1.13 The right to send one (1) representative of CSEA's choice to an orientation meeting, not to exceed one (1) hour, with all newly hired unit members. Such meeting shall take place within two (2) weeks following the unit member's initial date of hire. The District Human Resources Office shall be responsible for scheduling orientation appointments with the prior approval of CSEA.
- 6.2 Personnel Changes: CSEA shall be notified in writing of all bargaining unit personnel changes, including positions, work location, hours and months in paid status.
- 6.3 Distribution of Agreement: Within thirty (30) days after the execution of this Agreement, the District shall provide, without charge, a copy of this Agreement to every unit member. Any unit member hired after the execution of this Agreement shall be provided by the District, without charge, a copy of the Agreement upon initial employment. Unit members shall also receive copies, without charge, of any written changes agreed to by the parties to this Agreement during the duration of this Agreement.
- 6.4 Voting Time Off: If a unit member's work schedule is such that it does not allow sufficient time to vote in any CSEA election in which the unit member is entitled to vote, the District shall arrange to allow sufficient time for such voting by the unit member without loss of pay.

ARTICLE 7

MANAGEMENT RIGHTS

- 7.1 Management Rights: The Board on its own behalf, and on the behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws, Constitution of the State of California and the Constitution of the United States including, but without limiting the generality of the foregoing, the right:
- 7.1.1 To determine and administer policy.
 - 7.1.2 Subject to the provisions of the law, the District retains the right to determine the number and kind of personnel required, the right to hire, direct, classify, transfer, assign, reassign, evaluate, promote, demote, layoff, terminate and discipline employees including adopting and revising policies and practices with regard to such matter.
 - 7.1.3 To maintain the efficiency of District Operations.
 - 7.1.4 To determine the curriculum.
 - 7.1.5 To build, move or modify the facilities.
 - 7.1.6 To develop and administer the budget.
 - 7.1.7 To determine the methods of raising revenue.
 - 7.1.8 To lawfully contract out work.
 - 7.1.9 To take action on any matter in the event of an emergency.
 - 7.1.10 To delegate to the Superintendent and other legally appointed officers, the operation of the school system, its properties and facilities, including, but not limited to, innovative and experimental exploration in the field of education, experimental and innovative uses of District facilities and experimental and pilot investigations of new educational programs.
- 7.2 Limit of Powers: The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, the adoption of policies, rules and regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms are in conformance with State and Federal law.

ARTICLE 8

CSEA REPRESENTATIVES

CSEA Representatives are as follows:

8.1 Union Stewards:

- 8.1.1 Purpose: The District recognizes the need and affirms the right of CSEA to designate Union Stewards from among unit members. It is agreed that CSEA, in appointing such Stewards, does so for the purpose of promoting an effective relationship between the District and unit members by helping to settle problems at the lowest level of supervision.
- 8.1.2 Selection of Union Stewards: CSEA reserves the right to designate one (1) Union Steward per site, with the exception of the Service Center, which would have no more than two (2) Union Stewards. CSEA shall notify the District in writing of the names of the Union Stewards and the group they represent. If a change is made, the District shall be advised in writing of such change.
- 8.1.3 Duties and Responsibilities of Union Stewards: The following shall be understood to constitute the duties and responsibilities of Union Stewards:
- 8.1.3.1 After notifying his/her immediate supervisor, a Union Steward may be permitted to leave his/her normal work area during times which do not adversely impact the operations of the District, in order to assist in investigation, preparation, writing, and presentation of grievances. The Union Steward shall advise the supervisor of the grievant of his/her presence. The Union Steward is permitted to discuss any problem with all unit members immediately concerned, and, if appropriate, to attempt to achieve settlement in accordance with the grievance procedure.
- 8.1.3.2 If, due to an emergency, an adequate level of service cannot be maintained in the absence of a Union Steward at the time of the notification mentioned in 8.3.1, the Union Steward shall be permitted to leave his/her normal work area no later than two (2) hours after the emergency is over.
- 8.1.4 CSEA Staff Assistance: Union Stewards shall be entitled to seek and obtain assistance from CSEA staff personnel, for the purposes of investigation and/or processing grievances and matters related thereto and other reasons relating to wages, hours and terms and conditions of employment covered by this Agreement.

8.2 Site Representatives:

- 8.2.1 Purpose: The District recognizes the need affirms the right of CSEA to designate Site Representatives from among unit members.
- 8.2.2 Selection of Site Representatives: CSEA reserves the right to designate one (1) Site Representative per site, with the exception of the Service Center, which would have no more than two (2) Site Representatives. CSEA shall notify the District in writing of the names of the Site Representatives and the group they assist. If a change is made, the District shall be advised in writing of such change.
- 8.2.3 Duties and Responsibilities of Site Representatives: The following shall be understood to constitute the duties and responsibilities of Site Representatives:
- 8.2.3.1 The Site Representatives will be responsible for the distribution of Chapter newsletters, announcements, and other notices necessary to complete the business of the Chapter.
- 8.2.3.2 The Site Representatives may sit on Chapter and District Committees and will report back to their site with information gathered at those meetings.
- 8.2.3.3 The Site Representative may act as a liaison between unit members and the Executive Board in regard to asking questions or getting information for unit members at their site.

ARTICLE 9

HOURS AND OVERTIME

9.1 Workweek: The workweek of each full-time unit member hired prior to October 22, 1991, shall consist of five (5) consecutive workdays, Monday through Friday, and forty (40) hours per week, except for current Tuesday through Saturday unit members. Any unit member hired after October 22, 1991, may be required to work Saturday or Sunday as regularly scheduled workdays. This Article shall not restrict the extension of the regular workday or workweek on an overtime basis when such is necessary to carry on the business of the District, except as provided for in Section 9.6.

9.2 Workday:

9.2.1 The length of the workday for each full-time unit member shall be eight (8) hours per day.

9.2.2 The starting and ending time for each unit member shall be the same for each workday. If the District has a demonstrable need to change the daily work schedule, the District shall give the affected unit member(s) not less than ten (10) working days' notice. The unit member(s) may meet with the supervisor or administrator to discuss the proposed change.

9.2.3 Summer Breaks:

9.2.3.1 During summer breaks, twelve (12) month employees will work four (4), ten (10) hour days, Monday through Thursday for three (3) weeks commencing the week after school ends in June , with the option of using one (1) vacation day during a week during that time if they choose to work four (4) eight hour days.

9.2.3.2 The Maintenance and Operations and Custodial staff may choose to work a four (4), ten (10) hour day workweek, Monday through Thursday, or Tuesday through Friday for the entire three (3) weeks. The Maintenance and Operations and Custodial staff will inform the Director of Maintenance and Operations of their choice to maintain a five (5) day a week workweek or four (4), ten (10) hour a day workweek by April 15th. Should the employee not inform the District by April 15th, the District will notify the employee by May 1st of their schedule for those three (3) weeks.

9.2.3.3 All eleven (11) month employees will participate in the four (4), ten (10) hour days if there is a five (5) day workweek in their calendar commencing after the student year ends.

9.3 Adjustment of Assigned Time: A unit member who works a minimum of thirty (30) minutes per day in excess of his/her part-time assignment, within the same classification for a period of twenty-five (25) working days or more within a two (2) consecutive calendar month period, shall have his/her basic assignment changed to reflect the longer hours, effective with the next pay period. In addition, a unit member who works a minimum of thirty (30) minutes per day in excess of his/her part-time assignment, within the same classification for a period of twenty (20) consecutive working days or more, shall have his/her basic assignment changed to reflect the longer hours, effective with the next pay period.

9.4 Lunch Periods:

9.4.1 Each unit member shall be entitled to a nonpaid uninterrupted lunch period, insofar as practicable, after the unit member has been on duty for three and three-quarter (3 3/4) hours. The length of time for such lunch period shall be for a period of no longer than one (1) hour nor less than thirty (30) minutes and shall be scheduled for full-time unit members, insofar as is practicable, at or about the midpoint of each work shift.

9.4.2 A unit member may be required by his/her immediate supervisor to commence his/her lunch period at a time which falls within thirty (30) minutes before or thirty (30) minutes after the normal time of commencement.

9.4.3 Subject to mutual agreement between a unit member and his/her immediate supervisor, a unit member may work during a portion of his/her lunch period and receive compensatory time off during the same workday.

9.5 Rest Periods:

9.5.1 All unit members shall be granted rest periods which insofar as is practicable, shall be in the middle of each work period at the rate of fifteen (15) minutes per three and three-quarter (3-3/4) hours worked.

9.5.2 Rest periods are part of the regular workday and shall be compensated at the regular rate of pay for the unit member.

9.6 Overtime:

9.6.1 Overtime is defined to include any time required to be worked in excess of eight (8) hours in any one (1) day and in excess of forty (40) hours in a calendar week

- 9.6.2 Compensation for all overtime work shall be at the rate of one and one-half (1-1/2) times the unit member's regular hourly rate or the hourly equivalent of his/her regular monthly rate.
- 9.6.3 Overtime work is any approved overtime work suffered or permitted in accordance with the Fair Labor Standards Act (FLSA). Overtime/extra time shall be distributed and rotated according to seniority among the unit members within each department or work location. If the qualified unit member with the greatest seniority elects to refuse the overtime/extra time assignment, it shall be offered to unit members in descending order of seniority until the assignment is made. Once a unit member has been granted priority consideration, he/she shall not again be granted priority consideration until all unit members within each department or work location shall have exercised their option to be granted priority consideration.
- 9.6.3.1 In the event that no unit member elects to perform work in accordance with the formula specified in Section 9.6.3, such assignment shall be made in the reverse order of seniority, commencing with the least senior unit member. For non-emergency, routine, and ordinary overtime, no unit member shall be required to work overtime/extra time unless the unit member receives at least twenty-four (24) hours prior notice of the assignment.
- 9.6.4 Notwithstanding the provisions of 9.1, no unit member may be required to take work home after the completion of his/her regular work shift.
- 9.6.5 Unit members who have agreed to accept compensatory time off in lieu of cash payment for approved overtime shall take the compensatory time off within twelve (12) months following the month the overtime/extra time was rendered. Scheduling of the compensatory time shall be done by mutual agreement between the unit member and his/her immediate supervisor. If compensatory time is not scheduled within twelve (12) months, the unit member shall be paid for the accumulated compensatory time. Compensatory time off in lieu of overtime shall be earned at the rate of time and one-half (1 1/2).
- 9.6.6 Any unit member having an average workday of four (4) hours or more during the workweek shall be compensated for any work to be performed on the sixth (6th) or seventh (7th) day following the commencement of the workweek at the rate equal to one and one-half (1 1/2) times the regular rate of pay of the unit member designated and authorized to perform the work.
- 9.6.7 All hours worked in excess of eight (8) hours on the sixth (6th) or seventh (7th) consecutive day shall be compensated at two (2) times the regular rate of pay.

- 9.6.8 A unit member having an average workday of less than four (4) hours during the workweek shall, for any work required to be performed on the seventh (7th) day following the commencement of his/her workweek, be compensated at a rate equal to one and one-half (1 1/2) times the regular rate of pay, plus the regular pay of the unit member designated and employed to perform the work.
- 9.6.9 All hours worked on holidays designated by Education Code, Section 45203, or its successor, or as delineated in Article 13, shall be compensated at one and one-half (1 1/2) times the regular rate of pay, plus the regular pay for the holiday.
- 9.7 Call-In Time: Any unit member called in to work on a day when the unit member is not scheduled to work shall receive a minimum of two (2) hours pay at the appropriate rate of pay under this Agreement. The unit member, in addition, shall also be compensated for reasonable travel time to and from the unit member's residence.
- 9.8 Call-Back Time: Any unit member called back to work after the completion of his/her regular daily assignment shall be compensated for at least two (2) hours of work at the appropriate rate of pay under this Agreement. The unit member, in addition, shall also be compensated for reasonable travel time to and from the unit member's residence.
- 9.9 Shift Differential:
- 9.9.1 A unit member whose regularly assigned work shift commences between 1:30 p.m. and 6:00 a.m. or continues beyond 5:00 p.m. shall be paid a shift differential premium of one (1) range above the regular rate of pay for all hours worked.
- 9.9.2 A unit member who receives a night differential premium on the basis of his/her shift shall suffer no reduction in salary, including differential, when assigned temporarily to a day shift. Temporary, for purposes of this Article, is defined as any time less than sixty (60) working days.
- 9.10 Inconsistent Duty Compensation: Unit members who are required, directed, or permitted by their immediate supervisors to perform higher level duties inconsistent with their normal assigned duties for a period of four (4) consecutive work days or five (5) work days within a fifteen (15) day calendar pay period shall have their salary adjusted upward for the entire period they are required to work out of classification and in such amounts as will reasonably reflect the duties required to be performed outside their normal assigned duties. Any unit member receiving inconsistent duty compensation while working out of classification shall be moved to the step placement of the new range which represents an increase of not less than five percent (5.0%) of the unit member's previous monthly base salary. Base salary shall mean the range and step of the job position that the unit member is working in. A unit member cannot work out of classification in a vacant position for more than sixty (60) working days.

- 9.10.1 Any professional growth and longevity increments the unit member has accumulated prior to receiving inconsistent duty compensation for working out of classification shall be added to the base salary range of the position that the unit member is working in during this period of time.
- 9.11 Summer School and Intersession Assignments: When work normally and customarily performed by unit members is required to be performed at times other than during the regular academic year, the work shall be assigned to unit members in the appropriate classification(s) as provided in this Section.
- 9.11.1 When necessary to assign unit members not regularly so assigned to serve during a summer school or intersession period, the assignment shall be made in order of bargaining unit seniority, but no unit member shall be required to accept such assignment. If the unit member with the greatest bargaining unit seniority within the work site refuses the assignment, it shall be offered to other unit members within the appropriate classification(s) in descending order of bargaining unit seniority until the position is filled. If no one at said worksite elects to work the assignment, it shall be offered to other unit members within the desired classification(s) districtwide in descending order of seniority until the assignment is made. It is the intent of this language to rotate summer school and/or intersession assignments among appropriate classifications on a continual basis.
- 9.11.2 All hours assigned to a unit member for a summer school or intersession assignment shall be considered "hours in paid status" for the purpose of this Agreement.
- 9.11.3 Clerical assignments or site-based programs shall be made from among the following bargaining unit positions: Administrative Assistant-School; Office Technician-School; and Office Assistant-School.
- 9.11.4 The rate of pay for site-based program clerical summer school or intersession assignments shall be at Step One of the Office Technician position classification on the CSEA salary schedule or at the unit member's current rate of pay, whichever is higher.
- 9.11.5 The rate of pay for other site-based program summer school or intersession assignments shall be at the unit member's current rate of pay.
- 9.12. Community Service Events: A Community Service Event does not occur during the regular student Instructional day.

- 9.12.1 When work normally and customarily performed by unit members is required at a Community Services event at their worksite, the assignment shall be offered to the highest level of unit member within their job family at their location and is made with accordance with section 9.6.3. If the qualified employee refuses the assignment, it shall be offered to the next highest level unit member at that location. If there are two (2) or more unit members at the same level, the assignment shall be made as specified in Section 9.6.3. If no one at said worksite elects to work the assignment, it shall be offered to other unit members within the desired classification(s) as long as it does not interfere with their regular scheduled hours, districtwide in descending order of seniority until the assignment is made in accordance with Section 9.6.3.
- 9.12.2 If a Community Services event will last for more than four (4) weeks, the assignment will be rotated for a maximum of four (4) weeks before the assignment is to be offered to the next unit member in the job class. In addition, if a Community Services event is offered annually at the site then the unit members shall be rotated each year by descending order of seniority.
- 9.12.3 If a unit member is transferred to another location during a Community Services event before the end of the assignment, the unit member shall be allowed to complete the assignment.
- 9.13 Use of Substitutes: Substitutes will be used at the lowest position possible and current unit members will be given the opportunity to fill in for higher classifications when unit members in the higher positions are absent. It is understood the Campus Student Supervisors are restricted from subbing at other school sites unless an emergency need would arise; prior authorization from the Assistant Superintendent of Human Resources would be needed. Assignments for purposes of this Section are to be made in accordance with Section 9.6.3 and other Sections that may be pertinent.
- 9.14 Bus Drivers– Daily Schedule/Overtime/Extra Time:
- 9.14.1 The daily work schedule for bus drivers shall be defined as the daily route assignment. Any time worked other than the regular daily work schedule, which is the daily route assignment, will be considered an extra work assignment.
- 9.14.2 All pre-approved and pre-assigned overtime/extra work assignments; i.e., field trips, mid-day special education runs, etc., scheduled outside of the bus drivers' daily work schedule, will be distributed and rotated in accordance with Article 9.6.3, so far as is practicable; i.e. student needs, route/vehicle restrictions, and driver capability/restrictions.
- 9.14.3 When necessary to assign bus drivers not regularly so assigned to serve during a summer school or intersession period, the assignment shall be made in accordance with Article 9.11.1.

9.14.4 Any bus driver called in to work on a day when he/she is not scheduled to work or called back to work after the completion of his/her regular daily assignment shall be compensated in accordance with Article 9.8.

9.15 Professional Growth Days: In each school year covered by the agreement, all members of the bargaining unit will receive two (2) paid Professional Growth Days inclusive in their work calendar (See Appendix A). The scheduling will vary based on the needs of the District and/or department.

ARTICLE 10

PAY AND ALLOWANCES

10.1 Salary Schedule Conditions:

10.1.1 All unit members, shall be paid in accordance with their placement on the salary schedule which is attached hereto marked as Appendix "B". School Secretaries in their position as of December 31, 2001 shall be paid in accordance with the attached side letter of agreement and salary schedule to be incorporated as "Appendix I."

10.1.2 Step increments of the salary schedule will be automatic until the top step is attained.

10.1.3 Effective September 18, 2018 all bargaining unit members will receive a 4% salary increase on schedule retroactive to September 18, 2018. In addition, an increase of 2% to all unit members on schedule salary who are in employed status on the date of final ratification of this Agreement by the Governing Board effective July 1, 2019.

10.1.3.1 In addition, if any other bargaining unit or employee group within the District receives higher increase in compensation salary, the equivalent percent shall be applied to the classified bargaining unit.

10.2 Promotion:

Any unit member receiving a promotion shall be moved to the step placement of the new range which represents an increase of not less than five percent (5%) of the unit member's previous monthly base salary. Base salary shall mean the range and step amount of the job position that the unit member is working in.

10.2.1 Any professional growth and longevity increments the unit member had before promotion shall be added to the base salary range upon promotion.

10.3 Assignment of Anniversary Date:

If a unit member has a first paid day of service as a regular classified employee between July 1 and January 31 of any school year, the unit member shall be given a first year anniversary date on the ensuing July 1. If a unit member has a first paid day of service as a regular classified employee between February 1 and June 30 of any school year, the unit member shall be given a first year anniversary date on the July 1 immediately following the ensuing July 1.

10.4 Longevity Pay:

Unit members are recognized after ten (10) years of service with a one (1) range increase of base salary; after thirteen (13) years of service with a two (2) range increase in base

salary; after sixteen (16) years of service with a one (1) range increase in base salary; after nineteen (19) years of service with a two (2) range increase in base salary; after twenty-two (22) years of service with a one (1) range increase in base salary; after twenty-seven (27) years of service with a one (1) range increase of base salary. (Total of eight (8) full ranges increase in salary.) Effective July 1, 2007.

10.5 Basis of Compensation:

Unit members shall be compensated on a monthly basis in accordance with the existing salary schedule.

10.6 Mileage:

10.6.1 Any unit member required to use his/her personal automobile in the performance of assigned duties shall be entitled to mileage reimbursement at the rate of the current applicable Internal Revenue Service rate.

10.6.2 Mileage shall not be paid for travel to and from the unit member's residence.

10.6.3 The Superintendent is vested with the authority to provide for the administration of the mileage reimbursement program.

ARTICLE 11

EMPLOYEE EXPENSES AND MATERIALS

11.1 Uniforms:

The District shall pay the full cost of the purchase, lease or rental, plus cleaning and maintenance of uniforms required by the District to be worn or used by unit members.

11.2 Personal Property:

Personal property of unit members used to enhance the functions of their duties may be brought to or left on District premises with the advance approval of the immediate supervisor (Personal property is defined as employee-owned materials or equipment utilized by the unit member for enhancement of or to supplement the unit member's job duties, excluding ornamental items and articles of clothing, but including prescription eyeglasses and hearing aids.).

11.2.1 The request to bring personal property on District premises will be on District prescribed forms and returned to the Business Services Department before property is covered under this Article. The form will include the approval of the immediate supervisor as to the applicability of the item to the unit member's job duties and the approval by the Assistant Superintendent of Business Services as to replacement value.

11.2.2 If such property is stolen or damaged while on District premises, and without fault of the unit member as determined by the immediate supervisor, the District shall honor a claim for replacement or repair, reserving the right to designate the vendor. Maximum claims shall be paid up to three hundred dollars (\$300.00) per occurrence and five hundred dollars (\$500.00) per unit member per year, with a ten dollar (\$10.00) deductible per occurrence borne by the unit member.

11.2.3 Property stolen or damaged must be reported within twenty-four (24) hours of the time of discovery of the theft or damage by the unit member to the Business Services Department on a District Vandalism and/or Burglary Report. The filing of claims shall require a statement of clear market value.

11.3 Automobile Insurance:

The District will reimburse unit members who maintain automobile insurance up to five hundred dollars (\$500.00) of the amount of his/her insurance deductible or the amount of actual damage, whichever is less, when damage occurs while driving his/her vehicle on District business after having been directed to do so by his/her supervisor.

11.4 Safety Equipment:

Should the employment duties of a unit member reasonably require the use of any equipment or gear to ensure the safety of the unit member or others, the District agrees to furnish such equipment or gear.

ARTICLE 12

HEALTH AND WELFARE BENEFITS

12.1 Benefit Allowance:

The District, on an annual basis, shall establish a "pool" to implement the District's maximum contribution per eligible employee for medical, dental, vision care and life insurance plans as selected by eligible employees. The District's maximum contribution per eligible employee shall be \$13,864. This contribution may be increased by mutual agreement of the parties. If the costs exceed the specific contribution by the District at any time during the school year, for any eligible employee, the amount over the specific contribution will be automatically deducted from the paychecks of the employee except as provided under this article. Should this occur, the parties agree to negotiate the implementation of additional employee out-of-pocket expense. The implementation of the deduction of the additional out-of-pocket cost must happen in the fiscal year it occurs.

An eligible employee is any bargaining unit member who has a regular assignment of at least four (4) hours or more. Each eligible employee is required to enroll under current plans for medical insurance, dental insurance (dependent coverage included), vision care insurance (employee only) and life insurance (\$50,000), as outlined in Appendix "D".

The utilization of a "pool" approach will allow each eligible and participating employee to receive a benefit equivalent which may be less than the District contribution per year, but in no event shall the total amount contributed by the District exceed the product of the District's contribution times the number of eligible and participating employees on an annualized basis.

The "pool" is based on the fact that the cost for employee-only coverage for health and welfare benefits is less than the District contribution for an eligible employee, thus, there is a difference between the actual cost of employee-only coverage for an eligible employee and the District contribution or cap. This difference or excess is placed in a "pool" to reduce the out-of-pocket costs for employees who choose two-party or family coverage, and whose health and welfare benefits cost more than the District contribution. The number of eligible employees who enroll during the annual fall open enrollment establishes the District "multiplier" for the total annual District contribution (eligible number of employees "multiplier" x District contribution per employee).

In the event that the total amount of the "pool" is not sufficient to cover the costs for all eligible and participating employees, the costs in excess ("excess costs") of the total amount in the "pool" shall be paid by eligible and participating employees whose plans exceed the District contribution. The excess costs saved are proportionately "spread" to eligible employees who choose two party or family coverage. The "spread" is based upon the number of employees choosing two party and family coverage and the costs of such coverages.

The District shall maintain a minimum of \$30,000 of excess costs in a "pool reserve" to address the fluctuation during the year in the number of eligible employees and the changes in plan selections made by the employee.

In any subsequent school year if the District's maximum contribution does not cover the costs for employee only coverage for health and welfare benefits, the pool may not be established.

The pool balances shall be utilized for insurance premiums only and for no other purpose. An annual review of the prior year's insurance pool and plans shall be conducted by the District and CSEA by September 15 of each school year. CSEA shall appoint three (3) representatives to serve on an Insurance Joint Advisory Committee whose primary purpose is to monitor the formation, participation levels and maintenance of the pool. The committee shall also serve as an advisory committee to the parties' negotiating teams.

12.1.1 Should an eligible employee's employment terminate following the last duty day of the work year and before commencement of the following work year, such employee shall be entitled to coverage under the employee's current medical, dental, vision care and life insurance plans through September 30 of such following work year.

12.2 Early Retirement Incentive:

As an incentive to have unit members retire early, the District agrees to pay the full Health plan benefits for unit members as follows:

Years of full time District Service	Percentage of District Contribution toward Health Plan on Unit Member
15+	100%
14-15	90%
13-14	80%
12-13	70%
11-12	60%
10-11	50%

12.2.1 No unit member retiree shall be eligible to apply for the above benefits, upon retirement, until reaching the age of fifty-five (55) years.

12.2.2 When benefits provided for in Section 12.2 expire upon the unit member retiree's 65th birthday, such unit member retiree may, with the carrier's consent and at his/her own cost, participate in the District's medical insurance program in effect.

12.2.3 Retired unit members who move from the immediate area to another area not covered by a District paid medical program may receive a cash payout equal to the lowest cost medical program available until age 65 (See Appendix "E")

12.3 Part-Time Unit Members:

All unit members working less than four (4) hours per day shall have the option to participate in District medical programs. Any unit member electing to participate in programs stated in Section 12.1 shall do so at unit member's expense.

12.4 Non-Benefit Unit Members:

Non-benefit unit members shall be covered by the Life Insurance plan currently in effect for all other unit members.

12.5 Section 125 Plan:

Unit members may, at their option, participate in the Section 125 Pre- Tax Benefit Program.

ARTICLE 13

HOLIDAYS

13.1 Scheduled Holidays:

The District agrees to provide all unit members with the following paid holidays:

13.1.1 New Year's Day

13.1.2 Martin Luther King Day

13.1.3 Lincoln Day

13.1.4 Washington Day

13.1.5 Cesar Chavez Day

13.1.6 Friday before Easter

13.1.7 Memorial Day

13.1.8 Independence Day

13.1.9 Labor Day

13.1.10 Admission Day

13.1.11 Veterans Day

13.1.12 Thanksgiving Day

13.1.13 The Friday following Thanksgiving Day

13.1.14 Christmas Eve

13.1.15 Christmas Day

13.1.16 New Year's Eve

13.2 Holidays on Saturday or Sunday:

13.2.1 When a holiday falls on a Saturday, the preceding workday shall be deemed to be that holiday. When a holiday falls on a Sunday, the following workday shall be deemed to be that holiday.

13.2.2 The operation of this Section shall not cause any unit member to lose any of the holidays clearly indicated in this Article.

13.3 Non-Benefit Unit Members:

Non-benefit unit members shall receive an additional day off with pay each school year at a time mutually agreed upon by their immediate supervisor. This additional day is not accumulative, must be used each year or lost, and cannot be used as a salaried day at termination.

13.4 Holiday Eligibility:

Except as otherwise provided in this Article, a unit member must be in paid status on the workday immediately preceding or succeeding the holiday to be paid for the holiday.

ARTICLE 14

VACATION

14.1 Eligibility:

All unit members shall earn paid vacation time under this Article. Vacation benefits are earned on a fiscal year basis- July 1 to June 30.

14.2 Earned Vacation:

Unit members shall be granted not less than one (1) day of annual leave with pay per month of employment during the year.

14.3 Accumulation:

Unused vacation time may not accumulate above forty-four (44) earned days unless prior approval of the Superintendent or his/her designee is on record.

14.3.1 If twelve (12) month unit members do not voluntarily schedule vacations to keep below the forty-four (44) day maximum, they shall be directed by their immediate supervisor to take such days at a time determined by their immediate supervisor.

14.3.2 If ten (10) or eleven (11) month unit members do not voluntarily schedule vacations to keep below the forty-four (44) day maximum plus five (5) pay-off days (see 14.11) they shall be directed by their immediate supervisor to take such days at a time determined by their immediate supervisor.

14.4 Vacation Pay Upon Termination:

When a unit member is terminated for any reason, he/she shall be entitled to all vacation pay earned and accumulated up to and including the effective date of termination.

14.5 New Unit Members:

New unit members may not take earned vacation time until after three (3) months of employment. After three (3) months of employment, unit members may take earned vacation time pursuant to a District vacation schedule approved by the Superintendent.

14.6 Ten (10) and Eleven (11) Month Unit Members:

Ten (10) and eleven (11) month unit members shall take six (6) earned vacation days during the winter break and four (4) earned vacation days during the spring break. It is understood that the days will be taken from the first six (6) days of the winter break and the first four (4) days of spring break.

14.7 Twelve (12) Month Unit Members: Twelve (12) month unit members shall take one (1) vacation of not less than five (5) consecutive workdays each twelve (12) month period.

14.8 Vacation Postponement:

If a unit member's vacation becomes due during a period when he/she is on leave due to illness or injury, he/she may request that his/her vacation date be changed, and the District shall grant such request in accordance with vacation dates available at that time. In such case, the unit member may elect to have his/her vacation rescheduled or to carry over his/her vacation to the following year if there is insufficient time to reschedule during the remainder of the year.

14.9 Vacation Scheduling:

Vacations for unit members shall be scheduled at the time requested, so far as possible, within the District work requirements. The District will make every possible effort to grant vacation requests at times requested by unit members. Requests for vacation must be submitted and approved in advance of the employee taking this vacation. However, requests for vacation that are submitted to the unit member's supervisor less than twenty-four (24) hours in advance of the unit member taking this vacation may not be approved. Denials of requested vacation time must be given to the unit member in writing and a copy will be forwarded to the Human Resources Department.

14.9.1 When two (2) or more unit members request the same vacation period and the supervisor has determined that all requested vacations may not be granted, the following procedure shall be implemented.

- A. The immediate supervisor shall notify the affected unit members of the conflict and the unit members shall attempt to resolve the conflict.
- B. If the unit members cannot resolve the conflict, the immediate supervisor shall grant the vacation to the unit member with the most bargaining unit seniority, unless the unit member with the least seniority had filed a request at least sixty (60) days prior to the requested vacation dates.

14.10 Interruption of Vacation:

A unit member shall be permitted to interrupt or to terminate vacation in order to begin another type of paid leave provided by this Agreement, provided the unit member supplies notices and supporting information as required by the Agreement.

14.11 Excess Vacation Day Pay-Off:

Ten (10) and eleven (11) month unit members who have in excess of forty-four (44) vacation days at the close of business on June 30 of each school year shall receive payment for the number of days exceeding forty-four (44) vacations days in lieu of the vacation days, up to a maximum of five (5) days.

14.11.1 Payment for these days shall be made at the unit members' regular rate of pay.

14.11.2 Eligible unit members shall be notified in writing as to the number of days for which they shall receive payment. Notification shall be made by July 31 and CSEA shall receive copies of all such notices.

14.11.3 Payment shall be made by August 15th of each school year.

14.12 Encouraging Use:

The District agrees that unit members shall be encouraged to use excess vacation days. The District also agrees that they shall not discourage unit members from taking vacation time.

14.13 Notice:

In September of each school year, unit members shall receive a notice indicating the number of vacation days they have on record.

14.14 Vacation Days:

Vacation shall be granted as follows. Ten (10) month unit members will be granted a maximum of eighteen (18) days of vacation. Eleven (11) month unit members will be granted a maximum of nineteen (19) days of vacation. Employees accruing 18 days and above as of July 1, 1997, shall continue to accrue at their current rate. Employees currently accruing 19, 20, or 21 days shall continue to accrue at the higher rates.

Years of employment	12-month unit members	11-month unit members	10-month unit members
1-4 years	12 days	11 days	10 days
5 years	14 days	13 days	12 days
6 years	15 days	14 days	13 days
7 years	16 days	15 days	14 days
8 years	17 days	16 days	15 days
9 years	18 days	17 days	16 days
10 years	19 days	18 days	17 days
11 years	20 days	18 days	17 days
12 years	21 days	18 days	17 days
13 years	21 days	18 days	17 days
14 years	21 days	19 days	18 days

ARTICLE 15

LEAVES

15.1 Sick Leave:

- 15.1.1 Subject to the provisions of this Section, the Board shall provide for a compensated leave of absence from duty to any unit member who is compelled to be absent from duty because of accident, illness or quarantine.
- 15.1.2 Unit members employed for the full school year are entitled to twelve (12) days sick leave each school year commencing on the first day of employment.
- 15.1.3 Pay for any day of such absence shall be the same as the pay which would have been received had the unit member served during the day of illness.
- 15.1.4 Unit members hired for less than a full school year (i.e. ten (10) months) shall earn sick leave in direct proportion to that earned by a person employed a full year in the same position.
- 15.1.5 At the beginning of each fiscal year, the full amount of sick leave granted under this Section shall be credited to each unit member. Credit for sick leave need not be accrued prior to taking such leave and such leave may be taken at any time during the year. However, all new unit members shall not be eligible to take more than six (6) days until the first day of the calendar month after the completion of six (6) months of active service with the District.
- 15.1.6 If a unit member does not take the full amount of leave allowed in any year under this Section, the amount not taken shall be accumulated from year to year.
- 15.1.7 In September of each school year, unit members shall receive a notice indicating the number of sick leave days they have on record, until such time as the County Office Payroll System includes this information with monthly pay warrants.
- 15.1.8 A sick leave absence shall be reported by the unit member prior to the absence. Unit members requesting sick leave benefits who are absent for five (5) or more consecutive days may be required to submit to the District a physician's statement, or that of a person authorized by any well-organized church or denomination to treat people, certifying the absence. If the District has a reasonable basis to suspect that a unit member may be abusing sick leave, or if the unit member is repeatedly absent from work without an excuse, the District may require a physician's verification of illness after three (3) consecutive days of absence. The District need not assume that a unit member's statement establishes disability conclusively, but may require a review or fitness-for-duty examination by a physician selected by the District or a practitioner of the unit member's faith selected by the District. If a physician's verification of illness has been provided, a unit member may also be required to

submit to the District a physician's statement certifying his/her ability to return to work, including a return-to-work date. In lieu of a physician's certification, the Superintendent may permit certification of illness by the unit member.

15.2 Leaves of Absence for Industrial Accident and Illness:

In addition to any benefits that a unit member may be entitled to under the Worker's Compensation laws of this state, unit members shall be entitled to the following benefits:

- 15.2.1 A unit member suffering an injury or illness arising out of and in the course and scope of his/her employment shall be entitled to a leave of up to sixty (60) working days in any one fiscal year for the same accident or illness. This leave shall not be accumulated from year to year, and when any leave will overlap a fiscal year, the unit member shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred.
- 15.2.2 Industrial accident or illness leave will commence on the first day of absence.
- 15.2.3 Payment for wages lost on any day shall not, when added to an award granted the unit member under the Worker's Compensation law of this state, exceed the normal wage for the day.
- 15.2.4 Industrial accident leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made pursuant to worker's compensation proceedings.
- 15.2.5 The industrial accident or illness leave is to be used in lieu of normal sick leave benefits. When entitlement to industrial accident or illness leave under this Section has been exhausted, entitlement to other sick leave, vacation, or other paid leave may be used. If, however, a unit member is still receiving temporary disability payments under the Worker's Compensation laws of this state at the time of the exhaustion of benefits under this Section, he/she shall be entitled to use only so much of the accumulated and available sick and/or vacation leave, which, when added to the Worker's Compensation award, provides for a full days' pay at the regular rate of pay.
- 15.2.6 During all paid leaves of absence, unit members may endorse to the District the temporary disability indemnity received on account of the unit member's industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement, or authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the unit member for periods covered by such salary warrants.
- 15.2.7 When a unit member on Industrial Accident or Illness Leave is able to return to work, he/she shall be reinstated in his/her prior position at the appropriate rate of pay unless he/she is medically certified as incapable of performing the duties of his/her prior position.

15.3 Entitlement to Other Sick Leave:

Each unit member shall, each fiscal year, be entitled to use up to a total of one hundred (100) working days sick leave in addition to their accumulated sick leave. Each day of sick leave provided by this Section shall be compensated at the rate of fifty percent (50%) of the unit member's regular salary. The paid sick leave provided for under this Section shall be in addition to other paid leave provided for in this Article and shall be used after the exhaustion of the leaves provided in Sections 15.1 and 15.2. To be eligible for this additional paid sick leave, unit members must present a physician's verification of illness for any days of work missed.

15.4 Break in Service:

No absence under any paid leave provisions of this Article shall be considered as a break in service for any unit member who is in paid status, and all benefits accruing under the provisions of this Agreement shall continue to accrue under such absence.

15.5 Bereavement Leave:

15.5.1 Every unit member is entitled to a leave of absence, not to exceed three (3) days or five (5) days if more than two hundred fifty (250) miles of travel (one way) from the unit member's residence is required, on account of the death of any member of the immediate family. With 24 hour notice, a unit member may extend bereavement leave by up to three days using Personal Business Leave, or Vacation if unit member has appropriate available time. No deduction shall be made from the salary of such unit member nor shall leave be deducted from leave granted by other sections of this Agreement.

15.5.2 The immediate family shall include the following relatives of the unit member or the unit member's spouse or properly registered domestic partner: husband, wife, mother, father, grandmother, grandfather, grandchild, son, son-in-law, daughter, daughter-in-law, step-parent, step-child, brother, sister, current foster son or daughter, or any relative living in the immediate household of the employee.

15.5.3 In cases involving a long-established personal relationship between a unit member and an individual residing within the same household, bereavement leave may be granted at the discretion of the Superintendent.

15.6 Personal Necessity Leave: Any days of absence for sick leave under Section 15.1 of this Article may be used by the unit member, at his/her election, in cases of personal necessity on the following basis:

15.6.1 Death of a member of his/her immediate family when additional leave is required beyond that provided by Section 15.5.2, or for members of the family not provided for in this section who have a close personal relationship with the unit member and who are not living in the same household.

15.6.2 Accident involving his/her person or property, or the person or property of a member of his/her immediate family.

15.6.3 Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or any order made with jurisdiction

15.6.4 Such other reasons which may be prescribed by the Governing Board.

15.6.5 "Personal necessity" shall be strictly limited to its common and ordinary meaning, to wit; circumstances which are truly unavoidable, beyond the control of the unit member, and in the nature of compulsion. Leave for personal convenience, civic or non-emergency reasons, or circumstances created by the choice of the unit member does not constitute personal necessity leave.

15.6.6 In no case shall personal necessity leave be used for:

- a. Extension of a school holiday or vacation.
- b. Social event (wedding of self/family members, reunion, etc.)
- c. Convention related to a unit member's avocation or religion.

15.6.7 The total number of days used for personal necessity leave in any school year may not exceed seven (7) days.

15.7 Personal Business Leave:

15.7.1 A unit member shall be entitled to use three (3) days of accumulated sick leave per school year for any purpose which such unit member deems sufficiently important to absent himself/herself from his/her duties. The unit member is allowed to accumulate and use any unused portion up to five (5) days per year. Effective July 1, 2004, unit members may not take more than three (3) consecutive days of Personal Business Leave.

15.7.2 A unit member shall notify his/her site administrator at least twenty-four (24) hours in advance of taking such leave. In no event, however, shall a unit member be required to explain the purpose for which such leave was used.

15.7.3 At no time will more than fifteen percent (15%) of the total number of unit members at any one site, or twenty-five (25%) of one job classification, be allowed to use their personal leave entitlement on the same day.

15.7.4 Personal leave entitlement shall not accumulate from year to year, except as provided for in Section 15.7.1.

15.8 Long-Term Uncompensated Leave:

15.8.1 Long-term uncompensated leave may be granted by the Board on an individual basis for the following purposes: Study; Travel; Personal Hardship; Health; Child-rearing.

15.8.2 Eligibility: A unit member shall have completed at least one (1) year of satisfactory service with the District to be considered for a long-term uncompensated leave.

15.8.3 Application: Requests for long-term uncompensated leave shall be made to the District at least four (4) weeks in advance of the desired date.

15.8.4 Period of Leave: A long-term uncompensated leave may be granted for a period of up to twelve (12) months.

15.8.5 Commitment of Unit Member: The unit member granted a long-term uncompensated leave shall inform the Board at least thirty (30) days prior to the scheduled return date as to his/her intentions. If said notification is not received, proper action may be taken to terminate employment.

15.8.6 Commitment of Employer: At the expiration of the long-term uncompensated leave, the unit member shall be offered a position within the class to which he/she was previously assigned. While on long-term uncompensated leave for reasons other than study, a unit member shall be entitled to insurance benefits provided to unit members of like status, if he/she pays the premiums therefor and he/she is eligible under the terms of the insurance carrier. When a unit member is granted a long-term uncompensated leave for study, the Board shall pay one-half (1/2) the cost of insurance benefits provided to unit members of like status, provided the unit member is eligible under the terms of the insurance carrier.

15.9 Short-Term Uncompensated Leave:

15.9.1 Unit members may request a short-term uncompensated leave-of-absence for a period not to exceed ten (10) working days.

15.9.2 Any unit member wishing to take short-term uncompensated leave shall obtain prior approval from the principal or immediate supervisor.

15.9.3 For personal hardship or health reasons, the Superintendent may grant up to thirty (30) working days of short-term uncompensated leave upon written request from the unit member.

15.10 Judicial Leave:

15.10.1 Unit members who are required to serve as jurors or to appear in court pursuant to a lawful subpoena shall be entitled to leave without loss of pay, except as provided for hereinafter.

15.10.2 Judicial leave, when granted pursuant to Section 15.10.1, shall be granted with pay up to the amount of the difference between the unit member's regular earnings and the amount he/she received for jury or witness fees. All fees received by the unit member must be remitted to the District, excluding

mileage fees or any fee for time that the unit member would not have rendered service to the District.

- 15.10.3 If the unit member receives fees which are in excess of regular earnings, the unit member shall be excused without pay.
- 15.10.4 Unit members who appear in court under a subpoena must submit a copy of the subpoena and/or a court verification of appearance in order to receive pay under this Section.
- 15.10.5 In the event that a unit member is required to serve as a juror or to appear in court pursuant to a lawful subpoena for a daily period of time more than one-half (1/2) the unit member's paid assignment, such unit member shall not be required to return to work for that day.
- 15.10.6 If a unit member whose regular assigned shift commences at 2:00 p.m. or after, is required to serve on jury duty for one-half (1/2) of his/her normal work hours, the unit member shall be released from work for the rest of the day. If a unit member is required to serve on jury duty for less than one-half (1/2) of his/her normal work hours, the affected unit member shall have the hours served on jury duty counted as time worked.
- 15.11 Military Leave: A unit member shall be entitled to any military leave required by law and shall retain all rights and privileges granted by law arising out of the exercise of military leave.
- 15.12 Adoption Leave: A unit member who is adopting a child shall be entitled to two (2) days of paid leave for the purpose of caring for the needs of the child.
- 15.13 Parental Leave: Parental Leave for Child Bonding/Child Care (NEW)-The Governing Board (District) will abide by the required provisions of the Parental Leave for Child Bonding/Child Care Act according to Government Codes. A copy of the provisions will be in the Human Resources Office. A unit member shall be entitled to two (2) days of paid leave upon the birth of his/her child.
- 15.14 Maternity Leave: The Board shall provide leave of absence for any unit member whose absence is required by pregnancy, miscarriage, childbirth, or recovery therefrom. Such absence may be requested and granted only in accordance with the provisions of this Agreement applicable to sick leave and uncompensated leave.
- 15.15 Catastrophic Leave Bank:
 - 15.15.1 The District shall establish a catastrophic illness/injury leave bank to which eligible unit members may voluntarily donate earned sick leave or vacation days. This donation shall be irrevocable and shall be accomplished by the unit member completing a written form entitled "Catastrophic Leave Bank Donation Form." A donation to the bank shall be a general donation, and shall not be donated to a specific employee.

- 15.15.2 A catastrophic illness/injury is defined to mean an illness/injury that is expected to incapacitate the employee or his or her immediate family member, for an extended period of time and taking time off from work would create a financial hardship for the employee.
- 15.15.3 Qualifications to make donations are as follows:
- a. The unit member must have an accumulated sick leave or vacation day balance of at least fifteen (15) days in the accumulated leave they are donating from at the conclusion of the preceding school year.
 - b. The eligible unit member must donate a minimum of one (1) working day of sick leave/vacation hours to the bank and not more than five (5) working days of sick leave/vacation hours in any one (1) school year. The donated hours can be a combination of both sick leave and vacation, but shall not exceed a total of five (5) days.
- 15.15.4 Any permanent unit member suffering from a catastrophic illness/injury is eligible to apply for use of sick leave days from the bank. To be eligible for use of bank days, the unit member must have exhausted all accrued paid leave credits, including vacation and other forms of paid leave. The unit member must use all paid leave credits that he/she continues to accrue on a monthly basis before receiving bank hours. Hours of donations or utilization are based upon full-time employment and utilization for part-time employees shall be credited or used on a pro-rata basis. The maximum number of hours to be utilized by any one eligible unit member for a single catastrophic illness/injury or the maximum amount per school year shall be the equivalent of sixty (60) working days or the amount available in the bank. A unit member requesting use of bank hours must provide the District with written verification of the illness/injury prepared by a licensed physician of the State of California.
- 15.15.5 Solicitation for the bank shall be administered by CSEA, Chapter 206. The District shall provide all forms which are to be used for this purpose. All forms shall be forwarded to the Human Resources Department for processing.
- 15.15.6 All requests for use of bank hours shall be presented in writing to the Human Resources Department. Upon receipt, the department shall provide the applicant with a copy of this contract provision. It shall be the responsibility of the applicant to satisfy all conditions of eligibility.
- 15.15.7 The Superintendent Designee and the CSEA Chapter President or designee shall meet to verify eligibility. The CSEA representative shall not be a relative of or work in the same department as the applicant.

15.15.8 CSEA, Chapter 206, shall hold harmless and indemnify the District from any and all claims, attorneys' fees, judgements, costs or settlements arising from the administration of this Article.

15.16 Family and Medical Leave Act: The Governing Board (District) will abide by the required provisions of the Family and Medical Leave Act of 1993. A copy of the complete text of the act will be maintained in the office of the Human Resources Department.

ARTICLE 16

HIRING

- 16.1 The District agrees to comply with Education Code Section 45103 regarding substitutes and short-term employees.

ARTICLE 17

TRANSFERS

- 17.1 Assignment: Assignments for unit members shall be determined by the Superintendent, subject only to the express terms of this Article.
- 17.2 Definitions:
- 17.2.1 "**Transfer**" is defined as the lateral movement of a unit member from one (1) site to another.
- 17.2.2 "**Voluntary Transfer**" is a transfer which is initiated through a request submitted by a unit member.
- 17.2.3 "**Involuntary Transfer**" is a transfer which is initiated and effected at the discretion of the Superintendent.
- 17.3 Voluntary Transfers:
- 17.3.1 All notices of vacancies shall be posted for not less than ten (10) working days at each work site. CSEA shall be sent a copy of the notice at the time the vacancy is posted. A job vacancy notice shall include the job title, job site, a brief description of the position and duties, the minimum qualifications required of the position, the number of hours per day, the number of days per week, the number of months per year, the salary range, and the deadline for filing to fill the vacancy.
- 17.3.2 Any unit member on leave during the period of the posting shall be mailed a copy of the notice by First Class Mail on the date the position is posted.
- 17.3.3 A unit member on leave shall have the right to have a CSEA representative file for the transfer in the unit member's behalf provided that the CSEA representative provides signed written permission from the unit member that it is his/her intent to file for said transfer at that time.
- 17.3.4 A unit member may request, in writing, a voluntary transfer after completing one (1) year of service in the District. Such transfer requests will be valid for one (1) year. Transfer requests shall be submitted to the Human Resources Department.
- 17.3.5 A unit member may file for a vacancy by submitting written notice to the Human Resources Department.

- 17.3.6 To the extent permitted by law, when a new position is created, or an existing position becomes vacant, the District shall first consider voluntary transfer requests from unit members serving in the same position in the District. Any qualified unit member serving in the same position may apply for a transfer to that position by filing a written notice with the Human Resources Department, either during the designated window period of April 1st to June 30th of each school year or during the designated posting period of a specific vacancy at any time during the school year.
- 17.3.7 Voluntary transfers shall be based upon whether or not the voluntary transfer serves the best interests of the District, as determined by the Superintendent.
- 17.3.8 Unit members with transfer applications on file by the announced closing date will be considered for any and all positions for which they qualify.
- 17.3.9 The posting and bidding requirements relating to voluntary transfer requests shall not be applicable to Instructional Assistant positions of three and one-half (3.5) hours or less.
- 17.4 Involuntary Transfers:
- 17.4.1 Involuntary transfers shall be based upon whether or not the involuntary transfer serves the best interest of the District as determined by the Superintendent.
- 17.4.2 A notice of involuntary transfer for the coming school year shall be given in writing to the unit member as soon as is practicable, but in no case shall this be less than thirty (30) days.
- 17.4.3 An employee receiving an involuntary transfer from a year-round to a traditional school or vice-versa shall be given the option of being paid on a twelve (12) month or ten (10) month pay cycle. If the employee chooses to continue on the twelve (12) month pay cycle, they must work one day in July and one day in August with the mutual agreement of the employee and Human Resources Department. This shall only be in effect for the first school year. An employee's days in paid status shall not exceed 210 days.
- 17.5 Medical Transfers: The District will make every reasonable effort to accommodate and give alternative work, if available, to a unit member who has become medically unable to satisfactorily perform his/her regular job class duties. The alternative work may constitute promotion, demotion, or lateral transfer to a related class, but it shall be implemented only after notice to CSEA and concurrence of the unit member.

ARTICLE 18

VACANCIES

- 18.1 Posting of Notices: Notice of all job vacancies within the bargaining unit shall be posted on bulletin boards in prominent locations at each District work site. All notices of vacancies shall be posted for not less ten (10) working days at each site. CSEA shall be sent a copy of the notice at the time the vacancy is posted. A job vacancy shall include the job title, the job site, a brief description of the position and duties, the minimum qualifications required of the position, the number of hours per day, the number of days per week, and number of months per year, the salary range, and the deadline for filing to fill the vacancy.
- 18.2 Filing: Any unit member may file for a vacancy by submitting written notice to the Human Resources Department within the filing period. Any unit member on leave or vacation may authorize his/her CSEA representative to file on the unit member's behalf.
- 18.3 All vacancies will be posted internally before being advertised to the public. Notification of all vacancies will be posted at each work site for not less than 5 (five) working days prior to being advertised to the public. CSEA shall be sent a copy of the notice at the time it is posted.

Any employee in the bargaining unit may apply for that position by filing a written application according to the specifications in the posting. All qualified, regularly employed, permanent unit members applying for another position within the District are to be provided the opportunity of an interview if they meet the required qualifications.

ARTICLE 19

CLASSIFICATIONS AND RECLASSIFICATIONS

- 19.1 Placement in Class: Every bargaining unit position shall be placed in a class.
- 19.2 Position Reclassification Procedures: A reclassification committee, composed of three (3) employees designated by the District and three (3) CSEA representatives, will meet prior to February 15th of each school year to affirm which job families will be reviewed during the reclassification review process. The Assistant Superintendent, Human Resources will serve as chairperson of the committee.
- 19.3 Reclassification Committee: The Reclassification Committee will select a consultant to be used for the annual reclassification review process. The consultant will conduct the reclassification review process on those eligible as listed in Article 19.4. Each job family shall be reviewed at least once every four (4) years; however, upon mutual agreement between the District and CSEA, the job families' portion of the review process may be delayed.
- 19.4 Reclassification Review Process: The reclassification review process shall consider:
- A. All previously pre-scheduled and pre-determined job families.
 - B. All unit members who have received inconsistent duty compensation for more than sixty (60) days in a year.
 - C. Requests from unit members who believe that their duties have changed and who have notified the Human Resources Department by the 2nd Monday when school resumes following winter break.
 - D. The reclassification committee shall send written notification to the unit member of its recommendation to approve or deny the unit member's request for reclassification by May 1st. If there is going to be a delay in the member receiving the written notification, the committee will inform the member and provide them with the anticipated date of completion.
 - E. If, as a result of this process, a position is recommended for an increase in salary or change in the job description, these recommendations shall be negotiated with CSEA prior to being recommended for approval by the Governing Board.
 - F. All changes approved by the Board shall be effective the July 1 following submission.
- 19.5 Downward Reclassifications: No positions may be recommended for a downward adjustment in a reclassification.

ARTICLE 20

GRIEVANCE PROCEDURE

20.1 Definitions:

Grievance - A grievance is a written assertion, after Step One, by one or more unit members that there has been a violation, misinterpretation, or misapplication of the express terms of this Agreement which personally and adversely affects the unit member(s).

A Party in Interest- The unit member(s) making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

Representative - A fellow unit member, administrator, agent of the exclusive representative, or legal counsel who shall represent any party in interest at his/her election.

Days - As used in the grievance procedure refers to days on which the administrative office of the District is open for business, excluding Winter and Spring recesses.

20.1.1 No grievance shall be recognized unless it shall have been presented at the appropriate step within thirty (30) days after the grievant knew or reasonably should have known of the act or condition and its aggrieving nature that formed the basis of the grievance; and if not so presented, the grievance shall be considered waived.

20.2 Procedure: Grievances shall be handled in the following manner:

20.2.1 Step One: An aggrieved unit member may present directly or through his/her CSEA Representative, his/her grievance to his/her immediate supervisor. The grievance shall be submitted only orally. If the grievance is not satisfactorily adjusted informally within ten (10) working days, the grievance may proceed to Step Two.

20.2.2 Step Two: An aggrieved unit member may present directly or through his/her CSEA Representative, the grievance to his/her immediate supervisor in writing. If the grievance is not satisfactorily adjusted, the immediate supervisor shall reduce to writing his/her response to the grievance. Written response to the grievance shall be submitted to the aggrieved party and CSEA within ten (10) working days of the submission of the grievance

20.2.3 Step Three: If the grievance is not satisfactorily adjusted by the immediate supervisor, or, if the immediate supervisor fails to respond in accordance with Step Two, CSEA may submit the grievance in writing to the next level of supervision within five (5) days of the written response from the immediate supervisor, or within five (5) days after the immediate supervisor fails to respond in accordance with Step Two. Within five (5) working days after the receipt of the grievance at Step Three, the next level of supervision shall hold a meeting at which the grievant, CSEA Representative and the immediate supervisor of the grievant shall be present to discuss and seek to resolve the grievance. The grievant and CSEA Representative shall be notified in writing of the response at Step Three within five (5) working days after the meeting.

20.2.4 Step Four: If the grievance is not satisfactorily adjusted at Step Three, or if there is no level of supervision at Step Three, CSEA may submit the grievance in writing to the District Superintendent. Within ten (10) working days of the receipt of the response at the last appropriate step, or within ten (10) days after the time periods called for in the last appropriate step have passed, the Superintendent or his/her designee will meet with the grievant and his/her representative in an attempt to resolve the grievance. Within ten (10) working days after this meeting, the Superintendent or designee shall deliver to the grievant and the Representative the response of the grievance.

20.2.5 Step Five: If the grievance is not satisfactorily adjusted at Step Four, and before Binding Arbitration, the grievance may be submitted to the State Mediation Service by mutual agreement of both parties to assist in resolving the grievance

20.3 Binding Arbitration:

20.3.1 Initiation of Arbitration: If the aggrieved is not satisfied with the dispositions of the grievance at Step Four, or Step Five, if used, or no decision has been rendered within ten (10) working days after the conference with the Superintendent, CSEA may forward a written request for arbitration to the State Conciliation Service and to the Superintendent.

20.3.2 Selection of Arbitrator: An arbitrator shall be selected by the following procedure:

- A. The Association's representative and the District's representative shall select the arbitrator from a list of five (5) names submitted by the State Conciliation Service. Each party may, in turn, strike out one (1) name until only one (1) name remains.
- B. The first option of elimination shall alternate. All grievances reaching the arbitration level shall be numbered. The odd numbered grievances will give the aggrieved first right to elimination; even numbered grievances will give the District first right to elimination.

20.3.3 Conduct of Hearing: The hearing shall proceed as follows:

- A. The hearing shall commence at the convenience of the arbitrator, provided, however, that all sessions shall occur on normal working days and the first hearing must commence within thirty (30) days from the date of notification to the arbitrator, unless the parties agree otherwise.
- B. Each party shall notify the other party of witnesses to be presented during the arbitration prior to the hearing, if possible.

20.3.4 Costs: All costs for the arbitrator, specifically as to per diem, travel and subsistence expenses, and the cost of any hearing room, will be borne equally by the District and CSEA. All other costs will be borne by the party incurring them, including, but not limited to, attorney or other fees for the representative costs of discovery, witness fees, etc. When agreed, the cost of transcripts and the court reporter will be borne equally. Release time for witnesses employed by the District shall be limited to that time needed for the hearing.

20.3.5 Powers, Duties and Limitations Upon Arbitrator:

- A. The arbitrator is generally limited to the terms of the grievance and the Agreement and shall not add to, subtract from, modify, vary, or alter the terms or conditions of this Agreement. The arbitrator shall limit his/her opinion to the interpretation or application of the express provisions of this Agreement.
- B. The arbitrator is without power or authority to make any decision which requires the commission of an act prohibited by law or which is violative of, or contradictory to, the terms of this Agreement.
- C. The arbitrator shall not involve himself/herself in, consider, or hear evidence concerning the reasons or causes for dismissal. Any actions alleged to constitute a grievance which occurred prior to the effective date of these arbitration provisions shall not be subject to, nor within, the scope of representation.
- D. No arbitration shall occur where another administrative, judicial or legal body, tribunal, agency, or forum exists which may or could have resolved the allegations contained within this grievance, including by way of example and not by way of limitation, the Fair Employment and Housing Commission, or the Equal Employment Opportunity Commission.

20.3.6 Form and Time of Decision:

- A. The arbitrator shall render a written opinion and mail that opinion directly to each party within thirty (30) days from the close of the record or as mutually extended by both parties. The written opinion will set forth the arbitrator's findings of fact, reasoning, and conclusions on all questions submitted to the

arbitrator, the decision of which are necessary in order to determine the interpretation or application of this Agreement's express provisions.

- B. The arbitrator may, upon written application of a party to the arbitration made not later than ten (10) days after receipt of a copy of the award, correct the award because there was an evident miscalculation of figures or the award is imperfect in a matter of form not affecting the merits of the controversy. The party requesting correction shall mail a copy of the request to each other party, with the other party possessing five (5) days from its receipt to respond. The arbitrator shall possess thirty (30) days thereafter to make such corrections, if desired.

20.3.7 Decision: Both parties agree that, subject to the provisions of the Code of Civil Procedures of the State of California, the arbitration award shall be final and binding on both parties.

20.4 Group Grievances: If a grievance is based upon an alleged violation of the Agreement which personally and adversely affects two (2) or more unit members having different immediate supervisors, such grievance may be initiated at Step Four (Superintendent) of the grievance procedure by an individual grievant, or CSEA, acting on behalf of the unit members claiming the grievance. A grievance filed under such circumstances shall describe those unit members included in the group represented by the individual grievant.

20.5 Grievance Witnesses: The District shall make available for testimony in connection with the grievance procedure up to two (2) District employees whose appearance is requested by the grievant or CSEA. This number may be increased by mutual agreement. Any employee witnesses required to appear in connection with this article shall suffer no loss of pay.

20.6 Grievance Processing During Regular Work Hours: CSEA shall be entitled to reasonable periods of release time to process grievances. CSEA shall be permitted two (2) hours of release time per grievance for purposes of investigation. There shall be a maximum of forty (40) hours annually available for this purpose. Such release time shall not accumulate from year to year. CSEA shall make arrangements with a unit member's supervisor prior to the use of release time under this Section.

20.7 Separate Grievance File: All materials concerning a unit members grievance shall be kept in a file separate from the unit member's personnel file, which file shall be available for inspection only by the unit member, the CSEA representative and those management, supervisory and confidential employees directly involved in the grievance procedure.

20.8 General Provisions:

20.8.1 Forms for filing grievances shall be available in each principal's office and in the Human Resources Department.

- 20.8.2 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each step should be considered as maximum and every effort should be made to expedite the process. The time specified, however, may be extended by mutual consent.
- 20.8.3 A decision rendered at any level shall be considered final unless an appeal is registered within the time limits specified. If a decision is not given to the grievant within the time limit, an appeal may be taken to the next level.

ARTICLE 21

SAFETY

- 21.1 District Compliance: The District shall conform to and comply with all health, safety, and sanitation requirements imposed by state or federal law or regulations adopted under state or federal law.
- 21.2 Notification: A unit member who becomes aware of a possible hazard to occupational safety or health within the work site or on District premises shall immediately inform the building principal or immediate supervisor, in writing, of such possible hazard.
- 21.3 Forms: A written form shall be made available to all unit members for the purpose of reporting possible occupational hazards.
- 21.4 Safety Committee: A safety committee shall be formed in accordance with the Health and Safety Codes in Title 8.
- 21.5 Release Time: The unit members of the committee shall be allowed reasonable release time to carry out their obligation under Section 21.4.
- 21.6 No Discrimination: No unit member shall in any way be discriminated against as a result of reporting any condition believed to be a violation of Section 21.1.
- 21.7 Right of Refusal: Unit members shall have the right to refuse work which they believe will place them in imminent danger.

ARTICLE 22

TRAINING

- 22.1 In-Service Training Program: The District shall provide a program of in-service training of unit members designed to maintain a high standard of performance and to increase the skills of unit members.
- 22.2 Training Advisory Committee: A training advisory committee composed of up to five (5) unit members to be selected by CSEA and up to five (5) members appointed by the District, one of which shall be the coordinator, shall be formed. The purpose of the advisory committee will be to plan, monitor, and provide recommendations concerning improvement of programs. Unit members may be granted reasonable release time to carry out the committee obligations.
- 22.3 In-Service Training Time: In-service training shall take place during regular working hours at no loss of pay or benefits to unit members. This excludes unit members that work in direct supervision or provide services to students during their work day. For those positions, compensation will occur for in-service training after their work day. Unit members will be notified of any scheduled In-Service training a minimum of 10 working days prior.

ARTICLE 23

PROFESSIONAL GROWTH PROGRAM

- 23.1 Units: A Professional Growth Increment (one range on the salary schedule) is earned by the accumulation of fifteen (15) units or two hundred and twenty-five (225) hours of approved learning activities. A unit member may participate in the Professional Growth Program to the maximum units allowable, which shall be a limit of six (6) increments, for a limit of six (6) full ranges.
- 23.1.1 Fifteen (15) hours of approved learning activities equals one [1] semester unit of college coursework.
- 23.1.2 Two hundred and twenty-five (225) class hours equals fifteen [15] semester units of college coursework. Activities of less than fifteen (15) hours may be grouped into a unit or multiple units to a total of fifteen (15) units or two hundred and twenty-five (225) hours.
- 23.1.3 To be eligible for advancement on the salary schedule, unit members must complete these Professional Growth Increments to accumulate credits outside of their regular assigned work schedule.
- 23.2 Course Eligibility: Credit will be given for the completion of college, adult education, or trade school courses pertinent to the unit member's job assignment or promotional job opportunities, including general education courses earned toward a degree or certification program. The courses must be completed with a grade of "C" or better or "pass" if grading is done on a pass/fail basis.
- 23.3 District Approved Educational Agencies and Special Programs: Included in these activities are programs, workshops, seminars, institutes, lectures, or online courses offered by colleges, adult schools, professional associations, or the District if approved by the Assistant Superintendent of Human Resources.
- 23.4 Procedure for Salary Advancement for Professional Growth Credit: Unit members are eligible for advancement on the salary schedule upon the completion of two hundred and twenty-five (225) hours of approved learning activities or fifteen (15) semester units of college coursework. The unit member must submit the proper documentation (official transcripts or other acceptable certification of the satisfactory completion of the approved learning activities) to the Human Resources Department. Proper documentation can be submitted at any time during the year. A salary advancement to a higher range shall become effective on the date the unit member submits the proper documentation. The Human Resources Department will forward the necessary forms to payroll to increase the salary of the unit member.

- 23.5 Disputes: In the event that the unit member does not agree on the eligibility of a course or the acceptability of course credit, the District and CSEA shall meet in an attempt to resolve the dispute. Subject to the provisions of Article 20, a unit member may appeal the decision through the filing of a grievance.
- 23.6 Forms: Forms, suggested course titles, and the listing of educational institutions relating to the administration of the Professional Growth Program are attached to this Agreement and marked as Appendix "F". This Appendix is for informational and guideline purposes only, and in no way restricts the inclusion of additional courses, institutions, or activities applicable for approval under the Professional Growth Program.

ARTICLE 24

SEVERABILITY

- 24.1 Savings Clause: If, during the life of this Agreement, there exists any applicable law, rule, regulation, or order issued by governmental authority other than the District which shall render invalid or restrain compliance with or enforcement of any provision of this Agreement, such provision shall be immediately suspended and be of no effect hereunder, so long as such law, rule, regulation, or order shall remain in effect. Such invalidation of a part or portion of this Agreement shall not invalidate any remaining portions which shall continue in full force and effect.
- 24.2 Replacement for Severed Provision: In the event of suspension or invalidation of any Article or Section of this Agreement, the parties agree to meet and negotiate within thirty (30) days after such determination for the purpose of arriving at a mutually satisfactory replacement for such Article or Section.

ARTICLE 25

NEGOTIATIONS

- 25.1 Notification and Public Notice: If either party desires to renegotiate all or part of this Agreement, they shall, approximately one-hundred and twenty (120) days prior to the termination set forth under Article 27, provide written notice and a proposal to the other party of said desire and the nature of the amendments and cause the public notice provisions of law to be fulfilled.
- 25.2 Commencement of Negotiations: Within five (5) days of satisfaction of the public notice requirement, and not later than sixty (60) days following submission of the proposal, negotiations shall commence at a mutually acceptable time and place for the purpose of considering changes in this Agreement.
- 25.3 Impasse: If notice has been given in accordance with the preceding sections and the parties have not been able to agree upon terms of a new Agreement, either party may institute impasse procedures in accordance with the rules of the Educational Employment Relations Act. Once the impasse procedures have been invoked, this Agreement shall remain in full force and effect until the conclusion of the impasse process.
- 25.4 Release Time for Negotiations: CSEA shall have the right to designate five (5) unit members, who shall be given reasonable release time to participate in negotiations.
- 25.5 Ratification of Additions or Changes: Any additions or changes in this Agreement shall not be effective unless reduced to writing and properly ratified and signed by both parties.

ARTICLE 26

NO STRIKE– NO LOCKOUT PROVISION

- 26.1 No Strike: CSEA and the Board agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of this Agreement, CSEA, in consideration of the terms and conditions of this Agreement, will not engage in, encourage, instigate, or condone any strike, work stoppage, or any concerted refusal to perform work duties as required in this Agreement and will undertake to exert its best efforts to discourage any such acts by unit members.
- 26.2 No Lockout: During the term of this Agreement, the Board, in consideration of the terms and conditions of this Agreement, will not authorize any lockout of any unit members covered by this Agreement.

ARTICLE 27

TERM OF AGREEMENT

- 27.1 Term of Agreement: This Agreement shall be effective as of July 1, 2018 and shall continue in effect to and including June 30, 2021.
- 27.2 Reopener Clause: For the 2019-20 school year, Article 12, Health and Welfare Benefits, may be reopened. For the 2020-21 school year, Article 10, Pay and Allowances and Article 12, Health and Welfare Benefits may be reopened. No other articles will be opened in the 2019-2020 and 2020-21 school years, except the District and CSEA agree to meet to negotiate any new laws and or settle negotiable items with a signed Agreement.

APPENDIX “A”

OFFICE PERSONNEL	Range	Work Calendar Days
Accounting Technician/ Accounts Payable	27	260
Administrative Assistant-School	25	223
Administrative Assistant-Department/Program	25	260
Assistant Buyer/Storekeeper	22	260
Buyer/Storekeeper	27	260
Computer Systems Specialist	37	260
Computer Systems Technician	33	260
Database Analyst	44	260
Instructional Materials Technician	22	260
Office Assistant-District	17	224
Office Assistant-School	17	210
Office Technician-District	19	260
Office Technician-School	19	223
Production Technician	24	260
Payroll/Benefits Specialist	28	260
Translator/Spanish-English	21	260

Updated July 2019

APPENDIX "A"

OPERATIONS PERSONNEL	Range	Work Calendar Days
Maintenance		
Electronic Systems/Maintenance Worker	28	260
Electrical/Maintenance Worker	28	260
Masonry/Maintenance Worker	28	260
Plumbing/Maintenance Worker	28	260
Painting/Maintenance Worker	28	260
HVAC/Maintenance Worker	28	260
Skilled Trades/Maintenance Worker	28	260
Equipment Mechanic/Maintenance Worker	28	260
Lead HVAC/Locksmith/Maintenance Worker	28	260
Operations		
Custodian-Day	19	260
Custodian-Night	17	260
Groundskeeper	21	260
Lead Groundskeeper	24	260
Warehouse Delivery Driver	20	260
Transportation		
School Bus Driver	21	210
School Bus Driver Instructor	28	210
School Van Driver	19	210
Transportation Assistant/School Bus Driver	25	260
Transportation Student Attendant	8	210

Updated July 2019

APPENDIX "A"

CHILD NUTRITION SERVICES	Range	Work Calendar Days
Child Nutrition Services Assistant	11	208
Child Nutrition Services Delivery Driver	20	224
Child Nutrition Services Site Manager	20	208

INSTRUCTIONAL ASSISTANCE	Range	Work Calendar Days
Attendance and Welfare Specialist	19	210
Campus Student Supervisor	8	210
Caregiver/Special Education	15	210
COTA/Low Incidence Inclusion Specialist	28	210
Instructional Assistant/Health Care	18	210
Lead Language Assessment Center/Instructional	16	210
Instructional Assistant/Preschool	16	210
Instructional Assistant/Special Education	16	210
Library Media Specialist	20	210
Speech/Language Pathology Assistant	28	210

Updated July 2019

HOURLY

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
1	2,155	12.43	2,263	13.06	2,378	13.72	2,497	14.41	2,625	15.14
2	2,208	12.74	2,317	13.37	2,438	14.07	2,562	14.78	2,691	15.53
3	2,263	13.06	2,378	13.72	2,497	14.41	2,625	15.14	2,752	15.88
4	2,317	13.37	2,438	14.07	2,562	14.78	2,691	15.53	2,822	16.28
5	2,378	13.72	2,497	14.41	2,625	15.14	2,752	15.88	2,900	16.73
6	2,438	14.07	2,562	14.78	2,691	15.53	2,822	16.28	2,969	17.13
7	2,497	14.41	2,625	15.14	2,752	15.88	2,900	16.73	3,042	17.55
8	2,562	14.78	2,691	15.53	2,822	16.28	2,969	17.13	3,119	17.99
9	2,625	15.14	2,752	15.88	2,900	16.73	3,042	17.55	3,191	18.41
10	2,691	15.53	2,822	16.28	2,969	17.13	3,119	17.99	3,280	18.92
11	2,752	15.88	2,900	16.73	3,042	17.55	3,191	18.41	3,360	19.38
12	2,822	16.28	2,969	17.13	3,119	17.99	3,280	18.92	3,441	19.85
13	2,900	16.73	3,042	17.55	3,191	18.41	3,360	19.38	3,527	20.35
14	2,969	17.13	3,119	17.99	3,280	18.92	3,441	19.85	3,612	20.84
15	3,042	17.55	3,191	18.41	3,360	19.38	3,527	20.35	3,703	21.36
16	3,119	17.99	3,280	18.92	3,441	19.85	3,612	20.84	3,798	21.91
17	3,191	18.41	3,360	19.38	3,527	20.35	3,703	21.36	3,892	22.45
18	3,280	18.92	3,441	19.85	3,612	20.84	3,798	21.91	3,994	23.04
19	3,360	19.38	3,527	20.35	3,703	21.36	3,892	22.45	4,095	23.63
20	3,441	19.85	3,612	20.84	3,798	21.91	3,994	23.04	4,193	24.19
21	3,527	20.35	3,703	21.36	3,892	22.45	4,095	23.63	4,302	24.82
22	3,612	20.84	3,798	21.91	3,994	23.04	4,193	24.19	4,406	25.42

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

HOURLY

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
23	3,703	21.36	3,892	22.45	4,095	23.63	4,302	24.82	4,528	26.12
24	3,798	21.91	3,994	23.04	4,193	24.19	4,406	25.42	4,636	26.75
25	3,892	22.45	4,095	23.63	4,302	24.82	4,528	26.12	4,754	27.43
26	3,994	23.04	4,193	24.19	4,406	25.42	4,636	26.75	4,875	28.13
27	4,095	23.63	4,302	24.82	4,528	26.12	4,754	27.43	5,000	28.85
28	4,193	24.19	4,406	25.42	4,636	26.75	4,875	28.13	5,115	29.51
29	4,302	24.82	4,528	26.12	4,754	27.43	5,000	28.85	5,248	30.28
30	4,406	25.42	4,636	26.75	4,875	28.13	5,115	29.51	5,372	30.99
31	4,528	26.12	4,754	27.43	5,000	28.85	5,248	30.28	5,513	31.81
32	4,636	26.75	4,875	28.13	5,115	29.51	5,372	30.99	5,648	32.58
33	4,754	27.43	5,000	28.85	5,248	30.28	5,513	31.81	5,791	33.41
34	4,875	28.13	5,115	29.51	5,372	30.99	5,648	32.58	5,939	34.26
35	5,000	28.85	5,248	30.28	5,513	31.81	5,791	33.41	6,084	35.10
36	5,115	29.51	5,372	30.99	5,648	32.58	5,939	34.26	6,236	35.98
37	5,248	30.28	5,513	31.81	5,791	33.41	6,084	35.10	6,386	36.84
38	5,372	30.99	5,648	32.58	5,939	34.26	6,236	35.98	6,551	37.79
39	5,513	31.81	5,791	33.41	6,084	35.10	6,386	36.84	6,719	38.76
40	5,648	32.58	5,939	34.26	6,236	35.98	6,551	37.79	6,887	39.73
41	5,791	33.41	6,084	35.10	6,386	36.84	6,719	38.76	7,056	40.71
42	5,939	34.26	6,236	35.98	6,551	37.79	6,887	39.73	7,230	41.71
43	6,084	35.10	6,386	36.84	6,719	38.76	7,056	40.71	7,414	42.77
44	6,236	35.98	6,551	37.79	6,887	39.73	7,230	41.71	7,588	43.78

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

HOURLY

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
45	6,386	36.84	6,719	38.76	7,056	40.71	7,414	42.77	7,780	44.88
46	6,551	37.79	6,887	39.73	7,230	41.71	7,588	43.78	7,975	46.01
47	6,719	38.76	7,056	40.71	7,414	42.77	7,780	44.88	8,174	47.16
48	6,887	39.73	7,230	41.71	7,588	43.78	7,975	46.01	8,373	48.31
49	7,056	40.71	7,414	42.77	7,780	44.88	8,174	47.16	8,589	49.55
50	7,230	41.71	7,588	43.78	7,975	46.01	8,379	48.34	8,805	50.80
51	7,414	42.77	7,780	44.88	8,174	47.16	8,589	49.55	9,023	52.06
52	7,588	43.78	7,975	46.01	8,379	48.34	8,805	50.80	9,248	53.35
53	7,780	44.88	8,174	47.16	8,589	49.55	9,023	52.06	9,480	54.69
54	7,975	46.01	8,379	48.34	8,805	50.80	9,248	53.35	9,718	56.07
55	8,174	47.16	8,589	49.55	9,023	52.06	9,480	54.69	9,960	57.46
56	8,379	48.34	8,805	50.80	9,248	53.35	9,718	56.07	10,209	58.90
57	8,589	49.55	9,023	52.06	9,480	54.69	9,960	57.46	10,464	60.37
58	8,805	50.80	9,248	53.35	9,718	56.07	10,209	58.90	10,724	61.87
59	9,023	52.06	9,480	54.69	9,960	57.46	10,464	60.37	10,996	63.44
60	9,248	53.35	9,718	56.07	10,209	58.90	10,724	61.87	11,270	65.02

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

ANNUAL

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
1	2,155	25,860	2,263	27,156	2,378	28,536	2,497	29,964	2,625	31,500
2	2,208	26,496	2,317	27,804	2,438	29,256	2,562	30,744	2,691	32,292
3	2,263	27,156	2,378	28,536	2,497	29,964	2,625	31,500	2,752	33,024
4	2,317	27,804	2,438	29,256	2,562	30,744	2,691	32,292	2,822	33,864
5	2,378	28,536	2,497	29,964	2,625	31,500	2,752	33,024	2,900	34,800
6	2,438	29,256	2,562	30,744	2,691	32,292	2,822	33,864	2,969	35,628
7	2,497	29,964	2,625	31,500	2,752	33,024	2,900	34,800	3,042	36,504
8	2,562	30,744	2,691	32,292	2,822	33,864	2,969	35,628	3,119	37,428
9	2,625	31,500	2,752	33,024	2,900	34,800	3,042	36,504	3,191	38,292
10	2,691	32,292	2,822	33,864	2,969	35,628	3,119	37,428	3,280	39,360
11	2,752	33,024	2,900	34,800	3,042	36,504	3,191	38,292	3,360	40,320
12	2,822	33,864	2,969	35,628	3,119	37,428	3,280	39,360	3,441	41,292
13	2,900	34,800	3,042	36,504	3,191	38,292	3,360	40,320	3,527	42,324
14	2,969	35,628	3,119	37,428	3,280	39,360	3,441	41,292	3,612	43,344
15	3,042	36,504	3,191	38,292	3,360	40,320	3,527	42,324	3,703	44,436
16	3,119	37,428	3,280	39,360	3,441	41,292	3,612	43,344	3,798	45,576
17	3,191	38,292	3,360	40,320	3,527	42,324	3,703	44,436	3,892	46,704
18	3,280	39,360	3,441	41,292	3,612	43,344	3,798	45,576	3,994	47,928
19	3,360	40,320	3,527	42,324	3,703	44,436	3,892	46,704	4,095	49,140
20	3,441	41,292	3,612	43,344	3,798	45,576	3,994	47,928	4,193	50,316
21	3,527	42,324	3,703	44,436	3,892	46,704	4,095	49,140	4,302	51,624
22	3,612	43,344	3,798	45,576	3,994	47,928	4,193	50,316	4,406	52,872

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

ANNUAL

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
23	3,703	44,436	3,892	46,704	4,095	49,140	4,302	51,624	4,528	54,336
24	3,798	45,576	3,994	47,928	4,193	50,316	4,406	52,872	4,636	55,632
25	3,892	46,704	4,095	49,140	4,302	51,624	4,528	54,336	4,754	57,048
26	3,994	47,928	4,193	50,316	4,406	52,872	4,636	55,632	4,875	58,500
27	4,095	49,140	4,302	51,624	4,528	54,336	4,754	57,048	5,000	60,000
28	4,193	50,316	4,406	52,872	4,636	55,632	4,875	58,500	5,115	61,380
29	4,302	51,624	4,528	54,336	4,754	57,048	5,000	60,000	5,248	62,976
30	4,406	52,872	4,636	55,632	4,875	58,500	5,115	61,380	5,372	64,464
31	4,528	54,336	4,754	57,048	5,000	60,000	5,248	62,976	5,513	66,156
32	4,636	55,632	4,875	58,500	5,115	61,380	5,372	64,464	5,648	67,776
33	4,754	57,048	5,000	60,000	5,248	62,976	5,513	66,156	5,791	69,492
34	4,875	58,500	5,115	61,380	5,372	64,464	5,648	67,776	5,939	71,268
35	5,000	60,000	5,248	62,976	5,513	66,156	5,791	69,492	6,084	73,008
36	5,115	61,380	5,372	64,464	5,648	67,776	5,939	71,268	6,236	74,832
37	5,248	62,976	5,513	66,156	5,791	69,492	6,084	73,008	6,386	76,632
38	5,372	64,464	5,648	67,776	5,939	71,268	6,236	74,832	6,551	78,612
39	5,513	66,156	5,791	69,492	6,084	73,008	6,386	76,632	6,719	80,628
40	5,648	67,776	5,939	71,268	6,236	74,832	6,551	78,612	6,887	82,644
41	5,791	69,492	6,084	73,008	6,386	76,632	6,719	80,628	7,056	84,672
42	5,939	71,268	6,236	74,832	6,551	78,612	6,887	82,644	7,230	86,760
43	6,084	73,008	6,386	76,632	6,719	80,628	7,056	84,672	7,414	88,968
44	6,236	74,832	6,551	78,612	6,887	82,644	7,230	86,760	7,588	91,056

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

ANNUAL

NATIONAL SCHOOL DISTRICT

2019-2020

Effective 07-01-2019

CLASSIFIED SALARY SCHEDULE

STEP	I		II		III		IV		V	
45	6,386	76,632	6,719	80,628	7,056	84,672	7,414	88,968	7,780	93,360
46	6,551	78,612	6,887	82,644	7,230	86,760	7,588	91,056	7,975	95,700
47	6,719	80,628	7,056	84,672	7,414	88,968	7,780	93,360	8,174	98,088
48	6,887	82,644	7,230	86,760	7,588	91,056	7,975	95,700	8,373	100,476
49	7,056	84,672	7,414	88,968	7,780	93,360	8,174	98,088	8,589	103,068
50	7,230	86,760	7,588	91,056	7,975	95,700	8,379	100,548	8,805	105,660
51	7,414	88,968	7,780	93,360	8,174	98,088	8,589	103,068	9,023	108,276
52	7,588	91,056	7,975	95,700	8,379	100,548	8,805	105,660	9,248	110,976
53	7,780	93,360	8,174	98,088	8,589	103,068	9,023	108,276	9,480	113,760
54	7,975	95,700	8,379	100,548	8,805	105,660	9,248	110,976	9,718	116,616
55	8,174	98,088	8,589	103,068	9,023	108,276	9,480	113,760	9,960	119,520
56	8,379	100,548	8,805	105,660	9,248	110,976	9,718	116,616	10,209	122,508
57	8,589	103,068	9,023	108,276	9,480	113,760	9,960	119,520	10,464	125,568
58	8,805	105,660	9,248	110,976	9,718	116,616	10,209	122,508	10,724	128,688
59	9,023	108,276	9,480	113,760	9,960	119,520	10,464	125,568	10,996	131,952
60	9,248	110,976	9,718	116,616	10,209	122,508	10,724	128,688	11,270	135,240

Governing Board Approval:

Effective 07-01-2019

2.0%

March 2021

MANDATORY INSURANCE COMPANIES

Medical Insurance: Kaiser Foundation
United Healthcare
SIMNSA Insurance (Mexico)

Dental Insurance: Delta Dental PPO (includes dependents)
Delta Care (includes dependents)

Vision Insurance: Vision Service Plan
Superior Vision

Life Insurance: Hartford

CASH PAYOUT PROCEDURES

As per Article 12.2.3 of the Agreement, the following procedures shall be followed:

1. The eligible retiree must maintain their permanent, legal residence in a geographic area not covered by any of the health plans currently offered by this Agreement.
2. A notarized release, signed by the eligible retiree, must be on file in the Human Resources Department. (Form attached)
3. This option can only be exercised during the open enrollment period. (September 1 through September 30)
4. Each eligible retiree shall receive an annual check from the District on or about October 15 of each year in an amount equal to the lowest cost plan currently available to active unit members.
5. Should negotiations for health benefits extend beyond October 1 of any year, a check for the previous year's amount will be sent to each eligible retiree. Once negotiations have been concluded, an additional amount, if so warranted, will be sent.
6. Should the death of the eligible retiree take place during the health plan year, the amount not paid the health plan provider must be returned to the District.

STATEMENT OF RELEASE

Pursuant to Section 12.2.3 of the Agreement between the Governing Board of the National School District and the California School Employees' Association, Chapter 206, I declare that I will abide by the procedures set forth in Appendix "E" and of this Agreement and that my legal, permanent residence is in an area not covered by any health plan currently offered by this Agreement.

I also declare that I understand that the money received for this purpose must be used to purchase health plan coverage for myself and hereby release CSEA and the District of any liability related to this issue.

_____ GENERAL ACKNOWLEDGEMENT BY
Signature

_____ NOTARY REQUIRED
Typed Name

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

DUES SCHEDULE

It is agreed that the California School Employees Association and its local chapter have the sole right to change the Dues and Service Fee schedule per the CSEA Constitution and Bylaws.

State Dues

The per capita dues of the State Association shall be assessed at the rate of 1.5% of the first \$4725 of monthly gross salary (exclusive of overtime but including longevity, professional growth and anniversary increments), but shall not exceed a maximum assessment of \$472.50 annually, in accordance with procedures as set forth in the CSEA Constitution and Bylaws, Article VII, Dues and Assessments.

Effective August 2017

The per capita dues of the State Association shall be assessed at the rate of 1.5% of the first \$3,150 of monthly gross salary (exclusive of overtime but including longevity, professional growth and anniversary increments), but shall not exceed a maximum assessment of \$472.50 annually, in accordance with procedures as set forth in the CSEA Constitution and Bylaws, Article VII, Dues and Assessments

Chapter Dues

Local chapter dues for CSEA Chapter #206 shall be assessed in addition to the above listed State per capita dues and as per the Chapter Constitution and Bylaws.

SUGGESTED COURSE TITLES**CHILD NUTRITION SERVICES**

Business Math
 Child Psychology
 Cost Control
 First Aid
 Food Purchasing
 Grammar
 Health Education
 Menu Planning
 Nutrition
 Personnel Management
 Quantity Food Preparation
 Sanitation and Safety

CLERICAL

Accounting
 Bookkeeping
 Business Communication
 Business Correspondence
 Business English
 Business Human Relations
 Business Math
 Child Psychology
 First Aid
 Grammar
 Keyboarding
 Office Management
 Personal Development
 Psychology of Human Relations
 Spanish

CUSTODIAL

Building Maintenance
 Business Math
 Child Psychology
 First Aid
 Grammar

INSTRUCTIONAL ASSISTANTS

Art
 Bilingual Education
 Child Development
 Contemporary Social Problems
 Crafts
 English
 First Aid
 Instructional Aide
 Keyboarding
 Language Development
 Math
 Music
 Oral Communication
 Physical Education
 Sign Language
 Spanish
 Teaching ESL to Spanish Speaking Children

GROUNDS/MAINTENANCE

Agriculture
 Auto Shop
 Blueprint Reading
 Building Maintenance
 Driver Improvement
 Equipment Operation
 First Aid
 General Metal Working
 Landscaping, Gardening Maintenance
 Machine Shop
 Math
 Pest Control
 Safety

ONLINE COURSES

Online courses offered by colleges, adult schools, professional associations, if approved by the Assistant Superintendent of Human Resources

Credit for the above courses is not automatic. You must have prior approval from the Review Committee and the Assistant Superintendent of Human Resources. Courses not listed may be submitted to the Committee for prior approval.

NATIONAL SCHOOL DISTRICT
Performance Evaluation for Classified Staff

Name of Employee _____

Period Covered by Appraisal _____

Position _____

School/Dept. _____

Length of Employment in Present Position _____

Length of Employment _____

	1 – Excels	2 – Effective	3 – Requires Improvement*		4 – Not Applicable
	1	2	3	4	
ADAPTABILITY					
Accepts Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adjustment to job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ease with which new duties are learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

RELATIONSHIP WITH PEOPLE:						
Works well with	Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ATTITUDE TOWARD WORK:						
	Interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Complies with rules, regulations, and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Willingness and ability to accept and carry out responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DEPENDABILITY						
	Attends to duties in absence of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follows instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

JOB KNOWLEDGE:						
	Technical knowledge of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PROFESSIONAL QUALITIES:						
	Appropriate attire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observance of work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Regular Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* Must be accompanied by "Recommendations for Improvement" sheet.

	1	2	3	4	COMMENTS
QUALITY OF WORK:					
Meets time schedules for work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accuracy in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Proper care of materials and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	1	2	3	4	COMMENTS
ADDITIONAL FACTORS:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator's Comments:

Date _____ Signature of Evaluator _____

Employee's Comments:

Employee's Statement: I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement. I also have the right to attach comments of my own.

Date _____ Signature of Employee _____

Prepare in triplicate: Original - Personnel File
 Copy - Employee
 Copy - Supervisor

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS NATIONAL CHAPTER 206
AND THE
NATIONAL SCHOOL DISTRICT
NEW EMPLOYEE ORIENTATION
November 13, 2017

The passage of Assembly Bill 119 has added requirements for public employers to give access to new employee orientations and provide contact information to exclusive representatives on all bargaining unit members. This Memorandum of Understanding (hereinafter, "MOU") represents the parties understanding related to the bargaining unit information which CSEA will receive and is entered into by and between the National School District (hereinafter, "District") and the California School Employees Association and its National Chapter # 206 (hereinafter, "CSEA")

1. DISTRICT NOTICE TO CSEA OF NEW HIRES

- a. The District shall provide the CSEA Chapter President or Designee notice of any newly hired employee, within ten (10) days of hire, via electronic mail. The notice shall include full legal name, date of hire, classification, and site.

2. DISTRICT NOTICE TO CSEA OF EMPLOYEE ORIENTATION

- a. "New Employee Orientation" means the onboarding process of a newly hired bargaining unit employees, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties, and responsibilities, or any other employment related matters.
- b. Provide CSEA With Access to New Employees: CSEA shall not receive less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the District's operations that were not reasonably foreseeable.
- c. The District agrees to send two (2) representative of CSEA's choice to an orientation meeting, not to exceed one (1) hour, with all newly hired unit members. Such meeting shall take place within two (2) weeks following the unit member's initial date of hire. The District Human Resources Office shall be responsible for scheduling orientation appointments with the prior approval of CSEA. CSEA shall be granted one (1) hour paid release time for two (2) representatives, to make a presentation at the orientation. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative may also attend the orientation.
- d. In the event the District conducts one-on-one orientations with new employees, CSEA shall have thirty (30) minutes of paid release time for one (1) CSEA

representative to conduct the orientation session. Said release time shall not be counted against the total release time contained elsewhere in the collective bargaining agreement. The CSEA Labor Relations Representative may also attend the orientation.

- e. The District shall include the CSEA membership application (and a CSEA provided link for an electronic application where applicable) in any employee orientation packet of District materials that is provided to any newly hired employee. CSEA shall provide the copies of any CSEA literature/membership applications to the District for distribution.
- f. The orientation sessions shall be held on District property during the workday of the employee(s), who shall be on paid time.
- g. Upon, request of CSEA, during the CSEA's orientation session, no District manager or supervisor, or non-unit employee shall be present.

3. EMPLOYEE INFORMATION

- a. "Newly Hired Employee" or "New Hire" means any employee, whether permanent, full time, part time, hired by the District, and who is still employed as of the date of the new employee orientation. It also includes all employees who are or have been previously employed by the District and whose current position has placed them in the bargaining unit represented by CSEA. For those latter employees, for purposes of this article only, the "date of hire" is the date upon which the employees' employee status changed as such that the employee was placed in the CSEA unit.
- b. Provide CSEA With New Hire Contact Information: On the last workday of each month, the District shall provide CSEA, via a mutually agreeable secure FTP site or service, the name and contact information on the new hires. This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the District.

The information shall be provided electronically via a mutually agreeable secure FTP format and shall include the following items, with each field in its own column:

- i. First Name;
- ii. Middle Initial;
- iii. Last Name;
- iv. Suffix (e.g. Jr., III);
- v. Job Title / Classification;
- vi. Department
- vii. Primary Worksite Name;
- viii. Work Telephone Number;

- ix. Home Street Address (Incl. Apartment #);
- x. City;
- xi. State;
- xii. ZIP Code (5 or 9 Digits);
- xiii. Home Telephone Number (10 Digits);
- xiv. Personal Cellular Telephone Number (10 Digits);
- xv. Personal Email Address of the Employee;
- xvi. Last Four Numbers of the Social Security Number;
- xvii. Birth Date;
- xviii. Employee ID;
- xix. CalPERS Status; ("Y" if in CalPERS /" N" if not in CalPERS)
- xx. Hire Date.

c. Periodic Update of Contact Information: The District shall also provide CSEA with a list of all bargaining unit members names and contact information described above in section 3 (b) on the last working day of July, November, and March. The information shall be provided to CSEA, via a mutually agreeable secure FTP site or service.

4. GRIEVANCE PROCEDURE

- a. Any alleged violation, misinterpretation, or misapplication of the terms of this agreement shall be subject to the grievance provisions of the Collective Bargaining Agreement, except as follows:
 - i. Only CSEA can grieve this agreement.

5. DURATION

- a. This agreement shall become effective July 1, 2017, and shall continue in effect up to and including June 30, 2020, and renew automatically if not reopened in writing by either party prior to renewal.

Signed this 13th day of November 2017.

CSEA

Joni Callissier
Monah. Abade

DISTRICT

Leticia Hernandez

National School District

School Work Calendar

2020-2021

2020

July											
				1	2	3	4				
5	6	7	8	9	10	11					
12	13	14	15	16	17	18					
19	20	21	22	23	24	25					
26	27	28	29	30	31						

July 2 Admin Assistant & Office Tech Return for 1 Day

July 3 Holiday Independence Day

July 30 All Classified Employees Return for 1 Day (10-Month, 11-Month and CNS)

2021

January											
										1	2
3	4	5	6	7	8	9					
10	11	12	13	14	15	16					
17	18	19	20	21	22	23					
24	25	26	27	28	29	30					
31											

Jan. 1 Holiday New Year's Day

Jan. 4 Classified and Certificated Staff Return/Professional Growth Day (Non-Student and Non-CNS Day)

Jan. 5 Students Return and CNS Return

Jan. 18 Holiday MLK Jr. Day

August											
											1
2	3	4	5	6	7	8					
9	10	11	12	13	14	15					
16	17	18	19	20	21	22					
23	24	25	26	27	28	29					
30	31										

August 12 Admin Assistant & Office Tech Return

August 19 Certificated Staff Return

August 20 All Classified Staff Return (10-Month, 11-Month and CNS)

August 24 Students Return

February											
		1	2	3	4	5	6				
7	8	9	10	11	12	13					
14	15	16	17	18	19	20					
21	22	23	24	25	26	27					
28											

Feb. 12 Holiday Presidents' Day

Feb. 15 Holiday Presidents' Day

September											
			1	2	3	4	5				
6	7	8	9	10	11	12					
13	14	15	16	17	18	19					
20	21	22	23	24	25	26					
27	28	29	30								

Sept. 7 Holiday Labor Day

March											
			1	2	3	4	5				
6	7	8	9	10	11	12					
13	14	15	16	17	18	19					
20	21	22	23	24	25	26					
27	28	29	30	31							

March 5, 8, 9, 10, 12 Parent Teacher Conferences

March 29-April 2 Spring Break

October											
					1	2	3				
4	5	6	7	8	9	10					
11	12	13	14	15	16	17					
18	19	20	21	22	23	24					
25	26	27	28	29	30	31					

Oct. 9, 12, 13, 14, 16 Parent Teacher Conferences

April											
						1	2	3			
4	5	6	7	8	9	10					
11	12	13	14	15	16	17					
18	19	20	21	22	23	24					
25	26	27	28	29	30						

April 5 Certificated and Classified Staff Return/Professional Growth Day (Non-Student and Non-CNS-Day)

April 6 Students Return and CNS Return

November											
		2	3	4	5	6					
		9	10	11	12	13					
		16	17	18	19	20					
		23	24	25	26	27					
		30									

Nov. 11 Holiday Veterans Day

Nov. 23 Holiday Cesar Chavez Day

Nov. 24 Holiday Friday Before Easter

Nov. 25 Holiday Admission Day

Nov. 26 Holiday Thanksgiving Day

Nov. 27 Holiday Friday Following Thanksgiving Day

May											
											1
2	3	4	5	6	7	8					
9	10	11	12	13	14	15					
16	17	18	19	20	21	22					
23	24	25	26	27	28	29					
30	31										

May 31 Holiday Memorial Day

December											
			1	2	3	4	5				
6	7	8	9	10	11	12					
13	14	15	16	17	18	19					
20	21	22	23	24	25	26					
27	28	29	30	31							

Dec. 21 - Jan. 1 Winter Break

Dec. 24 Holiday Christmas Eve Day

Dec. 25 Holiday Christmas Day

Dec. 31 Holiday New Year's Eve Day

June											
			1	2	3	4	5				
6	7	8	9	10	11	12					
13	14	15	16	17	18	19					
20	21	22	23	24	25	26					
27	28	29	30								

June 3 No Minimum Day

June 9 Last Day for Students & Certificated Staff and 10-month Employees (Minimum Day)

June 16 Last day Admin Assistants & Office Tech

Final Calendar Verified:

NCETA: [Irma Sanchez- June 20, 2020](#)

CSEA: [Mona Ribada- June 20, 2020](#)

District: [Leticia Hernandez- June 20, 2020](#)

Board Approval Date: [June 22, 2020](#)

No Minimum Day
Admin Assistants and Office Tech
Holidays
Staff Return
Students Return/Last Day
Break
Parent Teacher Conferences

Board Member-Confidential Staff Directory

Confidential Staff Directory

<i>Name</i>	<i>Title/Department</i>
Brady, Leighangela, Ed.D.	Superintendent / <i>Administration</i>
Byerly, Candace	Director of Transportation / <i>Business Services</i>
Castillo, David	Director / <i>Maintenance, Operations & Facilities</i>
Cowart, Erina	Director of Finance / <i>Business Services</i>
Cron, Larry	Custodial Supervisor / <i>Maintenance & Operations</i>
Ferris, Joe	Technology Services Supervisor / <i>Technology</i>
Flamion, Mandy	Area Supervisor / <i>Child Nutrition Services</i>
Hansen, Jon	Director of Business Support Services / <i>Business Services</i>
Hayes, Beverly	Director of Educational Services / <i>Educational Services</i>
Hernandez, Leticia, Ed.D.	Assistant Superintendent / <i>Human Resources</i>
Hindi, Sandy	Registered Dietitian / <i>Child Nutrition Services</i>
Kraft, Sharmila, Ed.D.	Assistant Superintendent / <i>Educational Services</i>
Lawson, Charmaine	Director of Early Childhood Programs / <i>Educational Services</i>
O'Connor, Wendy, Ed.D.	Director of Literacies, Educational Technology & Innovation / <i>Educational Services</i>
Orendain, Adriana	Purchasing Supervisor / <i>Purchasing</i>
Piper, Janna	Director of Student Support Services / <i>Educational Services</i>

NATIONAL SCHOOL DISTRICT

CELL PHONE NUMBERS

SUPERINTENDENT/ASST. SUPERINTENDENTS

Brady, Leighangela	619-942-0473
Kraft, Sharmila	619-433-9067

BOARD MEMBERS

	619-495-8563
Dalla, Maria	619-772-6418
	619-929-2811
Lizarraga, Rocina	619-929-1933
	619-823-8104

PRINCIPALS

Castañeda, Linnette - Olivewood	619-207-8215
Denegri, Alfonso - Palmer Way	619-818-0526
Ruan, Sonia - Las Palmas	619-818-0487
Melanese, Kathy - Lincoln Acres	858-401-3438
Sanchez, Steven - Central	619-823-2526
Segura, Leticia - John Otis	619-315-9190
Vicario, Luz - Kimball	619-818-1267
Vine, Bryan - El Toyon/Rancho	619-379-8215
Young, Meghann - Ira Harbison	619-385-6933

ASSISTANT PRINCIPALS

Arancibia, Delia - ET/RN	619-565-5141
Baringer, Brenna - CN/LA	619-407-0044

DIRECTORS/COORDINATORS

	619-407-0386
Cowart, Erina - Business	619-407-0716
	619-818-3400
Hayes, Beverly - Educational Svcs.	619-818-2365
	619-818-2142
Byerly, Candace - Transportation	619-572-5590
O'Connor, Wendy - Technology	619-380-4196
Piper, Janna - Student Support Svcs.	619-494-4927

DO ADMINISTRATIVE ASSISTANTS

Aispuro, Griselda - HR	619-643-4535
Ceseña, Vanessa - Administration	619-643-0693
	619-643-5489
Sandoval, Jennifer - Bus Support Svcs	619-643-5052
	619-643-1009

TECHNOLOGY

Finch, Justin	619-572-7322
	619-623-4481
Hussain, Yousuf	619-836-9603
Zimmerle, Steven	619-643-3947

OTHER STAFF

Araujo, Yolanda - Preschool Liaison	619-403-3234
Bland, Nathan - Resource Teacher	619-372-9250
Benitez, Angelica - Resource Teacher	619-623-4202
Couret, Miriam - Preschool Liaison	619-772-2860
Cron, Larry - Custodial Supervisor	619-571-7428
Flamion, Amanda - CNS Area Sup	619-876-1275
Hindi, Sandy - Registered Dietitian	619-994-9113
Lopez, Fermina - Preschool Liaison	619-415-6272
Marmolejo, Concepcion - District Nurse	619-876-3713
Nicole, Janet - District Nurse	619-772-8079
Olea, Yvette - Info Compliance	619-917-3194
Orendain, Adriana - Purchasing	619-818-3273
Ramirez, Myrna- Welfare/Attend. Spec.	619-672-5679
	619-455-2426

BUS DRIVERS

Calyton, Jorge	619-592-6685
	619-573-0106
Garcia, Maria	619-592-6682
	619-592-6683
Maldonado, Rosalinda	619-380-8364
Perez, Laura	619-207-7519
Poblano-Lopez, Saul	619-573-0104
Quinonez, Jose	619-592-6684



NATIONAL SCHOOL DISTRICT

District Office Directory

2020-2021

Phone (619) 336-7500

Administration

Main Number: 336-7510

Fax: 336-7505

Brady, Leighangela..... 7705

Ceseña, Vanessa 7701

Gomez, Jocelyn 7700

Curriculum Lab 7702

Business Services

Main Number: 336-7515

Fax: 336-7516

Barajas, Charleen 7724

Cowart, Erina 7714

Fogerson, Virginia 7716

Guerrero, Michael..... 7713

Noel, Perla 7715

Olea, Yvette..... 7765

Sanchez, Evelyn..... 7710

Child Nutrition Services

Main Number: 336-7530

Fax: 336-7531

Hansen, Jon 7735

Flamion, Mandy 7733

Hindi, Sandy..... 7699

Lopez, Adolfo 7614

Mendoza, Joel 7614

Mondragon, Linda 7798

Rico, Sonia 7734

Sandoval, Jennifer 7731

Conference Room 7736

Educational Services

Main Number: 336-7550

Fax: 336-7551

Kraft, Sharmila 7742

Arellano, Maritza 7514

Benitez, Angelica 7795

Bland, Nathan 7779

Cabrera, Laura 7741

Calzada, Veronica 7750

Censoplano-Holmes, Angela ... 7781

Colada-Tacto, Jannette 7783

Crosbie, Katie 7782

Hayes, Beverly..... 7503

Lobo, Leo 7760

Lopez, Sofia 7754

Mendoza, Cristina 7613

O'Connor, Wendy 7753

Prieto, Eduardo 7719

Villalpando, Sara 7749

Assessment Center 7514

Fax: 336- 7781

Conference Room 7757

Human Resources

Main Number: 336-7520

Fax: 336-7521

Hernandez, Leticia..... 7722

Aispuro, Griselda 7721

Ellis, Sandy 7546

Gutierrez, Vanessa..... 7729

Valdivia, Rosie 7704

Vazquez, Martha 7737

Aesop: 1-800-942-3767

Maintenance & Operations

Main Number: 336-7575

Fax: 336-7576

Castillo, David 7780

Cron, Larry..... 7777

Mendoza, Michelle..... 7770

Technology

Main Number: 336-7783

Fax: 474-0715

Ferris, Joe 7786

Bogart, Chad 7518

Finch, Justin 7712

Gil, Oscar 7752

Gil, Ricardo 7756

Hussain, Yousuf..... 7773

Zimmerle, Steven..... 7778

Purchasing

Main Number: 336-7784

Fax: 336-7531

Orendain, Adriana 7718

Carrillo, Mario 7785

Garcia, Lino 7785

Special Education

Main Number: 336-7550

Fax: 336-7551

Piper, Janna 7740

Gonzales, Evelyn 7703

Pedregal, Rachel 7743

Ramirez, Myrna 5679

Transportation

Main Number: 336-7706

Fax: 336-7682

Byerly, Candace..... 7706

Alcocer, Velia 7789

August 2020

Name	Ext.	Title/Department
Aispuro, Griselda	7721	Administrative Assistant-Office Manager / <i>Human Resources</i>
Alcocer, Velia	7789	Transportation Assistant/School Bus Driver / <i>Transportation</i>
Arellano, Maritza	7514	Instructional Assistant / <i>Language Assessment Center</i>
Barajas, Charleen	7724	Payroll/Benefits Specialist (Certificated Employees) / <i>Business Services</i>
Benitez, Angelica	7795	District Resource Teacher - Parent Engagement / <i>Educational Services</i>
Bland, Nathan	7779	District Resource Teacher-Technology / <i>Educational Services</i>
Bogart, Chad	7518	Computer Systems Technician / <i>Technology</i>
Brady, Leighangela, Ed.D.	7705	Superintendent / <i>Administration</i>
Byerly, Candace	7706	Director of Transportation / <i>Business Services</i>
Cabrera, Laura	7741	Administrative Assistant / <i>Educational Services</i>
Calzada, Veronica	7750	Administrative Assistant-Office Manager / <i>Educational Services</i>
Carrillo, Mario	7785	Warehouse Delivery Driver / <i>Purchasing</i>
Castillo, David	7780	Director / <i>Maintenance, Operations & Facilities</i>
Censoplano-Holmes, Angela	7781	District Resource Teacher / <i>Educational Services</i>
Ceseña, Vanessa	7701	Administrative Assistant to the Office of the Superintendent / <i>Administration</i>
Colada-Tacto, Jannette	7783	District Resource Teacher / <i>Educational Services</i>
Cowart, Erina	7714	Director of Finance / <i>Business Services</i>
Cron, Larry	7777	Custodial Supervisor / <i>Maintenance & Operations</i>
Crosbie, Katie	7782	District Resource Teacher / <i>Educational Services</i>
Ellis, Sandy	7546	Human Resources Specialist / <i>Human Resources</i>
Ferris, Joe	7786	Technology Services Supervisor / <i>Technology</i>
Finch, Justin	7712	Computer Systems Specialist / <i>Technology</i>
Flamion, Mandy	7733	Area Supervisor / <i>Child Nutrition Services</i>
Fogerson, Virginia	7716	Accounting Technician / <i>Business Services</i>
Garcia, Lino	7785	Buyer/Storekeeper / <i>Purchasing</i>
Gil, Oscar	7752	Database Analyst / <i>Educational Services</i>
Gil, Ricardo	7756	Computer Systems Technician / <i>Technology</i>
Gomez, Jocelyn	7700	Administrative Assistant to the Office of the Superintendent / <i>Administration</i>
Gonzales, Evelyn	7703	Office Technician / <i>Educational Services</i>
Guerrero, Michael	7713	Financial Accountant / <i>Business Services</i>
Gutierrez, Vanessa	7729	Office Technician / <i>Human Resources</i>
Hansen, Jon	7735	Director of Business Support Services / <i>Business Services</i>
Hayes, Beverly	7503	Director of Educational Services / <i>Educational Services</i>
Hernandez, Leticia, Ed.D.	7722	Assistant Superintendent / <i>Human Resources</i>
Hindi, Sandy	7699	Registered Dietitian / <i>Child Nutrition Services</i>
Hussain, Yousuf	7773	Computer Systems Specialist / <i>Technology</i>
Kraft, Sharmila, Ed.D.	7742	Assistant Superintendent / <i>Educational Services</i>
Lobo, Leo	7760	Offset Press Operator / <i>Educational Services</i>
Lopez, Adolfo	7614	Child Nutrition Services Delivery Driver/ <i>Child Nutrition Services</i>
Lopez, Sofia	7754	Translator / <i>Educational Services</i>
Mendoza, Cristina	7613	Instructional Assistant / <i>Language Assessment Center</i>
Mendoza, Joel	7614	CNS Buyer/Storekeeper / <i>Child Nutrition Services</i>
Mendoza, Michelle	7770	Administrative Assistant / <i>Maintenance & Operations</i>
Mondragon, Linda	7798	Office Technician / <i>Child Nutrition Services</i>
Noel, Perla	7715	Payroll/Benefits Specialist (Classified Employees) / <i>Business Services</i>
O'Connor, Wendy, Ed.D.	7753	Director of Literacies, Educational Technology & Innovation / <i>Educational Services</i>
Olea, Yvette	7765	Information Compliance Specialist / <i>Business Services</i>
Orendain, Adriana	7718	Purchasing Supervisor / <i>Purchasing</i>
Pedregal, Rachel	7743	Administrative Assistant / <i>Educational Services</i>
Piper, Janna	7740	Director of Student Support Services / <i>Educational Services</i>
Prieto, Eduardo	7719	Instructional Materials Technician / <i>Educational Services</i>
Ramirez, Myrna	5679	Welfare & Attendance Specialist / <i>Educational Services</i>
Rico, Sonia	7734	Site Manager (Roving) / <i>Child Nutrition Services</i>
Sanchez, Evelyn	7710	Administrative Assistant / <i>Business Services</i>
Sandoval, Jennifer	7731	Administrative Assistant / <i>Child Nutrition Services</i>
Valdivia, Rosie	7704	Office Technician / <i>Human Resources</i>
Vazquez, Martha	7737	Human Resources Specialist / <i>Human Resources</i>
Villalpando, Sara	7749	Administrative Assistant / <i>Educational Services</i>
Zimmerle, Steven	7778	Computer Systems Technician / <i>Technology</i>

NATIONAL SCHOOL DISTRICT
1500 N Avenue
National City, CA 91950
(619) 336-7500

2020-2021
School Office Directory

CENTRAL SCHOOL336-7400**
 933 'E' Avenue..... FAX 336-7455
 Principal – Steven Sanchez7450
 Asst. Principal – Brenna Baringer7460
 Admin. Asst. – Elisa Baro7451
 Office Tech. – Corinna De Leon7452

LINCOLN ACRES SCHOOL*336-8600
 2200 Lanoitan Avenue.....FAX 336-8655
 Principal – Kathy Melanese 8650
 Asst. Principal – Brenna Baringer 8685
 Admin. Asst. – Elizabeth Vidrios..... 8651
 Office Tech. – Isabel Lizarraga..... 8653

EL TOYON SCHOOL336-8000**
 2000 E. Division Street. FAX 336-8055
 Principal – Bryan Vine.....8050
 Asst. Principal - Delia Arancibia.....8023
 Admin. Asst. – Veronica Fonseca.....8052
 Office Tech. – Ana Nuño.....8054

OLIVEWOOD SCHOOL336-8700**
 2505 'F' Avenue.....FAX 336-8755
 Principal – Linnette Castañeda..... 8750
 Admin. Asst. – Lupita Saunders 8752
 Office Tech. – Irene Carrillo..... 8751

IRA HARBISON SCHOOL*336-8200
 3235 E. 8th Street. FAX 336-8255
 Principal – Meghann Young8250
 Admin. Asst. – Veronica Garcia8251
 Office Tech. – Blanca Carson8253

JOHN OTIS SCHOOL*336-8800
 621 E. 18th Street.....FAX 336-8855
 Principal – Leticia Segura 8850
 Admin. Asst. – Araceli Welch..... 8851
 Office Tech. – Luz Avalos..... 8852

KIMBALL SCHOOL336-8300**
 302 W. 18th Street FAX 336-8355
 Principal – Luz Vicario8350
 Admin. Asst. – Camillia Arias8351
 Office Tech. – Anamaria Garcia.....8352

PALMER WAY SCHOOL*336-8900
 2900 Palmer Street.....FAX 336-8955
 Principal – Alfonso Denegri 8950
 Admin. Asst. – Valeria Haymes 8951
 Office Tech. – Martha Ortega 8953

LAS PALMAS SCHOOL*336-8500
 1900 E. 18th Street. FAX 336-8555
 Principal – Sonia Ruan8550
 Admin. Asst. – Maura Vega8551
 Office Tech. – Paola Pineda8553

RANCHO DE LA NACIÓN336-8100**
 1830 E. Division Street. FAX 336-8155
 Principal – Bryan Vine 8150
 Asst. Principal - Delia Arancibia..... 8023
 Admin. Asst. – Matilde Rosa..... 8151
 Office Tech. – Jackie Olea..... 8152

(*) Early Start 8:15 a.m. to 2:35 p.m.
Minimum Days 8:15 a.m. to 1:00 p.m.

() Late Start 8:40 a.m. to 3:00 p.m.**
Minimum Days 8:40 a.m. to 1:25 p.m.

PRESCHOOL CENTER.....336-8670
 2401 E. 24th Street at Lincoln Acres....FAX 336-8673
 Dir. Early Childhood Prgms–Charmaine Lawson..8672
 Early Childhood Support Provider-Kara Casares..3221
 Admin. Asst. – Carmen Medina Pidgeon8670
 Office Tech. – Brenda Prieto.....8671



*ACRONYMS &
INITIALS
...a partial listing*

December 2020

A

AA	Affirmative Action Alcoholics Anonymous Associate of Arts
AAAS	American Association for the Advancement of Science
AACJC	American Association of Community and Junior Colleges
AACTE	American Association of Colleges for Teacher Education
AAHPERD	American Alliance for Health, Physical Education, Recreation and Dance
AASA	American Association of School Administrators
AASL	American Association of School Librarians
AASPA	American Association of School Personnel Administrators
AAU	Amateur Athletic Union Association of American Universities
AAUW	American Association of University Women
AB	Assembly Bill
ABA	Applied Behavior Analysis
ACEI	Association for Childhood Education International
ACLU	American Civil Liberties Union
ACSA	Association of California School Administrators
ACSE	Advisory Commission on Special Education
ACT	American College Testing Program
ADA	Americans with Disabilities Act Average Daily Attendance
ADAPT	Alcohol and Drug Abuse Prevent Task Force
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADI	Autism Diagnostic Interview Revised

A (continued)

ADOS	Autism Diagnostic Observation Scale
ADR	Alternative Dispute Resolution
A of E	Association of Educators
AEA	Adult Education Association
AECT	Association for Educational Communications and Technology
AEOE	Association of Environmental and Outdoor Educators
AERA	American Educational Research Association
AFDC	Aid to Families with Dependent Children
AFL/CIO	American Federation of Labor/Congress of Industrial Organizations
AFS	American Field Service
AFT	American Federation of Teachers
AIAA	American Industrial Arts Association
AIT	Agency for Instructional Television
ALA	American Library Association
ALJ	Administrative Law Judge
AMA	American Management Association American Medical Association
AMAE	Association of Mexican-American Educators
AMEG	Association for Measurement and Evaluation in Guidance
AOTE	Associated Organizations for Teacher Education
AP	Advanced Placement Associated Press
APE	Adapted Physical Education
API	Academic Performance Index
APGA	American Personnel and Guidance Association
APH	Aphasia

A (continued)

AB	Assembly Bill
AR	Accelerated Reader Administrative Regulation
ARC	Association for Retarded Citizens
ASBO	Association of School Business Officials of the United States and Canada
ASCA	American School Counselor Association
ASCD	Association for Supervision and Curriculum Development
ASD	Autism Spectrum Disorder
ASDEG	Association for San Diego Educators of the Gifted
ASHA	American Speech and Hearing Association American School Health Association
ASPIRE	Achieving Standards of Performance to Implement Reform in Education
AT	Assistive Technology
ATE	Association of Teacher Educators
AUT	Autism
AV	Assessed Valuation Audio Visual
AVA	American Vocational Association
AVID	Advancement Via Individual Determination
AYH	American Youth Hostels
AYP	Average Yearly Progress

B

BA	Behavior Aide
BA	Bachelor of Arts
BAC	Bilingual Advisory Committee

B (continued)

BASC	Behavior Assessment Scale for Children
	Business Administrators Steering Committee
BB	Board Bylaw
BCC	Bilingual Certificate of Competence
BCLAD	Bilingual Cross-Cultural Language & Academic Development Certification
BCA	Boys' Clubs of America
BD	Behavior Disorder
BFE	Board for Fundamental Education
BIA	Building Industry Association
BICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
BP	Board Policy
BPST	Basic Phonics Skills Test
BSA	Boy Scouts of America
BSP	Behavior Support Plan
BTTP	Bilingual Teacher Training Program
BTSA	Beginning Teacher Support and Assessment

C

CAAE	California Alliance for Arts in Education
CAASFEP	California Association of Administrators for the State and Federal Education Programs
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association of Bilingual Education

C (continued)

CAC	California Arts Council California Administrative Code Community Advisory Council Comprehensive Assistance Center California Association for Childhood Education California Association of Compensatory Education
CACER	California Advisory Council on Educational Research
CACSS	California Association of County Superintendents of Schools
CAEA	California Art Education Association
CAEOE	California Association of Educational Office Employees
CAG	California Association of the Gifted
CAHPERD	California Association for Health, Physical Education, Recreation and Dance
CAHSEE	California High School Exit Exam
CAJPA	California Association of Joint Powers Authorities
CAI	Computer-Assisted Instruction
CAL-OSHA	California Occupational Safety and Health Administration
CALPADS	California Longitudinal Pupil Achievement Data System
CALPERS	California Public Employees Retirement System
CALSPRA	California School Public Relations Association
CALSTRS	California State Teachers Retirement System
CAO	Chief Administrative Officer
CAP	California Assessment Program (Federal) Corrective Action Plan Committee to Advise the Principal
CAPA	California Alternate Performance Assessment
CAPE	California Association of Program Evaluators
CAROCP	California Association of Regional Occupational Centers and Programs
CARS	Childhood Autism Rating Scale

C (continued)

CASBO	California Association of School Business Officials
CASCD	California Association for Supervision & Curriculum Development
CASCWA	California Association of Supervisors of Child Welfare and Attendance
CASA	Court Appointed Special Advocate
CASE	Council of Administrators of Special Education Council for the Advancement of Secondary Education
CASL	Comprehensive Assessment of Spoken Language
CASP	California Association of School Psychologists
CAT	California Achievement Test
CATE	California Association of Teachers of English
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CAWEE	California Association of Work Experience Educators
CBEA	California Business Education Association
CBEDS	California Basic Educational Data System
CBEST	California Basic Education Skills Test
CCA	California Curriculum Alliance
CCAIE	California Council of Adult Educators
CCBE	California County Boards of Education
CCC	California Community College
CCCC	California Curriculum Correlating Council
CCEA	California Community Education Association
CCHE	California Coordinating Council for Higher Education
CCPT	California Congress of Parents and Teachers
CCR	Coordinated Compliance Review California Code of Regulations
CCS	California Children's Services

C (continued)

CCSESA	California County Superintendents Educational Services Association
CCSS	California Council for the Social Studies
CCSS	Common Core State Standardas
CCSSO	Council of chief State School Officers
CDE	California Department of Education
CDVE	California Directors of Vocational Education
CEC	Council for Exceptional Children
CEEB	College Entrance Examination Board
CELDT	California English Language Development Test
CEQA	California Environmental Quality Act
CER	Community Educational Resources
CETA	Comprehensive Employment Training Act
CFR	Code of Federal Regulations
CH	Communicatively Handicapped
CHAD	Combines Health Agencies Drive
CHAMPUS	Civilian Health and Medical Program for Uniformed Services
CHAT	Checklist for Autism in Toddlers
CHDP	Child Health and Disability Prevention Program
CHEP	Community Home Education Program
CHKS	California Healthy Kids Survey
CHSPE	California High School proficiency Examination
CHEA	California Home Economics Association
C & I	Curriculum and Instruction
CIEA	California Industrial Education Council
CIAU	Curriculum, Instruction and Assessment Unit

C (continued)

CIF	California Interscholastic Federation
CISC	Curriculum & Instruction Steering Committee
CFF	Classroom of the Future Foundation
CFT	California Federation of Teachers
CLA	California library Association
CLAD	Cross-cultural Language & Academic Development Certification
CLAS	California Learning Assessment System
CMC	California Math Council
CMEA	California Music Educators Association
CMH	County Department of Mental Health
CMLEA	California Media and Library Educators Association
CNS	Child Nutrition Services
COBOL	Common Business-Oriented Language
COBRA	Consolidated Omnibus Budget Reconciliation Act
COE	County Office of Education
COLA	Cost-of-Living Adjustment
COMBO	Combines Arts and Education Council
COMET	County Office Management Employees Team
COSA	California Outdoor School Administrators
COTA	Collaboration of Teachers and Artists
CP	Cerebral Palsy
CPEC	California Postsecondary Education Commission
CPGA	California Personnel and Guidance Association
CPS	Child Protective Service
CRA	California Reading Association

C (continued)

CRLP	California Reading and Literature Project Comprehensive Reading Leadership Program
CRP	College Readiness Project
CRT	Criterion Referenced Test
CSBA	California School Board Association
CSEA	California School Employees Association
CSF-CEC	California State Federation-Council for Exceptional Children
CSFSA	California School Food Service Association
CSHA	California Speech-Language-hearing Association
CSLA	California School Leadership Academy
CSNO	California School Nurses Organization
CSPCA	California School Personnel Commissioners Association
CSPTA	California State Parent Teacher Association
CSR	Class Size Reduction
CSR D	Comprehensive School Reform Demonstration
CSUSM	California State University San Marcos
CSSF	County School Service Fund
CTA	California School Teachers Association
CTAP	California Technology Assistance Project
CTC	Commission on Teacher Credentialing
CTPL	Commission for Teacher Preparation and Licensing
CUE	Computer-Using Educators
CVGA	California Vocational Guidance Association
CWA	Child Welfare and Attendance
CYA	California Youth Authority

D

DCH	Development Center for the Handicapped
DD	Developmentally Delayed
DECA	Distributive Education Clubs of America
DHH	Deaf and Hard of Hearing
DIS	Designated Instructional Services
DMH	Department of Mental Health
DOL	Department of Labor
DP	Data Processing
DPAC	District Parent Advisory Committee
DELAC	District English Learner Advisory Committee
DTT	Discrete Trial Training

E

EAP	Employee Assistance Program
EAS	Educational Assessment Service
EASE	Employee Assistance Service for Education
EC	Education Code
ECC	Educational Cultural Complex
ECE	Early Childhood Education
EDC	Economic Development Corporation
ED	Emotionally Disturbed
EDD	Employment Development Department
EDY	Educationally Disadvantaged Youth
EEOC	Equal Educational Opportunities Commission Equal Employment Opportunity Commission

E (continued)

EH	Educationally Handicapped
EHA	Education for All Handicapped Children Act
EIA	Economic Impact Aid
EIE	Engineering is Elementary
EIP	Evaluation Improvement Project
EIR	Environmental Impact Report
ELD	English Language Development
ELM	Entry Level Math
EL	English Learner
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Placement
ELPAC	English Language Proficiency Assessment for California
EMEC	Educational Management and Evaluation Commission
EMR	Educationally Mentally Retarded
EMRIC	Educational Media Research Information Center
EO	English Only
EOA	Equal Opportunity Act
EPA	Educational Program Auditing Environmental Protection Agency
EPT	English Placement Test
ERIC	Educational Resources Information Center
ERS	Educational Research Service
ESAA	Emergency School Aid Act
ESEA	Elementary and Secondary Education Act

E (continued)

ESD	Extended School Day
ESL	English as a Second Language
ESY	Extended School Year
ETAC	Education Technology Advisory Committee
ETS	Educational Testing Service
ETV	Educational Television

F

FAA	Functional Analysis Assessment
FACS	Financial Accounting Control System
FAME	Film and Media Educators
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FBC	Fringe Benefits Consortium
FBLA	Future Business Leaders of America
FCC	Federal Communications Commission
FEP	Fluent-English Proficient
FIS	Financial Information System
FICA	Federal Insurance Contributions Act
FCMAT	Financial Crisis Management Assistance Team
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
FOL	Focus on Learning
FPM	Federal Program Monitoring

F (continued)

FRC	Family Resource Center
FTA	Future Teachers of America
FIT	Facilities Inspections Tool
FTE	Full Time Equivalent
FY	Fiscal Year

G

GADS	Gilliam Asperger's Disorder Scale
GAFE	Google Applications for Education
GAMUT	Governance and Management Using Technology
GAO	General Accounting Office
GARS	Gilliam Autism Rating Scale
GATE	Gifted and Talented Education
GED	General Education Development Test
GPA	Grade Point Average
GRE	Graduate Record Exam
GSDCTE	Greater San Diego Council of Teachers of English
GSDIEC	Greater San Diego Industry-Education Council
GSDMC	Greater San Diego Mathematics Council
GSDRA	Greater San Diego Reading Association
GSE	Golden State Examinations

H

HCOP	Health Careers Opportunity Program
HI	Hearing Impaired
HILT	High-Intensity Language Training
HIPAA	Health Insurance Portability and Accountability Act
HLS	Home Language Survey
HOPE	Home Oriented Preschool Education
HPS	High Performing School
HR	Human Resources
HRD	Department of Human Resources Development
HUD	Department of Housing and Urban Development

I

IA	Instructional Aide
IAES	Interim Alternative Educational Setting
IASA	Improving America's Schools Act
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFEP	Initially Fluent English Proficient
IFSP	Individualized Family Services Plan
IHE	Institute of Higher Education
IMPACT	Instrumental Music Programs Academy – County Teachers
IMS	Information Management Systems

I (continued)

II	Individualized Instruction
IIA	Individualized Instruction Association
ID	Intellectually Disabled
IL	Imagine Learning
IMDC	Instructional Materials Display Center
IPS	Instructional Personnel Service Units
IQ	Intelligence Quotient
IRA	International Reading Association
IRC	Instructional Resource Center
ISP	Individualized Services Plan
ISTE	International Society for Technology in Education
ITFS	Instructional Television Fixed Service
ITV	Instructional Television
IWEN	Individual with Exceptional Needs

J

JA	Junior Achievement
JCCASAC	Juvenile Court, Community, and Alternative School Administrators of California
JCCS	Juvenile Court and Community Schools
JCSAC	Juvenile Court School Administrators of California
JPA	Joint Powers Agreement Joint Powers Authority
JRRTC	Joe Rindone Regional Technology Center

L

LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LCI	Licensed Children's Institute
LD	Learning Disability
LEA	Local Education Agency
LEAP	Local Education Agency Plan
LEP	Limited-English Proficient
LES/NES	Limited-English Speaking/Non-English Speaking
LH	Learning Handicapped
LHQ	Learning Headquarters
LPS	Low Performing School
LRE	Least Restrictive Environment
LRET	Learning Resources and Educational Technology
LRDC	Learning Resources Display Center

M

MA	Master of Arts
MAPA	Mexican-American Political Association
MAPS	Manpower Area Planning Systems
MAR	Monitor and Review
MARE	Marine Activities, Resources & Education
MAST	Mathematics & Science Technology Academy
MAT	Management Assistance Team
M&O	Maintenance and Operations

M (continued)

MCHAT	Modified Checklist for Autism in Toddlers
MD	Multiply Disabled
ME	Migrant Education
MECCA	Media Education Conference of California Association
MECHA	Movimiento Estudiante Chicano de Aztlán (Chicano Student Movement in Aztlán)
MGM	Mentally Gifted Minor
MH	Mental Health Mildly Handicapped
MIS	Management Information Systems
MH	Multi-Handicapped
MOU	Memorandum of Understanding
MR	Mentally Retarded
MTV	Mobile Technology Vehicle
MVP	Mobile Video Production

N

NAACP	National Association for the Advancement of Colored People
NAEA	National Art Education Association
NAEOP	National Association of Educational Office Personnel
NAESP	National Association of Elementary School Principals
NAEYC	National Association for the Education of Young Children
NAGC	National Association for Gifted Children
NALEO	National Association of Latino Elected Officials
NAPPA	National Association of Pupil Personnel Administrators
NASA	National Aeronautics and Space Administration

N (continued)

NASBE	National Association of State Boards of Education
NASPA	National Association of School Personnel Administrators
NATAS	National Academy of Television Arts and Sciences
NBEA	National Business Education Association
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NCAWE	National Council of Administrative Women in Education
NCC	National City Collaborative
NCCC	National City Chamber of Commerce
NCCPT	National Congress of Colored Parents and Teachers
NCCSR	National Committee for Community and School Relations
NCEA	National Community Education Association
NCET	National Center for Educational Technology
NCLB	No Child Left Behind Act
NCPDF	North County Professional Development Federation
NCPT	National Congress of Parents and Teachers
NCSS	National Council for the Social Studies
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NCYE	National Council on Year-Round Education
NDEA	National Defense Education Act
NEA	National Education Association National Endowment for the Arts
NES	Non-English Speaking
NHS	National Honor Society
NIE	National Institute of Education

N (continued)

NIE	Newspapers in Education
NJHS	National Junior Honor Society
NMSC	National Merit Scholarship Corporation
NOI	Notice of Insufficiency
NPA	Nonpublic Agency
NPS	Nonpublic School
NROTC	Naval Reserve Officers Training Corps
NRTA	National Retired Teachers Association
NSBA	National School Board Association
NSD	National School District
NSF	National Science Foundation
NSH	Non-Severely Handicapped
NSPA	National Scholastic Press Association
NSPB	National Society for the Prevention of Blindness
NSPRA	National School Public Relations Association
NSTA	National Science Teachers Association
NSVP	National School Volunteer Program
NTE	National Teachers' Exam
NYC	Neighborhood Youth Corps

O

OAH	Office of Administrative Hearings
OARS	Online Assessment Reporting System
OCD	Obsessive Compulsive Disorder

O (continued)

OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OE	Outdoor Education
OH	Orthopedically Handicapped
OHI	Other Health Impaired
OI	Orthopedically Impaired
OMB	Office of Management and Budget
OMS	Organization Management System
OSE	Office of Special Education
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OSHA	Occupational Safety and Health Act
OT	Occupational Therapy
OVIS	Ohio Vocational Interest Survey
OWLS	Oral and Written Language Scale

P

PBIP	Positive Behavior Intervention Plan
PBIS	Positive Behavior Intervention Support
PCR	Program Compliance Review
PDC	Professional Development Center
PDD	Pervasive Developmental Disorder
PDD-NOS	Pervasive Developmental Disorder Not Otherwise Specified
PDK	Phi Delta Kappa

P

(continued)

PECS	Picture Exchange Communication System
PERS	Public Employees Retirement System
PERB	Public Employment Relations Board
PH	Physically Handicapped
PIO	Public Information Officer
PIQE	Parent Institute of Quality Education
PL	Public Law
PLACE	Progressive Learning Alternative Center for Education
PLC	Professional Learning Community
PLOP	Present Levels of Performance
PO	Purchase Order
PQR	Program Quality Review
PRE	Planning, Research and Evaluation
PREPA	Parent Reinforcement Equals Pupil Achievement
PRSA	Public Relations Society of America
PRT	Pivotal Response Therapy
PSA	Public Service Announcement
PSAT	Preliminary Scholastic Assessment Test
PT	Performance Task Physical Therapy
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
PTSA	Parent Teacher Student Association
PWN	Prior Written Notice

R

RAVEC	Regional Adult Vocational Education Council
RCD	Rigorous Curriculum Design
R&D	Research and Development
REACH	Recreation, Education and Academics for Children
RFEP	Reclassified Fluent English Proficient
RFP	Request for Proposals
RIE	Research in Education
RISE	Reform in Intermediate and Secondary Education
RL	Revenue Limit
RLA	Responsible Local Agency
ROC	Regional Occupational Center
ROL	Rotating Occupational Lab
ROP	Regional Occupational Program Regional Opportunity Program
ROTC	Reserve Officers Training Corps
RSN	Reading Success Network
RSP	Resource Specialist Program
RRR	Rights, Responsibilities, Respect
RTC	Residential Treatment Center
RTI	Response to Intervention

S

S4	Statewide System of School Support Project
SABE	Spanish Assessment of Basic Education

S (continued)

SAC	School Advisory Council/Committee
SACS	Standardized Account Code Structure
SAI	Specialized Academic Instruction
SAILN	San Diego Area International Language Network
SANDAG	San Diego County Association of Governments
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Assessment Test School Assessment Team Stanford Achievement Test
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SCA	Speech Communication Association
SCASPA	Southern California Association of School Personnel Administrators
SCC	Special Classes and Centers
SCIEC	Southern California Industry-Education Council
SCSPRA	Southern California Association of School Personnel Administrators
SCOPE	State Committee on Public Education
SCORE	Schools of California On-Line Resources for Educators
SCPDC	South County Professional Development Consortium
SDAIE	Specially Designed Academic Instruction in English
SDAPGA	San Diego Adult Personnel and Guidance Association
SDAWE	San Diego Council of Administrative Women in Education
SDC	Special Day Class
SDCASPP	San Diego County Association of School Psychometrists and Psychologists

S (continued)

SDCAWE	San Diego Council of Administrative Women in Education
SDCCA EA	San Diego City/County Art Education Association
SDCCCA	San Diego City/County Camp Authority
SDCCEE	San Diego County Council on Economic Education
SDCCMEA	San Diego City/County Music Educators Association
SDCCSS	San Diego County Council for the Social Studies
SDCBE	San Diego County Board of Education
SDCOE	San Diego County Office of Education
SDCSBA	San Diego County School Boards Association
SDEA	San Diego Educators Association
SDICCCA	San Diego and Imperial Counties Community Colleges Association
SDSEA	San Diego Science Educators Association
SDSU	San Diego State University
SDVGA	San Diego Vocational Guidance Association
SEA	State Education Agency
SECI	Scholastic Early Childhood Inventory
SED	Seriously Emotionally Disturbed
SED	Serious Emotional Disturbance
SEIS	Special Education Information System
SELD	Systematic English Language Development
SELPA	Special Education Local Plan Area
SERN	Special Education Research Network
SH	Severely Handicapped
SIECUS	Sex Information and Education Council of the United States
SIP	School Improvement Program

S (continued)

SIS	Student Information System
SL	Speech and Language
SLC	School Leadership Center
SLS	School Library Services
SLD	Severe Language Disability Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech and Language Pathologist
SME	Successmaker Enterprise
SPI	Scholastic Phonics Inventory
SPI	Superintendent of Public Instruction
SPSA	Single Plan for Student Achievement
SRI	Scholastic Reading Inventory
SSAT	Secondary School Admission Test
SSC	School Services of California School Site Council
SSR	Sustained Silent Reading
SST	Student Study Team
STAC	Superintendents Technology Advisory Committee
STAR	Standardized Testing and Reporting
STC	School-to-Career
STEM	Science, Technology, Engineering and Mathematics
STRS	State Teachers Retirement System
SWTA	Southwest Teachers Association

T

TAPS	Test of Auditory-Perceptual Skills
TBI	Traumatic Brain Injury
TCB	The College Board
TCM	Teacher Created Materials
TE	Teacher's Edition
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
TICB	Technology Innovation Challenge Grant
TIMMS	Third International Mathematics and Science Study
TLC	Technology Literacy Challenge
TRML	Terminal
TRO	Temporary Restraining Order
TSA	Tax Sheltered Annuity
TVPS	Test of Visual-Perceptual Skills

U

USC	United States Code
UCSD	University of California San Diego
UNICEFF	United Nations International Children's Emergency Fund
USD	Unified School District Union School District University of San Diego
USDE	United States Department of Education
USDOE	United States Department of Education
USIU	United States International University
UTAC	United Teachers Association of California

U (continued)

UTLA United Teachers of Los Angeles

V

VA Veterans Administration

VAPA Visual and Performing Arts

VEA Vocational Education Act

VEBA Voluntary Employees Benefits Association

VGIS Vocational Guidance Information System

VH Visually Handicapped

VI Visually Impaired

VICA Vocational Industrial Clubs of America

VIEW Vital Information for Education and Work

VISTA Volunteers in Service to America

VMI Beery Buktenica Developmental Test of Visual-Motor Integration

W

WASC Western Association of Schools and Colleges

WCJ/WCJ III Woodcock-Johnson Tests of Achievement or Cognition

WIAT Wechsler Individual Achievement Test

WISC Wechsler Intelligence Scale for Children

Y

YMCA

Young Men's Christian Association

EXHIBIT C

March 10, 2021

National SD Board Policy

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

BP 1312.3(b)

UNIFORM COMPLAINT PROCEDURES (continued)

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints regarding the following programs and activities:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000

~~(cf. 3553 Free and Reduced Price Meals)~~

~~(cf. 3555 Nutrition Program Compliance)~~

~~(cf. 5148 Child Care and Development)~~

~~(cf. 5148.2 Before/After School Programs)~~

~~(cf. 5148.3 Preschool/Early Childhood Education)~~

~~(cf. 6171 Title I Programs)~~

~~(cf. 6174 Education for English Learners)~~

~~(cf. 6175 Migrant Education Program)~~

~~(cf. 6178 Career Technical Education)~~
~~(cf. 6178.1 Work Based Learning)~~
~~(cf. 6178.2 Regional Occupational Center/Program)~~
~~(cf. 6200 Adult Education)~~

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national

BP 1312.3(c)

UNIFORM COMPLAINT PROCEDURES (continued)

~~origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)~~

~~(cf. 0410 Nondiscrimination in District Programs and Activities)~~
~~(cf. 5145.3 Nondiscrimination/Harassment)~~
~~(cf. 5145.7 Sexual Harassment)~~

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding related needs of the student (Education Code 222)

~~(cf. 5146 Married/Pregnant/Parenting Students)~~

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

~~(cf. 3260—Fees and Charges)~~
~~(cf. 3320—Claims and Actions Against the District)~~

6. ~~Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)~~

~~(cf. 0460—Local Control and Accountability Plan)~~
~~(cf. 3100—Budget)~~

7. ~~Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)~~

BP 1312.3(d)

UNIFORM COMPLAINT PROCEDURES (continued)

~~(cf. 0420—School Plans/Site Councils)~~

8. ~~Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

~~(cf. 6173.1—Education for Foster Youth)~~

9. ~~Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board imposed graduation requirements (Education Code 51225.1)~~

~~(cf. 6173—Education for Homeless Children)~~
~~(cf. 6173.2—Education of Children of Military Families)~~
~~(cf. 6173.3—Education for Juvenile Court School Students)~~

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

BP 1312.3(e)

UNIFORM COMPLAINT PROCEDURES (continued)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Complaints regarding the noncompliance of a license exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

1. Accommodations for pregnant and parenting students (Education Code 46015)

(cf. 5146 - Married/Pregnant/Parenting Students)

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

(cf. 6200 - Adult Education)

3. After School Education and Safety programs (Education Code 8482-8484.65)

(cf. 5148.2 - Before/After School Programs)

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)

6. Child care and development programs (Education Code 8200-8498)

(cf. 5148 - Child Care and Development)

7. Compensatory education (Education Code 54400)

(cf. 6171 - Title I Programs)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

BP 1312.3(f)

UNIFORM COMPLAINT PROCEDURES (continued)

9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)

(cf. 6152 - Class Assignment)

10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

14. Migrant education (Education Code 54440-54445)

(cf. 6175 - Migrant Education Program)

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

BP 1312.3(g)

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 6142.7 - Physical Education and Activity)

16. Student fees (Education Code 49010-49013)

(cf. 3260 - Fees and Charges)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

(cf. 6178.2 - Regional Occupational Center/Program)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

20. School safety plans (Education Code 32280-32289)

(cf. 0450 - Comprehensive Safety Plan)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf. 0420 - School Plans/Site Councils)

22. State preschool programs (Education Code 8235-8239.1)

(cf. 5148.3 - Preschool/Early Childhood Education)

23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)

BP 1312.3(h)

UNIFORM COMPLAINT PROCEDURES (continued)

14.24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~15. Any other complaint as specified in district policy~~

25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

UNIFORM COMPLAINT PROCEDURES (continued)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: ~~(5 CCR 4611)~~ **investigated and resolved by the specified agency or through an alternative process:**

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division ~~and or~~ the appropriate law enforcement agency. **(5 CCR 4611)**

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services ~~and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.~~ **(5 CCR 4611)**

UNIFORM COMPLAINT PROCEDURES (continued)

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~3.~~ Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

UNIFORM COMPLAINT PROCEDURES (continued)

~~Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030—Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.~~

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
46015 Parental leave for students
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49014 Student fees
49060-49079 Student records, especially:
49069.5 Records of foster youth
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6

51222 Physical education, secondary schools
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52059.5 Statewide system of support
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52300-52462 Career technical education
52500-52616.24 Adult schools
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process; school plan for student achievement
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

Legal Reference continued: (see next page)

BP 1312.3(m)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3200-3205 Special education compliance complaints

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs

4900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

6801-7014 Title III language instruction for limited English proficient and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

BP 1312.3(n)

UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS (continued)

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin

Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco>

Student Privacy Policy Office: <https://www2.ed.gov/about/offices/list/opepd/sppo>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

(3/19 5/20) 12/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

AR 1312.3(b)

UNIFORM COMPLAINT PROCEDURES (continued)

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) **and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment**. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)

Director of Student Support Services
Assistant Superintendent of Educational Services
Educational Services
1500 N Ave National City, CA 91950
(619)-336-7550
jpiper@nsd.us
skraft@nsd.us

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

AR 1312.3(c)

UNIFORM COMPLAINT PROCEDURES (continued)

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

AR 1312.3(d)

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and **a list of** all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
- 2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate**
- 4.3. A statement that a UCP complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred**
- 4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct**
- 3.5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities**
- 2.6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint**

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3260 - Fees and Charges)

UNIFORM COMPLAINT PROCEDURES (continued)

~~3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities~~

~~4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred~~

5.7. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

~~6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints~~

7.8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

8.9. A statement that the complainant has a right to appeal the district's **decision investigation report** to CDE **for programs within the scope of the UCP** by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

9.10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

~~**10.11.** A statement that copies of the district's UCP are available free of charge~~

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. ~~However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.~~
3. ~~However, any such~~ A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. **For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)**

UNIFORM COMPLAINT PROCEDURES (continued)

- 3.4.** A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by **a persons** who alleges **that they have having** personally suffered unlawful discrimination, **a person** ~~or~~ who believes that ~~an individual~~ ~~or~~ any specific class of individuals has been subjected to unlawful discrimination, **or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying.** The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- 4.5.** When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- 5.6.** When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

AR 1312.3(i)

UNIFORM COMPLAINT PROCEDURES (continued)

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

UNIFORM COMPLAINT PROCEDURES (continued)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

UNIFORM COMPLAINT PROCEDURES (continued)

Timeline for ~~Final Decision~~ Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written **investigation** report, as described in the section "~~Final Written Decision~~ **Investigation Report**" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the ~~district's final written decision~~ **investigation report** at the same time it is provided to the complainant.

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 9321 - Closed Session)

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's ~~final written decision~~ **investigation report**, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

~~Final Written Decision~~ Investigation Report

For all complaints, the district's ~~final written decision~~ **investigation report** shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. ~~In reaching a factual determination, the following factors may be taken into account:~~

- a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. ~~The conclusion(s) of law~~ **A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law**
 3. Disposition of the complaint
 4. Rationale for such disposition

AR 1312.3(m)

UNIFORM COMPLAINT PROCEDURES (continued)

~~For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.~~

~~The determination of whether a hostile environment exists may involve consideration of the following:~~

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred

f. ~~Other incidents at the school involving different individuals~~

- 5.3. Corrective action(s) **whenever the district finds merit in the complaint**, including, **when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600** any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

~~For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:~~

a. ~~The corrective actions imposed on the respondent~~

b. ~~Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.~~

c. ~~Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence~~

AR 1312.3(n)

UNIFORM COMPLAINT PROCEDURES (continued)

- 6.4. Notice of the complainant's ~~and respondent's~~ right to appeal the district's **decision investigation report** to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal, **except when the district has used the UCP to address a complaint not specified in 5 CCR 4610**

5. **Procedures to be followed for initiating an appeal to CDE**

The **decision investigation report** may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a **decision an investigation report** may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the **decision investigation report** or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the **district's decision investigation report** to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a

AR 1312.3(o)

UNIFORM COMPLAINT PROCEDURES (continued)

single primary language other than English, then the **decision investigation report** shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the **decision investigation report** shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 6164.2 - Guidance/Counseling Services)

2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

UNIFORM COMPLAINT PROCEDURES (continued)

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, **courses without educational content**, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

AR 1312.3(r)

UNIFORM COMPLAINT PROCEDURES (continued)

Any complainant who is dissatisfied with the district's ~~final written decision~~ **investigation report** on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within ~~45~~ **30** calendar days of receiving the district's ~~decision~~ **investigation report**. (5 CCR 4632)

~~The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied.~~ The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's ~~decision in~~ **investigation report for** that complaint. The complainant shall specify **and explain** the basis for the appeal, including as least one of the following: (5 CCR 4632)

- 1. The district failed to follow its complaint procedures.**
- 2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.**
- 3. The material findings of fact in the district's investigation report are not supported by substantial evidence.**
- 4. The legal conclusion in the district's investigation report is inconsistent with the law.**
- 5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.**

~~When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.~~

UNIFORM COMPLAINT PROCEDURES (continued)

Upon notification by CDE that the district's **decision investigation report** has been appealed, the Superintendent or designee shall forward the following documents to CDE **within 10 days of the date of notification**: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the **written decision-district's investigation report**
- ~~3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision~~
- 4.3.** A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- 5.4.** A report of any action taken to resolve the complaint
- 6.5.** A copy of the district's UCP
- 7.6.** Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in Licensed-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; **5 CCR 4690**)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; **5 CCR 4690**)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; **5 CCR 4692**)

AR 1312.3(u)

UNIFORM COMPLAINT PROCEDURES (continued)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, **within 45 working days of the initial filing of the complaint**, report the resolution of the complaint to the complainant **and CDE's assigned field consultant** ~~within 45 working days of the initial filing of the complaint~~. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. ~~If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting.~~ (Education Code 8235.5; **5 CCR 4692**)

~~A complainant may file a written appeal of the district's decision to CDE in accordance with 5 CCR 4632. (Education Code 8235.5)~~

~~Any such appeal shall be filed within 30 days of receiving the decision.~~

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. **(5 CCR 4693)**

(3/19 5/20) 12/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

All Personnel

AR 4030(a)

NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or other person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4032 - Reasonable Accommodation)

AR 4030(b)

NONDISCRIMINATION IN EMPLOYMENT (continued)

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to organize and manage the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent, Human Resources

(position title)

1500 N Avenue, National City, CA 91950

(address)

619-336-7722

(telephone number)

leticiahernandez@nsd.us

(email)

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Department of Fair Employment and Housing (DFEH) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

AR 4030(c)

NONDISCRIMINATION IN EMPLOYMENT (continued)

2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4111/4211/4311 - Recruitment and Selection)

3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)
 - a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return
 - b. Sending a copy via email with an acknowledgment return form
 - c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
 - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session

- e. Any other way that ensures employees receive and understand the policy

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

- 4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

AR 4030(d)

NONDISCRIMINATION IN EMPLOYMENT (continued)

- 5. Provide training regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

The district may also provide bystander intervention training to employees which includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- 6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
- 7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

Complaint Procedure

NONDISCRIMINATION IN EMPLOYMENT (continued)

Complaints of sexual harassment shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures if the alleged conduct meets the definition of sexual harassment pursuant to 34 CFR 106.30.

Any **other** complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a written complaint.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, any available evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

NONDISCRIMINATION IN EMPLOYMENT (continued)

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be disclosed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed in order to prevent further incidents. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made

AR 4030(g)

NONDISCRIMINATION IN EMPLOYMENT (continued)

that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either DFEH or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with DFEH alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

NONDISCRIMINATION IN EMPLOYMENT (continued)

2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

(3/19 12/19) 7/20

National SD

Board Policy

All Personnel

BP 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

BP 4119.11(b)

4219.11

4319.11

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

BP 4119.11(c)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through **either** AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, **and shall offer supportive measures to the complainant. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.**

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator ~~and~~ shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

SEXUAL HARASSMENT (continued)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - *Employment Status Reports*)
(cf. 4118 - *Dismissal/Suspension/Disciplinary Action*)
(cf. 4218 - *Dismissal/Suspension/Disciplinary Action*)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

GOVERNMENT CODE

12900-12996 *Fair Employment and Housing Act, especially:*

12940 *Prohibited discrimination*

12950 *Sexual harassment; distribution of information*

12950.1 *Sexual harassment training*

LABOR CODE

1101 *Political activities of employees*

1102.1 *Discrimination: sexual orientation*

CODE OF REGULATIONS, TITLE 2

11009 *Employment discrimination*

11021 *Retaliation*

11023 *Harassment and discrimination prevention and correction*

11024 *Sexual harassment training and education*

11034 *Terms, conditions, and privileges of employment*

CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 42

2000e-2000e-17 *Title VII, Civil Rights Act of 1964, as amended*

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 *Nondiscrimination on the basis of sex in education programs or activities*

106.51-106.82 *Nondiscrimination on the basis of sex in employment in education programs or activities*

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Fragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources: (see next page)

BP 4119.11(e)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/index.html>

(3/18 7/20) 10/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Title IX Coordinator/Compliance Officer

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX of the Education Amendments of 1972 and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the coordinator for nondiscrimination in employment pursuant to AR 4030 – Nondiscrimination in Employment. Districts may modify this policy to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 4030 – Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

(cf. 4030 – Nondiscrimination in Employment)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

AR 4119.11(b)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

Prohibited Conduct Definitions

~~Prohibited~~ *Sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

AR 4119.11(c)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

(cf. 4030 - Nondiscrimination in Employment)

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

- 1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct**
- 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity**
- 3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291**

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment **under state or federal law in accordance with the definitions above**, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

AR 4119.11(d)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 **in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures**, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent of Human Resources

(title or position)

1500 N Avenue, National City, CA 91950

(address)

619-336-7722

(telephone number)

(email)

AR 4119.11(e)

4219.11

4319.11

SEXUAL HARASSMENT (continued)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be

presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

AR 4119.11(f)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement

AR 4119.11(g)

4219.11

4319.11

SEXUAL HARASSMENT (continued)

extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall: **(Education Code 231.5)**

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted **(Education Code 231.5)**
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired **(Education Code 231.5)**

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct **(Education Code 231.5)**
4. **Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)**
5. **Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)**

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law

AR 4119.11(h)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(3/18 7/20) 10/20

National SD

Administrative Regulation

All Personnel	AR 4119.12(a)
	4219.12
TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES	4319.12

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

AR 4119.12(b)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

All other sexual harassment complaints **or allegations** shall be investigated and **responded to pursuant to** **resolved in accordance with** AR 4030 - Nondiscrimination in Employment. **The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

(cf. 4030 - Nondiscrimination in Employment)

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

~~A report of sexual harassment shall be submitted directly to or forwarded~~ **An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment** to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment **or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.**

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of **the right to file a formal complaint and** the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

AR 4119.12(c)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations ~~in which~~ **when** a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, the **Title IX Coordinator shall provide the alleged victim** ~~alleged victim is not a party to the case, but will receive~~ notices as required by the Title IX regulations at specific points in the complaint process.

~~A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)~~

The ~~Superintendent or designee shall ensure that the~~ Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process ~~does~~ **shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~**S**uch persons **shall** receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, **even if a formal complaint is not filed,** the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures **which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party,** and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** **Such Supportive** measures may include, but are not limited to, counseling, extensions of

AR 4119.12(d)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. ~~The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.~~ (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under

the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint ~~that~~ **in which the alleged conduct** did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the

AR 4119.12(e)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, ~~and simultaneously to the parties,~~ send written notice of the dismissal and the reasons for the dismissal ~~simultaneously to the parties,~~ **and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.** (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30,~~ the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Formal Complaint Process Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

AR 4119.12(f)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, ~~the district investigates allegations~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise~~

concerns of conflict of interest or bias regarding any of these persons and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

AR 4119.12(g)

4219.12

4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

AR 4119.12(h)
4219.12
4319.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

9. ~~After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow up questions from each party~~

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. **(34 CFR 106.45)**

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

~~After sending the investigative report to the parties and~~ **the investigative report has been sent to the parties but** before reaching a determination regarding responsibility, **the decision-maker shall** afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within **45 60** calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the **district decision-maker** shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct **or policies** to the facts

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

An appeal must be filed in writing within 10 calendar days of receiving the **determination notice of the decision or dismissal**, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. **Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.**

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: **(34 CFR 106.45)**

- 1. a A** record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, **and** any appeal or informal resolution and the results therefrom, **and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)**
- 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances**
- 3. The Superintendent or designee shall also maintain for a period of seven years all All** materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. **(34 CFR 106.45)**

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference: (see next page)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

48900 *Grounds for suspension or expulsion*

48900.2 *Additional grounds for suspension or expulsion; sexual harassment*

48985 *Notices, report, statements and records in primary language*

CIVIL CODE

51.9 *Liability for sexual harassment; business, service and professional relationships*

1714.1 *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

12950.1 *Sexual harassment training*

CODE OF REGULATIONS, TITLE 5

4600-4670 *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1092 *Definition of sexual assault*

1221 *Application of laws*

1232g *Family Educational Rights and Privacy Act*

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 34

12291 *Definition of dating violence, domestic violence, and stalking*

UNITED STATES CODE, TITLE 42

1983 *Civil action for deprivation of rights*

2000d-2000d-7 *Title VI, Civil Rights Act of 1964*

2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

106.1-106.82 *Nondiscrimination on the basis of sex in education programs*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD

Exhibit

All Personnel

E 4119.12(a)

4219.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

4319.12

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Assistant Superintendent of Human Resources

(name and/or title/position)

1500 N Avenue, National City, CA 91950

(address)

619-336-7722

(telephone number)

(email address)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at nsd.us.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: Human Resources Department, 619-336-7722.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

National SD Board Policy

All Personnel

BP 4157(a)

4257

EMPLOYEE SAFETY

4357

The Governing Board is committed to maximizing employee safety and believes that workplace safety is ~~every employee's the~~ responsibility **of every employee**. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

(cf. 0450 - Comprehensive Safety Plan)

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

~~The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.~~

~~The Board expects a~~ All employees **are expected** to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, ~~he/she the employee~~ shall immediately report the problem to the Superintendent or designee.

~~The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.~~

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall establish and implement a written injury and illness prevention program, **and provide employees with access to such program**, in accordance with law. (Labor Code 6401.7; **8 CCR 3203**)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

EMPLOYEE SAFETY (continued)

(cf. 3516 - *Emergencies and Disaster Preparedness Plan*)
(cf. 4119.41/4219.41/4319.41 - *Employees with Infectious Disease*)
(cf. 4119.42/4219.42/4319.42 - *Exposure Control Plan for Bloodborne Pathogens*)
(cf. 4119.43/4219.43/4319.43 - *Universal Precautions*)
(cf. 4157.2/4257.2/4357.2 - *Ergonomics*)
(cf. 4158/4258/4358 - *Employee Security*)

The Superintendent or designee shall **ensure the ready availability of** **make** first aid materials **readily available** at district workplaces and shall make effective provisions, **in advance, to prepare** for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for **exercising any right regarding employee safety or health specified in Labor Code 6310, including:**

1. **M**aking **a report or** complaints;
2. **I**nstituting proceedings **or causing proceedings to be instituted;** ~~or~~
3. **T**estifying with regard to employee safety or health ~~or for~~
4. **P**articipating in any occupational health and safety committee established pursuant to Labor Code 6401.7 (~~Labor Code 6310~~)
5. **Requesting access to injury or illness reports and records**
6. **Exercising any other right protected by the Occupational Safety and Health Act**

Legal Reference: (see next page)

EMPLOYEE SAFETY (continued)

Legal Reference:

EDUCATION CODE

32030-32034 Eye safety

32225-32226 Communications devices in classrooms

32280-32289.5 School safety plans

44984 Required rules for industrial accident and illness leave of absence

GOVERNMENT CODE

3543.2 Scope of bargaining

LABOR CODE

132a Workers' compensation; nondiscrimination

3300 Definitions of employer

6305 Occupational safety and health standards; special order

6310 Retaliation for filing complaint prohibited

6400-6413.5 Responsibilities and duties of employers and employees, especially:

6401.7 Injury and illness prevention program

CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program

3204 Access to employee exposure and medical records

3400 Medical services and first aid

5095-5100 Control of noise exposure

5193 Bloodborne pathogens

14000-14316 Occupational injury or illness reports and records

CODE OF REGULATIONS, TITLE 17

2508 Reporting of communicable diseases

CODE OF FEDERAL REGULATIONS, TITLE 29

651-678 Occupational safety and health

1910.95 Occupational noise exposure standards

1910.1030 Bloodborne pathogens

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 2011

WEB SITES

California Department of Industrial Relations, Occupational Safety and Health:

http://www.dir.ca.gov/occupational_safety.html

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Hearing Conservation Association: <http://www.hearingconservation.org>

National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>

U.S. Department of Labor, Occupational Safety and Health Administration: <http://www.osha.gov>

(7/99 3/10) 10/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

All Personnel

AR 4157(a)

4257

EMPLOYEE SAFETY

4357

The Superintendent or designee shall provide ~~and implement~~ safety devices, and implement safeguards, methods, and processes that are reasonably **necessary for the safety and health of employees in the workplace** ~~adequate to render the employment and place of employment safe and healthful~~. (Labor Code 6401)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices

(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)

- b. Training and retraining programs
- c. Disciplinary actions

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

EMPLOYEE SAFETY (continued)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
 - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
 - b. Whenever the district is made aware of a new or previously unrecognized hazard

EMPLOYEE SAFETY (continued)

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:
 - a. To all new employees
 - b. To all employees given new job assignments for which training has not previously been received
 - c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
 - d. Whenever the district is made aware of a new or previously unrecognized hazard
 - e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

EMPLOYEE SAFETY (continued)

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

- 1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee**

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

- 2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program**

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

EMPLOYEE SAFETY (continued)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance

EMPLOYEE SAFETY (continued)

with state and federal regulations, including, when required, monitoring of sound levels, **audiogram evaluation and** audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a **district facility or district grounds are** ~~workplace is~~ not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

EMPLOYEE SAFETY (continued)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

(cf. 5141.6 - School Health Services)

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such

EMPLOYEE SAFETY (continued)

strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

COVID-19 Exposure

If the district receives notice of potential exposure to COVID-19, the Superintendent or designee shall, within one business day of the notice, take all of the following actions: (Labor Code 6409.6)

1. Provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the qualifying individual within the infectious period that they may have been exposed to COVID-19. The notice shall be provided in a manner normally used to communicate employment-related information, which may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending.
2. Provide a written notice to the exclusive representative, if any, of employees who were on the premises within the infectious period
3. Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding:
 - a. COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including, but not limited to, workers' compensation
 - b. Available leave options for exposed employees
 - c. Antiretaliation and antidiscrimination protections of the employee

EMPLOYEE SAFETY (continued)

- 4. Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, of the disinfection and safety plan that the district plans to complete in accordance with Centers for Disease Control and Prevention guidelines**

The above notifications shall be maintained for a period of at least three years. (Labor Code 6409.6)

If the district is notified of the number of cases that meet the definition of a COVID-19 outbreak, as defined by the California Department of Public Health, within 48 hours, the Superintendent or designee shall, within 48 hours of the notice, notify the local public health agency of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual. The Superintendent or designee shall continue to give notice to the local health department of any subsequent laboratory-confirmed cases of COVID-19 at the worksite. (Labor Code 6409.6)

In the event that Cal/OSHA prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees, the district shall post a notice thereof provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the place of employment, operation, or process is made safe and the required safeguards or safety appliances or devices are provided. (Labor Code 6325)

(7/99 3/10) 10/20

National SD

Administrative Regulation

All Personnel

AR 4157.1(a)

4257.1

WORK-RELATED INJURIES

4357.1

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

(cf. 3320 - Claims and Actions Against the District)

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of **the employee's his/her** right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, **the employee he/she** shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. **The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.**

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to **the employee's his/her** dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should

AR 4157.1(b)
4257.1
4357.1

WORK-RELATED INJURIES (continued)

have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

~~OPTION 1: (Districts insured for workers' compensation through a third party insurer)~~

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier **or DIR, as applicable,** within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death **must shall** be filed **with the insurance carrier** within five days after being notified of or learning about the death. (Labor Code 6409.1)

~~OPTION 2: (Districts insured for workers' compensation through self-insurance)~~

~~Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the DIR within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the DIR within five days after being notified of or learning about the death. (Labor Code 6409.1)~~

AR 4157.1(c)
4257.1
4357.1

WORK-RELATED INJURIES (continued)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

For the purpose of this report, *serious injury or illness* means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Claims Related to COVID-19

Until January 1, 2023, an employee is presumed to be entitled to workers' compensation benefits for illness or death resulting from COVID-19 if the diagnosis was made within

AR 4157.1(d)
4257.1
4357.1

WORK-RELATED INJURIES (continued)

14 days after the employee performed labor or services at the place of employment and if the employee contracted COVID-19 during an outbreak at the employee's specific place of employment. (Labor Code 3212.86, 3212.88)

For this purpose, an *outbreak* means that, within 14 calendar days, one of the following occurs at a specific place of employment: (Labor Code 3212.88)

1. If a specific place of employment has 100 employees or fewer, four employees test positive for COVID-19.

2. If a specific place of employment has more than 100 employees, four percent of the number of employees who reported to the specific place of employment test positive for COVID-19.
3. A specific place of employment is ordered to close by a local public health department, the California Department of Public Health, Cal/OSHA, or the Superintendent due to a risk of infection with COVID-19.

The Superintendent or designee may rebut a presumption that COVID-19 was contracted during the course and scope of employment by offering evidence to the Workers' Compensation Appeals Board, such as the measures that were in place at the employee's specific place of employment to reduce potential transmission of COVID-19 and evidence of an employee's nonoccupational risk of contracting COVID-19. (Labor Code 3212.86, 3212.88)

Legal Reference: (see next page)

AR 4157.1(e)
4257.1
4357.1

WORK-RELATED INJURIES (continued)

Legal Reference:

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-48565 Workers' compensation, especially:

3212.86 COVID-19: critical workers pre-July 5, 2020

3212.88 COVID-19: critical workers post-July 5, 2020

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer

4906 Disclosures and statements

5400-5413 Notice of injury or death

6302 Definition of serious injury or illness

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights **to workers' compensation benefits**

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Workers' Compensation in California: A Guidebook for Injured Workers, 2016

Notice to Employees -- Injuries Caused by Work

Time of Hire Pamphlet

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

WEB SITES

California Department of Industrial Relations, Division of Occupational Safety and Health:

<http://www.dir.ca.gov/dosh>

California Department of Industrial Relations, Division of Workers Compensation:

<http://www.dir.ca.gov/dwc>

California Department of Public Health: <https://www.cdph.ca.gov>

(7/02 10/16) 10/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD Board Policy

Students

BP 5141.22(a)

INFECTIOUS DISEASES

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing **an appropriate a high-quality** education for all students. **The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.** The Superintendent or designee shall collaborate with **parents/guardians and local and state health agencies and organizations officials** to develop **and regularly update** a comprehensive **approach to plan for** disease prevention that promotes preventative measures, **mitigation, and education, communication, and training** of students and staff. **All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.**

Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures, and education of students and staff.

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

BP 5141.22(b)

INFECTIOUS DISEASES (continued)

(cf. 5141.6 - School Health Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs **and operations** are based on the most up-to-date information.

The ~~Superintendent or designee shall ensure that the~~ district's comprehensive health education program **shall provide age-appropriate** information about the ~~prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza.~~ **He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.**

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

Universal Precautions

BP 5141.22(c)

INFECTIOUS DISEASES (continued)

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)

(cf. 6145.2 - Athletic Competition)

Students with Infectious Diseases

The Superintendent or designee shall exclude students **from on-campus instruction** only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6164.6 - Identification and Education Under Section 504)

BP 5141.22(d)

INFECTIOUS DISEASES (continued)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize **the child's** exposure to other diseases in the school setting. **If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak.** The Superintendent or designee shall ensure that student confidentiality **and privacy** rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48210-48216 *Persons excluded*

49060-49069.7 Student records

49073-49079 *Privacy of pupil records*

49403 *Cooperation in control of communicable disease and immunization of pupils*

49405 *Smallpox control*

49406 *Examination for tuberculosis (employees)*

49408 **Student emergency information of use in emergencies**

49602 **Counseling and c**Confidentiality of student information

51202 *Instruction in personal and public health and safety*

CALIFORNIA CONSTITUTION

Article I, Section 1 Right to Privacy

CIVIL CODE

56-56.37 *Confidentiality of Medical Information Act*

1798-~~1798.76~~ **1798.78** *Information Practices Act*

HEALTH AND SAFETY CODE

120175.5 Local health officers and communicable diseases

120230 *Exclusion for communicable disease*

120325-120380 *Immunization against communicable diseases*

120875-120895 AIDS information
120975-~~121022~~ **121023** Mandated blood testing and confidentiality to protect public health
121475-121520 Tuberculosis tests for ~~pupils~~ **students**
CALIFORNIA CONSTITUTION
Article 1, Section 1 Right to Privacy
CODE OF REGULATIONS, TITLE 8
5193 ~~California BB~~ **bloodborne pathogens standard**
CODE OF REGULATIONS, TITLE 17
2500-2511 Communicable disease reporting requirements
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act
1400-1482 Individuals with Disabilities Education Act

Legal Reference: (see next page)

BP 5141.22(e)

INFECTIOUS DISEASES (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 **Health Insurance Portability and Accountability Act (HIPAA) Privacy of individually identifiable health information**
COURT DECISIONS
Thomas v. Atascadero Unified School District, (~~1987~~ **1986**) 662 F.Supp. 376

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Science Safety Handbook for California Public Schools, 2014
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
School District (K-12) Pandemic Influenza Planning Checklist
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
California Department of Public Health: <http://www.cdph.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

(7/99 7/06) 7/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

National SD

Administrative Regulation

Students

AR 5141.22(a)

INFECTIOUS DISEASES

Prevention and Mitigation Plan

The Superintendent or designee shall work with state and local health officials to develop and regularly update a plan to prevent and mitigate the spread of infectious diseases. Components of the plan may include, but are not necessarily limited to:

1. A communication strategy for informing students, parents/guardians, staff, and the community about the disease(s), including symptoms, complications, transmission, and current recommendations from state and local departments of public health
2. Protocols for assessing when campus closures are necessary and when campus(es) may reopen
3. Alternative means of instruction, schedules, and attendance, including the provision of instruction to students with disabilities, English learners, and foster or homeless youth, in the event of campus closures or partial closures

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Youth)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

4. Guidelines regarding preventative measures such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law
5. Protocols regarding the acquisition and provision of personal protective equipment and other supplies

INFECTIOUS DISEASES (continued)

6. Procedures for the cancellation or alteration of extracurricular activities and field trips

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

7. Protocols for transportation of students using district vehicles

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

8. Information on effective hygiene practices

9. Provisions for continuing free and reduced-price meal services

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

10. Processes for protecting students who are at higher risk from the disease

11. Programs that enhance a positive school climate and foster the emotional well-being of all students

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

12. Guidelines for cleaning and sanitization of district facilities and equipment

(cf. 3510 - Green School Operations)

(cf. 3514.1 - Hazardous Substances)

13. Protocols for visitors and outside groups that utilize district facilities

14. Staff training

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Universal Precautions in the Classroom

INFECTIOUS DISEASES (continued)

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.
2. Students shall wear gloves or other personal protective equipment as appropriate.

(cf. 5142 - Safety)

3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
 - a. For finger punctures, students shall use individual sterile lancets **that have engineered sharps injury protection** ~~for finger punctures~~ and shall not reuse them.
 - b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.
 - c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.

INFECTIOUS DISEASES (continued)

4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.
5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.93 - Science Instruction)

(7/99 7/06) 7/20

National SD

Board Policy

Students

BP 5141.5(a)

MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

MENTAL HEALTH (continued)

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5141.52 - Suicide Prevention)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

MENTAL HEALTH (continued)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Legal Reference:

EDUCATION CODE

215-216 Student suicide prevention

234.6 Posting suicide prevention policy on web site

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49600 Responsibilities of school counselors

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

56171 Duty to identify and assess children in private schools who need special education services

56300-56385 Identification, referral, and assessment for special education

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5840-5840.8 Prevention and early intervention programs

5850-5886 Children's Mental Health Services Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

Legal Reference continued: (see next page)

MENTAL HEALTH (continued)

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability

CODE OF FEDERAL REGULATIONS, TITLE 34

34 CFR 300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS

Child Trauma Toolkit for Educators, 2008

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services:

<http://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Child Traumatic Stress Network: <https://www.nctsn.org>

National Council for Behavioral Health, Mental Health First Aid: <https://www.mentalhealthfirstaid.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>

National SD Board Policy

Students

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts **constituting unlawful discrimination or harassment** related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

BP 5145.3(b)

NONDISCRIMINATION/HARASSMENT (continued)

The Governing Board desires to provide a safe school environment that allows all students equal access **to** and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, **medical condition**, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

~~This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.~~

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also **includes the creation of a hostile environment through** **occurs when** prohibited conduct ~~that~~ is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

BP 5145.3(c)

NONDISCRIMINATION/HARASSMENT (continued)

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. **In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.**

~~He/she~~ **The Superintendent or designee** shall provide training and **/or** information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. ~~He/she~~ **The Superintendent or designee** shall report ~~his/her~~ **the** findings and recommendations to the Board after each review.

NONDISCRIMINATION/HARASSMENT (continued)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
48900.3 *Suspension or expulsion for act of hate violence*
48900.4 *Suspension or expulsion for threats or harassment*
48904 *Liability of parent/guardian for willful student misconduct*
48907 *Student exercise of free expression*
48950 *Freedom of speech*
48985 *Translation of notices*
49020-49023 *Athletic programs*
49060-49079 *Student records*
51500 *Prohibited instruction or activity*
51501 *Prohibited means of instruction*
60044 *Prohibited instructional materials*

CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*

PENAL CODE

422.55 *Definition of hate crime*
422.6 *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

432 *Student record*
4600-4670 *Uniform complaint procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

12101-12213 *Title II equal opportunity for individuals with disabilities*

UNITED STATES CODE, TITLE 29

794 *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*

2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

6101-6107 *Age Discrimination Act of 1975*

12101-12213 *Title II equal opportunity for individuals with disabilities*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 *Disclosure of personally identifiable information*
100.3 *Prohibition of discrimination on basis of race, color or national origin*
104.7 *Designation of responsible employee for Section 504*

104.8 *Notice*

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

110.25 *Prohibition of discrimination based on age*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: (see next page)

BP 5145.3(f)

NONDISCRIMINATION/HARASSMENT (continued)

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, ~~July 2016~~ March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(9/16 5/18) 5/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

National SD

Administrative Regulation

Students

AR 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, **medical condition**, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services

(title or position)

1500 N Avenue National City 91950

(address)

(619) 336-7500

(telephone number)

skraft@nsd.us

(email)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

NONDISCRIMINATION/HARASSMENT (continued)

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

AR 5145.3(d)

NONDISCRIMINATION/HARASSMENT (continued)

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX **eC**oordinator, including the phone number and email address

- b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
- c. A description of how to file a complaint of noncompliance under Title IX ~~in accordance with AR 1312.3—Uniform Complaint Procedures~~, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) web site

AR 5145.3(e)

NONDISCRIMINATION/HARASSMENT (continued)

- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
- 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall

also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

AR 5145.3(f)

NONDISCRIMINATION/HARASSMENT (continued)

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

NONDISCRIMINATION/HARASSMENT (continued)

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

NONDISCRIMINATION/HARASSMENT (continued)

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a **verbal** report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall **make a note of the report and encourage** **notify** the student or parent/guardian **of the right to file a formal complaint in accordance with** ~~to file the complaint in writing, pursuant to the provisions in~~ AR 1312.3 - Uniform Complaint Procedures **or, for complaints of sexual harassment that meet the federal Title**

NONDISCRIMINATION/HARASSMENT (continued)

IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the **principal or** compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity,

appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender -assigned at birth.

AR 5145.3(j)

NONDISCRIMINATION/HARASSMENT (continued)

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) **or Title IX sexual harassment procedures (AR 5145.71), as applicable**, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

AR 5145.3(k)

NONDISCRIMINATION/HARASSMENT (continued)

1. **Right to privacy:** A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or

others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be

AR 5145.3(l)

NONDISCRIMINATION/HARASSMENT (continued)

affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-

nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

AR 5145.3(m)

NONDISCRIMINATION/HARASSMENT (continued)

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

(5/18 5/20) 7/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD

Board Policy

Students

BP 5145.6(a)

PARENTAL NOTIFICATIONS

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians ~~and students~~ all notifications required by law and any other notifications ~~he/she~~ **the Superintendent or designee** believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless ~~his/her~~ **the student's** parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, ~~his/her~~ **the student's** parents/guardians shall be given all required parental notifications at that time.

PARENTAL NOTIFICATIONS (continued)

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, **he/she the employee** shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference:

EDUCATION CODE

- 221.5 Prohibited sex discrimination
- 231.5 Sexual harassment policy
- 234.7 Student protections relating to immigration and citizenship status
- 262.3 Appeals for discrimination complaints; information regarding availability of civil remedies
- 310 Language acquisition programs
- 313 Reclassification of English learners, parental consultation
- 313.2 Long-term English learner, notification
- 440 English language proficiency assessment; instruction in English language development
- 8483 Before/after school program; enrollment priorities
- 17288 Building standards for university campuses
- 17611.5-17612 Notification of pesticide use
- 32221.5 Insurance for athletic team members
- 32255-32255.6 Right to refuse harmful or destructive use of animals
- 32390 Fingerprint program; contracts; funding; consent of parent/guardian
- 33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act
- 35160.5 Extracurricular and cocurricular activities
- 35178.4 Notice of accreditation status
- 35182.5 Advertising in the classroom
- 35183 School dress codes; uniforms
- 35186 Complaints concerning deficiencies in instructional materials and facilities
- 35211 Driver training; district insurance, parent/guardian liability

Legal Reference continued: (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

- 35256 School Accountability Report Card
- 35258 School Accountability Report Card
- 35291 Rules for student discipline
- 37616 Consultation regarding year-round schedule
- 39831.5 School bus rider rules and information
- 44050 Employee codes of conduct, employee interactions with students
- 44808.5 Permission to leave school grounds
- 46010.1 Notice regarding excuse to obtain confidential medical services
- 46014 Regulations regarding absences for religious purposes
- 46600-46611 Interdistrict attendance agreements
- 48000 Minimum age of admission
- 48070.5 Promotion or retention of students
- 48204 Residency requirements
- 48205 Absence for personal reasons
- 48206.3 Students with temporary disabilities; individual instruction; definitions
- 48207-48208 Students with temporary disabilities in hospitals
- 48213 Prior notice of exclusion from attendance
- 48216 Immunization
- 48260.5 Notice regarding truancy
- 48262 Need for parent conference regarding truancy
- 48263 Referral to school attendance review board or probation department
- 48301 Interdistrict transfers
- ~~48350-48361 Open Enrollment Act~~
- ~~48354 Option to transfer from school identified under Open Enrollment Act~~
- ~~48357 Status of application for transfer from school identified under Open Enrollment Act~~
- 48412 Certificate of proficiency
- 48432.3 Voluntary enrollment in continuation education
- 48432.5 Involuntary transfers of students
- 48850-48859 Education of foster youth and homeless students
- 48900.1 Parental attendance required after suspension
- 48904 Liability of parent/guardian for willful student misconduct
- 48904.3 Withholding grades, diplomas, or transcripts
- 48906 Notification of release of student to peace officer
- 48911 Notification in case of suspension
- 48911.1 Assignment to supervised suspension classroom
- 48912 Closed sessions; consideration of suspension
- 48915.1 Expelled students; enrollment in another district
- 48916 Readmission procedures
- 48918 Rules governing expulsion procedures
- 48929 Transfer of student convicted of violent felony or misdemeanor
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Parent signature acknowledging receipt of notice
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English

Legal Reference continued: (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

- 48987 *Child abuse information*
- 49013 *Use of uniform complaint procedures for complaints regarding student fees*
- 49063 *Notification of parental rights*
- 49067 *Student evaluation; student in danger of failing course*
- 49068 *Transfer of permanent enrollment and scholarship record*
- 49069 *Absolute right to access*
- 49070 *Challenging content of student record*
- 49073 *Release of directory information*
- 49073.6 *Student records, social media*
- 49076 *Access to student records*
- 49077 *Access to information concerning a student in compliance with court order*
- 49403 *Cooperation in control of communicable disease and immunization*
- 49423 *Administration of prescribed medication for student*
- 49451 *Physical examinations: parent's refusal to consent*
- 49452.5 *Screening for scoliosis*
- 49452.7 *Information on type 2 diabetes*
- 49452.8 *Oral health assessment*
- 49456 *Results of vision or hearing test*
- 49471-49472 *Insurance*
- 49475 *Student athletes; concussions and head injuries*
- 49476 *Student athletes; opioid fact sheet***
- 49480 *Continuing medication regimen for nonepisodic conditions*
- 49510-49520 *Duffy-Moscone Family Nutrition Education and Services Act of 1970*
- 49557.5 *Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account*
- 51225.1 *Exemption from district graduation requirements*
- 51225.2 *Course credits; ~~foster youth, homeless youth, former juvenile court school students and military connected students~~*
- 51225.3 *Graduation requirements; courses that satisfy college entrance criteria*
- 51229 *Course of study for grades 7-12*
- 51513 *Personal beliefs; privacy*
- 51938 *HIV/AIDS and sexual health instruction*
- 52164 *Language census*
- 52164.1 *Census-taking methods; determination of primary language; assessment of language skills*
- 52164.3 *Reassessment of English learners; notification of results*
- 54444.2 *Migrant education programs; parent involvement*
- 56301 *Child-find system; policies regarding written notification rights*
- 56321 *Special education: proposed assessment plan*
- 56321.5-56321.6 *Notice of parent rights pertaining to special education*
- 56329 *Written notice of right to findings; independent assessment*
- 56341.1 *Development of individualized education program; right to audio record meeting*
- 56341.5 *Individualized education program team meetings*
- 56343.5 *Individualized education program meetings*
- 56521.1 *Behavioral intervention*
- 58501 *Alternative schools; notice required prior to establishment*
- 60615 *Exemption from state assessment*
- 60641 *California Assessment of Student Performance and Progress*
- 69432.9 *Submission of grade point average to Cal Grant program*

Legal Reference continued: (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

CIVIL CODE

1798.29 *District records, breach of security*

HEALTH AND SAFETY CODE

1596.857 *Right to enter child care facility*

1597.16 *Licensed child care centers, lead testing*

104420 *Tobacco use prevention*

104855 *Availability of topical fluoride treatment*

116277 *Lead testing of school drinking water*

120365-120375 *Immunizations*

120440 *Sharing immunization information*

124100-124105 *Health screening and immunizations*

PENAL CODE

626.81 *Notice of permission granted to sex offender to volunteer on campus*

627.5 *Hearing request following denial or revocation of registration*

CODE OF REGULATIONS, TITLE 5

852 *Exemptions from state assessments*

863 *Reports of state assessment results*

3052 *Behavioral intervention*

4622 *Notification of uniform complaint procedures*

4631 *Uniform complaint procedures; notification of decision and right to appeal*

~~4702 *Student transfer from school identified under Open Enrollment Act*~~

4917 *Notification of sexual harassment policy*

11303 *Reclassification of English learners*

11511.5 *English language proficiency assessment; test results*

11523 *Notice of proficiency examinations*

18066 *Child care policies regarding excused and unexcused absences*

18094-18095 *Notice of Action; child care services*

18114 *Notice of delinquent fees; child care services*

18118-18119 *Notice of Action; child care services*

CODE OF REGULATIONS, TITLE 17

2951 *Hearing tests*

6040 *Time period to obtain needed immunizations*

UNITED STATES CODE, TITLE 20

1232g *Family Educational and Privacy Rights Act*

1232h *Privacy rights*

1415 *Procedural safeguards*

6311 *State plan*

6312 *Local educational agency plans*

6318 *Parent and family engagement*

7704 *Impact Aid; policies and procedures related to children residing on Indian lands*

7908 *Armed forces recruiter access to students*

UNITED STATES CODE, TITLE 42

1758 *Child nutrition programs*

11431-11435 *McKinney-Vento Homeless Assistance Act*

CODE OF FEDERAL REGULATIONS, TITLE 7

245.5 *Eligibility criteria for free and reduced-price meals*

245.6a *Verification of eligibility for free and reduced-price meals*

Legal Reference continued: (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34

99.7 Student records, annual notification

99.30 Disclosure of personally identifiable information

99.34 Student records, disclosure to other educational agencies

99.37 Disclosure of directory information

104.32 District responsibility to provide free appropriate public education

104.36 Procedural safeguards

104.8 Nondiscrimination

106.8 Notification of contact information for Title IX coordinator

106.9 Dissemination of policy, nondiscrimination on basis of sex

200.48 Teacher qualifications

222.94 Impact Aid; district responsibilities

300.300 Parent consent for special education evaluation

300.322 Parent participation in IEP team meetings

300.502 Independent educational evaluation of student with disability

300.503 Prior written notice regarding identification, evaluation, or placement of student with disability

300.504 Procedural safeguards notice for students with disabilities

300.508 Due process complaint

300.530 Discipline procedures

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

Management Resources:

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Unpaid Meal Charges: Guidance and Q&A, SP 23 2017, March 2017

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

(11/12 3/18) 7/20

National SD Exhibit

Students

E 5145.6(a)

PARENTAL NOTIFICATIONS

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of ~~2018 (SB 840, Ch. 29, Statutes of 2018)~~ ~~2019~~ **2020 (SB 74, Ch. 6, Statutes of 2020)** extends the suspension of these requirements through the ~~2018-19~~ **2020-21** fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8	AR 5145.7	Copy of sexual harassment policy as related to students; contact information for Title IX coordinator
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301; 48350-48361	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments
II. At Specific Times During the Student's Academic Career			
Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR 5142.1	Fingerprinting program
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release student's name, address, and phone number of child to military recruiters without prior written consent
III. When Special Circumstances Occur			
In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment

Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options

E 5145.6(h)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
Before early entry to kindergarten, if offered	Education Code 48000	AR 5111	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2 BP 5141.33	Student has been excluded from school

Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Tuancy, parental obligation, availability of alternative programs, student consequences, need for conference

E 5145.6(i)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of

removing minor from school,
unless taken into custody as
victim of suspected child abuse

At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom

E 5145.6(j)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee

at same school

One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content

E 5145.6(k)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
Annually to parents/guardians of student athletes	Education Code 49476	AR 6145.2	Opioid fact sheet

E 5145.6(1)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant

Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to enter facility
When a licensed child care center has a building constructed before January 1, 2010 and has drinking water tested for lead	Health and Safety Code 1597.16	AR 5148	The requirement to test the facility, and the results of the test
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures

E 5145.6(m)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement

When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: regarding excused and unexcused absences
Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
Upon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service
Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation

E 5145.6(n)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements,

For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	right to choose other program Notice of policy
When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children	20 USC 7704; 34 CFR 222.94	AR 3231	Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
When student complains of sexual harassment	34 CFR 106.44, 106.45	AR 5145.7	Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable

E 5145.6(o)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
IV. Special Education Notices			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6,	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice,

	56329; 20 USC 1415(d); 34 CFR 300.502, 300.503		procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
			E 5145.6(p)

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices (continued)			
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services	34 CFR 104.32,	AR 6164.6	District responsibilities, district

under Section 504

104.36

actions, procedural safeguards

V. Classroom Notices

In each classroom used for license-exempt California State Preschool Program	Education Code 8235.5	AR 1312.3 E 1312.3	Health and safety requirements for preschool programs; where to get complaint form
In each classroom in each school	Education Code 8235.5 , 35186	AR 1312.4 E 1312.4	Complaints subject to Williams uniform complaint procedures

(3/18 3/19) 7/20

National SD

Board Policy

Students

BP 5145.7(a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

BP 5145.7(b)

SEXUAL HARASSMENT (continued)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through **Title IX complaint procedures or uniform complaint procedures AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures**, as applicable, ~~and shall offer supportive measures to the complainant.~~ **Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.**

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator and shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

BP 5145.7(c)

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

SEXUAL HARASSMENT (continued)

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

In accordance with law **and district policies and regulations**, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Management Resources continued: (see next page)

SEXUAL HARASSMENT (continued)

Management Resources: (continued)

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS (continued)

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(9/16 7/20) 10/20

National SD

Administrative Regulation

Students

AR 5145.7(a)

SEXUAL HARASSMENT

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate, and resolve sexual harassment complaints under AR 1312.3 – Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

Prohibited Conduct Definitions

AR 5145.7(b)

SEXUAL HARASSMENT (continued)

~~Prohibited~~ **S**exual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following

AR 5145.7(c)

SEXUAL HARASSMENT (continued)

forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. **A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct**
2. **Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity**
3. **Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291**

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment **under state and/or federal law, in accordance with the definitions above,** include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way

AR 5145.7(d)

SEXUAL HARASSMENT (continued)

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

~~Any prohibited conduct that occurs off campus or outside of school related or school sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.~~

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 **in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures**, as well as to **oversee** investigate, and/or resolve sexual harassment complaints **processed** under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director Student Support Services
1500 N Avenue
National City, CA 91950
619-336-7740
jpiper@nsd.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that

AR 5145.7(e)

SEXUAL HARASSMENT (continued)

inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students, **and** parents/guardians, ~~employees, bargaining units, and applicants for employment~~ of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

AR 5145.7(f)

SEXUAL HARASSMENT (continued)

4. Be posted, **along with the name or title and contact information of the Title IX Coordinator**, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students ~~This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator.~~ (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, **along with the name or title and contact information of the Title IX Coordinator**, in any handbook provided to students; **or** parents/guardians, ~~employees, or employee organizations~~ (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of

AR 5145.7(g)

SEXUAL HARASSMENT (continued)

sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. **The report shall be made** regardless of whether the alleged victim files a formal complaint **or requests confidentiality**.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints **and allegations** of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to **BP**/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

(9/16 7/20) 10/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

Students

AR 5145.71(a)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

AR 5145.71(b)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints **or allegations brought by or on behalf of students** shall be investigated and ~~responded to pursuant to~~ **resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Reporting Allegations/Filing a Formal Complaint

A report of sexual harassment shall be submitted directly to or forwarded **A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment** to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment **or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.**

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of **the right to file a formal complaint and** the process for filing a formal complaint. **(34 CFR 106.44)**

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. **(34 CFR 106.30)**

AR 5145.71(c)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations **in which when** a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, the **Title IX Coordinator shall provide the alleged victim** ~~alleged victim is not a party to the case, but will receive~~ notices as required by the Title IX regulations at specific points in the complaint process.

~~A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)~~

The ~~Superintendent or designee shall ensure that the~~ Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process **does shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~Such persons **shall** receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, **even if a formal complaint is not filed,** the Title IX Coordinator shall promptly contact the complainant to discuss the availability of

supportive measures ~~which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party,~~ and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** ~~Such Supportive~~ measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. ~~The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.~~ (34 CFR 106.30, 106.44)

AR 5145.71(d)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, ~~o~~On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint ~~that~~ **in which the alleged conduct** did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent

the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, ~~and simultaneously to the parties,~~ send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, **and shall inform them of their right to appeal the dismissal of a formal**

AR 5145.71(e)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30,~~ the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process **Written Notice**

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, ~~the district investigates allegations~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons~~ **and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.**

Investigation Procedures

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

During the investigation process, the district's **designated investigator** shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence **obtained as part of the investigation** that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
- ~~9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party~~

AR 5145.71(h)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. **(34 CFR 106.45)**

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After sending the investigative report to the parties and **the investigative report has been sent to the parties but** before reaching a determination regarding responsibility, **the decision-maker shall** afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

AR 5145.71(i)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The written decision shall be issued within **45 60** calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the ~~district~~ **decision-maker** shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct **or policies** to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

AR 5145.71(j)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the **determination notice of the decision or dismissal**, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and

shall not be considered. ~~Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.~~

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

AR 5145.71(k)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights **within 180 days of the date of the most recently alleged misconduct.**

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

AR 5145.71(l)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: **(34 CFR 106.45)**

- 1. a A** record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, **and** any appeal or informal resolution and the results therefrom, ~~and responses made pursuant to 34 CFR 106.44.~~ **(34 CFR 106.45)**
- 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that**

were designed to restore or preserve equal access to the education

AR 5145.71(m)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. The Superintendent or designee shall also maintain for a period of seven years all All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Legal Reference continued: (see next page)

AR 5145.71(n)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

COURT DECISIONS (continued)

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(7/20) 10/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

National SD

Board Policy

Instruction

BP 6020(a)

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall **consult work** with parents/guardians and family members **in the development of to jointly develop and agree upon policy and strategies to** ~~opportunities for them to be~~ **involved parents/guardians and family members** in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan (**LCAP**) shall include goals and strategies for parent/guardian involvement **and family engagement**, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

BP 6020(b)

PARENT INVOLVEMENT (continued)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities **and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631.** The Superintendent or designee shall involve parents/guardians and family members of

BP 6020(c)

PARENT INVOLVEMENT (continued)

participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities **and shall ensure that priority is given to schools in high poverty areas in accordance with law.** (20 USC 6318)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, **or the provision of subgrants to schools to enable collaboration,** with community-based or other organizations or employers with a record of success in improving and increasing parent/**guardian** and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

BP 6020(d)

PARENT INVOLVEMENT (continued)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's ~~local control and accountability plan~~ **LCAP** in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies

describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference: (see next page)

BP 6020(e)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-~~11506~~ **11505** *Programs to encourage parent involvement*
48985 *Notices in languages other than English*
51101 *Parent rights and responsibilities*
52060-52077 *Local control and accountability plan*
54444.1-54444.2 *Parent advisory councils, services to migrant children*
56190-56194 *Community advisory committee, special education*
64001 *School plan for student achievement, consolidated application programs*

LABOR CODE

230.8 *Time off to visit child's school*

CODE OF REGULATIONS, TITLE 5

18275 *Child care and development programs, parent involvement and education*

UNITED STATES CODE, TITLE 20

6311 *State plan*

6312 *Local educational agency plan*

6314 *Schoolwide programs*

6318 *Parent and family engagement*

6631 *Teacher and school leader incentive program, purposes and definitions*

7241-7246 *Family engagement in education programs*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 *Definitions, auxiliary aids and services*

35.160 *Communications*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>
California Parent Center: <http://parent.sdsu.edu>
California State PTA: <http://www.capta.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>
Parent Information and Resource Centers: <http://www.pirc-info.net>
Parents as Teachers National Center: <http://www.parentsasteachers.org>
U.S. Department of Education: <http://www.ed.gov>

(8/06 10/17) 5/20

National SD

Administrative Regulation

Instruction

AR 6020(a)

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the **district's local control and accountability plan (LCAP)** in accordance with the review schedule established by the Governing Board

AR 6020(b)

PARENT INVOLVEMENT (continued)

- b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
- d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

- f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs**
- c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist ~~him/her~~ in facilitating the planning and implementation of related activities

AR 6020(c)

PARENT INVOLVEMENT (continued)

- d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements**
- e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

~~The Superintendent or designee shall: (20 USC 6318)~~

- ~~a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local~~

academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011—Academic Standards)

(cf. 6162.5—Student Assessment)

(cf. 6162.51—State Academic Achievement Tests)

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

e. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131—Staff Development)

(cf. 4231—Staff Development)

(cf. 4331—Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

AR 6020(d)

PARENT INVOLVEMENT (continued)

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

AR 6020(e)

PARENT INVOLVEMENT (continued)

- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

l. Engage parent teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 School Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing district level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops

p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities

AR 6020(f)

PARENT INVOLVEMENT (continued)

q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 Evaluation/Supervision)

(cf. 4215 Evaluation/Supervision)

(cf. 4315 Evaluation/Supervision)

s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of

other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

AR 6020(g)

PARENT INVOLVEMENT (continued)

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
 - a. Barriers to **greater** participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

~~The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

AR 6020(h)

PARENT INVOLVEMENT (continued)

~~The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians**
- b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups**
- c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration**

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

AR 6020(i)

PARENT INVOLVEMENT (continued)

~~The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)~~

~~(cf. 5145.6 - Parental Notifications)~~

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. **Such The school** policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform

parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

AR 6020(j)

PARENT INVOLVEMENT (continued)

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the **challenging** state academic standards

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, ~~and, as soon as practicably possible, to receive responses to the suggestions of parents/guardians~~ **The district shall respond to any such suggestions as soon as practicably possible.**
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share

responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

AR 6020(k)

PARENT INVOLVEMENT (continued)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. **Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:**

- a. Assist parents/guardians in understanding such topics as the ~~challenging state academic content standards and academic achievement~~ standards, state and

AR 6020(1)

PARENT INVOLVEMENT (continued)

local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

PARENT INVOLVEMENT (continued)

In addition, the ~~Superintendent or designee~~ **school plan** may **include strategies to:**

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a ~~districtwide~~ parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

- j. Provide a master calendar of district/**school** activities and ~~district~~ meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

PARENT INVOLVEMENT (continued)

- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

~~Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform~~

format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

AR 6020(o)

PARENT INVOLVEMENT (continued)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians **and family members** positively in their children's education by **providing assistance and training on topics such as state academic standards and assessments to help them develop increase their knowledge and** skills to use at home **that to** support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

PARENT INVOLVEMENT (continued)

- c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective **two-way** communication between the home and school so that parents/guardians **and family members** may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues

PARENT INVOLVEMENT (continued)

- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, ~~and~~ administrators, **specialized instructional support personnel, and other staff** to communicate effectively with parents/guardians **as equal partners** (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate **and coordinate** parent/guardian and family engagement ~~programs into school plans for academic accountability~~ **activities within the LCAP with other activities**

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

(8/06 10/17) 5/20

National SD Board Policy

Instruction

BP 6115(a)

CEREMONIES AND OBSERVANCES

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

(cf. 6111 - School Calendar)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

(cf. 6144 - Controversial Issues)

Legal Reference: (see next page)

CEREMONIES AND OBSERVANCES (continued)*Legal Reference:*EDUCATION CODE37220-37222. ~~4820~~ *Holidays and commemorative events*44015.1 *Week of the School Administrator*45203 *Paid holidays, **classified employees***45460 *Classified **School** Employee Week*~~52720-52730 *Daily performance of patriotic exercises in public schools*~~ ***Patriotic exercises and instruction***~~52730 *Patriotic exercises, daily instruction*~~GOVERNMENT CODE430-439 *Display of flags*3540-3549.3 *Meeting and negotiating*UNITED STATES CODE, TITLE 46 *Time and occasion for display of flag*7 *Position and manner of display of flag*UNITED STATES CODE, TITLE 36106 ~~Note~~ *Constitution Day and Citizenship Day****106 Note Educational program on the U.S. Constitution***COURT DECISIONS***Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010)****West Virginia State Board of Education et al v. Barnette et al (1943) 319 U.S. 624 (1943)**Management Resources:*CSBA PUBLICATIONS~~*Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005*~~FEDERAL REGISTER~~*70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)*~~WEB SITESCSBA: <http://www.csba.org>

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

(11/99 11/08) 5/20

Policy Reference UPDATE ServiceCopyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

National SD Administrative Regulation

Instruction

AR 6115(a)

CEREMONIES AND OBSERVANCES

Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day	January 1
Dr. Martin Luther King Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs
Washington Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Veterans Day	November 11
Thanksgiving Day	The Thursday in November designated by the President
Christmas Day	December 25

AR 6115(b)

CEREMONIES AND OBSERVANCES (continued)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

In addition, schools shall be closed on any day designated by the Governor or President for a holiday, any special or limited holiday on which the Governor provides that the schools

shall close, and any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations. (Education Code 37220)

~~In addition, the district has reached agreement with the district employee organizations pursuant to Government Code 3540-3549.3 to close schools in observance of the following holidays:~~

~~Cesar Chavez Day ————— March 31~~

~~Native American Day ————— Fourth Friday in September~~

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

(cf. 6111 - School Calendar)

Commemorative Exercises

AR 6115(c)

CEREMONIES AND OBSERVANCES (continued)

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day	On or near September 17
Dr. Martin Luther King, Jr. Day	The Friday before the day schools are closed for this holiday
Abraham Lincoln's Birthday	The school day before the day schools are closed for this holiday
Susan B. Anthony Day	February 15
George Washington's Birthday	The Friday preceding the third Monday in February
Black American Day	March 5
Conservation, Bird, and Arbor Day	March 7
Classified Employee Week	Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6142.3 - Civic Education)

Patriotic Exercises

AR 6115(d)

CEREMONIES AND OBSERVANCES (continued)

Each school shall conduct patriotic exercises daily. ~~These patriotic exercises shall consist of the reciting of~~ **which may include** the Pledge of Allegiance **to the Flag of the United States** and ~~or may also include~~ instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

~~At secondary schools, such exercises shall be conducted during the homeroom period.~~

~~Individuals~~ **A student** may choose not to participate in the flag salute **or Pledge of Allegiance** for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

CEREMONIES AND OBSERVANCES (continued)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

(11/08 11/10) 5/20

National SD

Board Policy

Instruction

BP 6142.7(a)

PHYSICAL EDUCATION AND ACTIVITY

The Governing Board recognizes the positive benefits of physical activity on student health, **well-being**, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

BP 6142.7(b)

PHYSICAL EDUCATION AND ACTIVITY (continued)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

The district's physical education program shall engage students in **age-appropriate** moderate to vigorous physical activity, as defined in the accompanying administrative regulation, ~~for at least 50 percent of class or session time~~ **including aerobic, muscle-strengthening, and bone-strengthening activities**. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

~~For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)~~

BP 6142.7(c)

PHYSICAL EDUCATION AND ACTIVITY (continued)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 5148 - Child Care and Development Program)
(cf. 5148.2 - Before/After School Programs)
(cf. 6145 - Extracurricular and Cocurricular Activities)

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

BP 6142.7(d)

PHYSICAL EDUCATION AND ACTIVITY (continued)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)

(cf. 5141.7 - Sun Safety)

(cf. 5141.23 - Asthma Management)

(cf. 6145.2 - Athletic Competition)

~~The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.~~

~~*(cf. 1330.1 - Joint Use Agreements)*~~

~~*(cf. 5142.2 - Safe Routes to School Program)*~~

~~*(cf. 5148 - Child Care and Development Program)*~~

~~*(cf. 5148.2 - Before/After School Programs)*~~

~~*(cf. 6145 - Extracurricular and Co-curricular Activities)*~~

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

BP 6142.7(e)

PHYSICAL EDUCATION AND ACTIVITY (continued)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4113 - Assignment)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet **his/her the student's** needs cannot be provided.
2. The student is enrolled for one-half time or less.

BP 6142.7(f)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Two-Year Exemptions

~~With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)~~

~~Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.~~

~~Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)~~

~~Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)~~

(cf. 6112 - School Day)

Permanent Exemptions

~~The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)~~

PHYSICAL EDUCATION AND ACTIVITY (continued)

1. ~~The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she **the student** would have attended if enrolled in a physical education course.~~
2. ~~The student is enrolled as a postgraduate student.~~
3. ~~The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.~~

Other Exemptions

~~The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:~~

1. ~~When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)~~
2. ~~When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)~~

(cf. 6178.2 - Regional Occupational Center/Program)

3. ~~When the student is in high school and is engaged in a regular school sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)~~

(cf. 6145.2 - Athletic Competition)

Program Evaluation

BP 6142.7(h)

PHYSICAL EDUCATION AND ACTIVITY (continued)

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. ~~He/she~~ **The Superintendent or designee** shall also report

to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity **and student well-being**.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

BP 6142.7(i)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

221.5 Sex equity in education

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes; **regional occupational center/program**

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

~~1040-1048~~ **1044** Physical performance test

1047-1048 Testing variations and accommodations

3051.5 Adapted physical education for individuals with exceptional needs

~~4600-4687~~ **4670** Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

10060 Criteria for high school physical education programs

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

CODE OF FEDERAL REGULATIONS, TITLE 34

106.33 Nondiscrimination on the basis of sex; comparable facilities

106.34 Nondiscrimination on the basis of sex; access to classes and schools

300.108 Assistance to states for the education of children with disabilities; physical education

ATTORNEY GENERAL OPINIONS

53 *Ops. Cal. Atty. Gen.* 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668

Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975

Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959)

Management Resources: (see next page)

PHYSICAL EDUCATION AND ACTIVITY (continued)*Management Resources:*CSBA PUBLICATIONS*Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015**Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012**Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012**Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010**Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010**Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009**Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009**Physical Education and California Schools, Policy Brief, rev. October 2007*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009**Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005**Adapted Physical Education Guidelines for California Schools, 2003*CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS*School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2014-2017**School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017*COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS*The Administrator's Assignment Manual, 2007-2019*U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS*2008 Physical Activity Guidelines for Americans, 2nd Edition, October 2008-2018*WEB SITESCSBA: <http://www.csba.org>California Department of Education Physical Fitness Testing: <http://www.ede.ca.gov/ta/tg/pf>
<http://www.ede.ca.gov>California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>Centers for Disease Control and Prevention: <http://www.cdc.gov>Commission on Teacher Credentialing: <http://www.ctc.ca.gov>Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/epf>Healthy People 2010: <http://www.healthypeople.gov>National Association for Sport and Physical Education: <http://www.aahperd.org/naspe><https://www.pgpedia.com/n/national-association-sport-and-physical-education>President's Council on Physical Fitness and Sports Sports, Fitness and Nutrition: <http://www.fitness.gov>U.S. Department of Health and Human Services: <http://www.health.gov>

(2/10 3/16) 7/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

Instruction

AR 6142.7(a)

PHYSICAL EDUCATION AND ACTIVITY

Definitions

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity ~~for~~ **that assists in** developing and maintaining physical fitness throughout their lifetime, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Instructional Time

AR 6142.7(b)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Instruction in physical education shall be provided for at least the following minimum period of time: (Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days, exclusive of recesses and the lunch period
2. ~~For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recesses and the lunch period~~

3. ~~For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days~~

4. ~~For students in grades 9-12, 400 minutes each 10 school days~~

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

The Superintendent or designee shall determine a method to document compliance with the required number of instructional minutes. Such documentation may include, but not be limited to, a master schedule, **bell schedule, weekly schedule for each teacher providing physical education instruction, district calendar,** teacher roster, or log for staff or students to record the number of physical education minutes completed.

AR 6142.7(c)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Any complaint alleging noncompliance with the instructional minute requirement ~~for elementary schools~~ may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or ~~the~~ CDE finds merit in a complaint, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, **51222**, 51223; 5 CCR 4600-~~4687~~ **4670**)

(cf. 1312.3 - Uniform Complaint Procedures)

Monitoring Moderate to Vigorous Physical Activity

To monitor ~~whether~~ **the amount of time** students are engaged in moderate to vigorous physical activity ~~for at least 50 percent of physical education class or session time~~, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity ~~or the number of students who~~ **and the amount of time students** are inactive during physical education classes
2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes

(cf. 4115 - Evaluation/Supervision)

Physical Fitness Testing

AR 6142.7(d)

PHYSICAL EDUCATION AND ACTIVITY (continued)

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

(cf. 6162.5 - Student Assessment)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and ~~California Department of Education~~ **CDE** for all matters related to the physical fitness test. ~~His/her~~ **The** duties shall be those specified in 5 CCR 1043.4, including, but not limited to, ~~overseeing the administration of the test and the collection and return of all test data to the test contractor.:~~ (5 CCR 1043.4)

- 1. Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions**
- 2. Determining district and school site test and test material needs**
- 3. Overseeing the administration of the physical fitness test to students**
- 4. Overseeing the collection and return of all test data to the contractor**
- 5. Ensuring that all test data are received from school test sites in sufficient time to satisfy the reporting requirements**
- 6. Ensuring that all test data are sent to the test contractor by June 30 of each year**

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing and shall be included in ~~his/her~~ **the student's** cumulative record. (Education Code 60800; 5 CCR 1043.10, 1044)

PHYSICAL EDUCATION AND ACTIVITY (continued)

(cf. 5125 - Student Records)

Each student's test results shall also be provided to **his/her the student's** parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

(cf. 0510 - School Accountability Report Card)

Testing Variations

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that **they the student(s)** are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital

PHYSICAL EDUCATION AND ACTIVITY (continued)

3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that **they the student(s)** are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

Additional Opportunities for Physical Activity

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess, **and** lunch, **and before- and after-school** supervisors on methods to engage students in moderate to vigorous physical activity

(cf. 1240 - Volunteer Assistance)

(cf. 4231 - Staff Development)

(cf. 5030 - Student Wellness)

2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, **community service**, special events, and competitions

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs

(cf. 5148 - Child Care and Development ~~Program~~)

PHYSICAL EDUCATION AND ACTIVITY (continued)

(cf. 5148.2 - Before/After School Programs)

5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

(cf. 1330.1 - Joint Use Agreements)

6. Developing business partnerships to maximize resources for physical activity equipment and programs

(cf. 1700 - Relations Between Private Industry and the Schools)

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

(cf. 5142.2 - Safe Routes to School Program)

(2/10 3/16) 7/20

National SD

Board Policy

Instruction

BP 6159(a)

INDIVIDUALIZED EDUCATION PROGRAM

The Governing Board desires to provide ~~educational alternatives that afford students with disabilities~~ full educational opportunities **to all students with disabilities**. Students with disabilities shall receive a free appropriate public education (FAPE) and, **to the maximum extent possible, shall be placed educated** in the least restrictive environment **with nondisabled students which meets their needs to the extent provided by law**.

(cf. 0430 - Comprehensive Local Plan for Special Education)

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the ~~appointment of the individualized education program~~ **membership of the (IEP) team, the team's responsibility to develop and regularly review the IEP**, the contents of the IEP, and the development, review, and revision ~~of the IEP processes~~.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

- 1. Students who have been suspended or expelled from school**
- 2. Students who are placed by the district in a nonpublic, nonsectarian school**

INDIVIDUALIZED EDUCATION PROGRAM (continued)

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

*Legal Reference:*EDUCATION CODE**46392 Emergencies**

51225.3 Requirements for high school graduation and diploma

56040.3 Assistive technology

56055 Rights of foster parents pertaining to foster child's education

56136 Guidelines for low incidence disabilities areas

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340.1-56347 Instructional planning and individualized education program

56350-~~56352~~ **56354** IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56392 Certificate of completion, special education

56500-56509 Procedural safeguards

60640-60649 California Assessment of Student Performance and Progress

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 State assessments, accommodations

~~1215.5 1218 High School Exit Examination, accommodations for students with disabilities~~

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

3051-3053 Implementation of the individualized education programUNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

*Legal Reference continued: (see next page)***INDIVIDUALIZED EDUCATION PROGRAM (continued)***Legal Reference: (continued)*CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

COURT DECISIONS

Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 627 F.3d 773
Schaffer v. Weast (2005) 125 S. Ct. 528
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398
***Andrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988**
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 157 (2002)

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)

California Practitioners' Guide for Educating English Learners with Disabilities, July 2019

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

(11/03 3/06) 7/20

Policy Reference UPDATE Service

Copyright 2020 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved

National SD

Administrative Regulation

Instruction

AR 6159(a)

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement ~~designed~~ **that is developed, reviewed, and revised** by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344, **56345**; 34 CFR 300.320, **300.323**)

Members of the IEP Team

Unless excused by written agreement in accordance with Education Code 56341, the IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414~~(d)(1)~~; 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her a foster child's IEP as a parent/guardian. (Education Code 56055)

2. If the student is or may be participating in the **regular general** education program, at least one of the student's **regular general** education teachers designated by the Superintendent or designee to represent the student's **general education** teachers

AR 6159(b)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

The **regular general** education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414~~(d)(3)(C)~~; 34 CFR 300.324)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of district ~~and/or special education local plan area (SELPA)~~ resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

AR 6159(c)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

In the development, review, or revision of ~~his/her~~ **the** IEP, the student shall be allowed to provide confidential input to any representative of ~~his/her~~ **the** IEP team. (Education Code 56341.5)

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's ~~regular~~ **general** education teacher shall observe the student's academic performance and behavior in the areas of difficulty in ~~his/her~~ **the student's** learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist ~~him/her~~ **the student** in reaching the goals **as stated in Education Code 56345(a)(8)**, the following individuals shall be invited to attend: (34 CFR 300.321)
 - a. The student, regardless of ~~his/her~~ **the student's** age

AR 6159(d)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian **or adult student**, a representative of any other agency that is likely to be responsible for providing or paying for the transition services
3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414~~(d)(1)(D)~~); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the

parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

Contents of the IEP

The IEP shall include, but not be limited to, all of the following: (Education Code 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child student, as appropriate, the manner in which the disability affects his/her the student's participation in appropriate activities

AR 6159(e)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from his/her the disability in order to enable the student to be involved in and make progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from his/her the disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP

(cf. 3541.2 - Transportation for Students with Disabilities)

AR 6159(f)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that **he/she the student** cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate **for him/her**.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - State Academic Achievement Tests)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- b. The transition services, including courses of study, needed to assist the student in reaching those goals

AR 6159(g)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

9. A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days. The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

9.10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her the rights, if any, that will transfer to him/her the student upon reaching age 18, pursuant to Education Code 56041.5

~~Where appropriate, the IEP shall also include: (Education Code 56345)~~

4.11. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

2.12. For a student whose native language is not English, Llinguistically appropriate goals, objectives, programs, and services for a student whose native language is not English

(cf. 6174 - Education for English Learners)

3.13. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)

4.14. ~~Provision for transition into the regular education program if~~ the student is to be transferred from a special class ~~or center~~ or nonpublic, nonsectarian school into a **regular general** education program in a public school for any part of the school day, ~~provision for transition into the regular general education program~~ including descriptions of activities intended to:

AR 6159(h)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- a. Integrate the student into the **regular general** education program, including **indications of** the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the **regular general** education program

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Career Technical Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

5.15. ~~For a student with low incidence disabilities, s~~Specialized services, materials, and equipment ~~for a student with low incidence disabilities,~~ consistent with the guidelines pursuant to Education Code 56136

To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)

Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. **(Education Code 56043; 34 CFR 300.323)**

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of

school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code **56043**, 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral

AR 6159(i)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes **his/her the student's** learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, **needs, and appropriate reading and writing media, including an assessment of his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.**

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and

communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

AR 6159(j)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with **his/her the** IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each **regular general** education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If a student's IEP requires the provision of assistive technology devices or services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices in the student's home or other settings if the IEP team determines that the student needs access to those devices in order to receive FAPE. If a student who requires the use of an assistive technology device transfers to another local educational agency, the district shall provide the student with continued access to that device or a comparable device for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)

AR 6159(l)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- d. The student's anticipated needs
 - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP;" when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

AR 6159(m)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6173.1 - Education for Foster Youth)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a

written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (**Education Code 56380.1**; 20 USC 1414(d)(3)(D); 34 CFR 300.324)

Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

AR 6159(n)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:

- a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
- b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting

AR 6159(o)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

3. Identification of any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of ~~his/her child's~~ **the student's** school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting ~~his/her child~~ **the student**, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

(cf. 5125 - Student Records)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special

education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian ~~that he/she should~~ to attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

AR 6159(p)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of ~~his/her child's~~ **the** IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student ~~pursuant to 20 USC 1414(a)(1)~~, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian ~~pursuant to 20 USC 1414(a)(1)~~. **(Education Code 56346)**

~~The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if~~ **If the parent/guardian fails to respond or** refuses to consent to the initiation of services, **the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In**

such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346)

If the parent/guardian **consents in writing to the receipt of special education and related services for the student but** does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. ~~(Education Code 56346)~~ If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

AR 6159(q)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. ~~In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.~~

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including ~~his/her~~ **the** IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same **Special**

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Education Local Plan Area (SELPA) during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless ~~his/her~~ **the student's** parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP **in consultation with the student's parent/guardian, for a period not to exceed 30 days. Within 30 days, By the end of that period, the district the Superintendent or designee shall either**, ~~in consultation with the student's parents/guardians,~~ adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

(3/12 12/14) 7/20

National SD

Board Policy

Instruction

BP 6159.1(a)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

The Governing Board ~~desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law.~~ **recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child.** Parents/guardians **of students with disabilities** shall receive written notice of their rights **under the federal Individuals with Disabilities Education Act.** ~~in accordance with law, Board policy, and administrative regulation.~~

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education **Students**)*

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

BP 6159.1(b)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

~~The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.~~ **Any complaint alleging the district's noncompliance with federal or state laws or**

regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

~~(cf. 1312.3—Uniform Complaint Procedures)~~

Legal Reference: (see next page)

BP 6159.1(c)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

56000 Education for individuals with disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education, **especially:**

3080-3089 Procedural safeguards

3200-3205 Special education compliance complaints

~~4600-4670—Uniform complaint procedures~~

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.150-300.153 State compliance complaints

300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

Management Resources:

FEDERAL REGISTER

Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

Office of Administrative Hearings, Special Education Division:

<https://www.dgs.ca.gov/OAH/Case-Types/Special-Education>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

(11/06 3/09) 7/20

National SD

Administrative Regulation

Instruction

AR 6159.1(a)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice ~~within a reasonable time~~: (Education Code 56346, 56500.4, 56500.5; 20 USC 1415(e); 34 CFR 300.102, 300.300, 300.503; ~~Education Code 56500.4, 56500.5~~)

1. Before the district initially refers the student for assessment
2. ~~Within a reasonable time b~~efore the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. ~~Within a reasonable time b~~efore the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. ~~Within a reasonable time b~~efore the student graduates from high school with a regular diploma thus resulting in a change in placement

AR 6159.1(b)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to ~~his/her child~~ **the student**

This **prior written** notice shall include: (Education Code 56500.4; 20 USC 1415(e); 34 CFR 300.503; ~~Education Code 56500.4~~)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action

3. A description of each assessment procedure, ~~test,~~ **assessment,** record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

(cf. 6159 - Individualized Education Program)

7. A description of any other factors relevant to the district's proposal or refusal

(cf. 5145.6 - Parental Notifications)

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (**Education Code 56301**; 20 USC 1415(d)(1); 34 CFR 300.504; ~~Education Code 56301~~)

1. Upon initial referral or parent/guardian request for assessment

AR 6159.1(c)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

2. Upon receipt of the first state compliance complaint in a school year, **filed in accordance with the section "State Compliance Complaints" below**

(cf. ~~1312.3 - Uniform Complaint Procedures~~)

3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when **a decision is made to remove removal of** a student because of a violation of a code of conduct ~~constituting~~ **constitutes** a change of placement

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (Education Code 56301; 20 USC 1415(d)(2); 34 CFR 300.504; ~~Education Code 56301~~)

1. Independent educational evaluation

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

2. Prior written notice

AR 6159.1(d)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to ~~his/her child's~~ **the student's** continued receipt of special education and related services

4. Access to educational records

(cf. 5125 - Student Records)

5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting

9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. ~~Attorney's fees~~ **Availability of attorneys' fees pursuant to 34 CFR 300.517**

AR 6159.1(e)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including: **(Education Code 56321, 56321.5, 56321.6)**

- 1. Information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing;**
- 2. The timelines for completing each process;**
- 3. Whether the process is optional;**
- 4. The type of representative who may be invited to participate;**
- 5. The right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341.1; and**
- 6. Information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind; ~~(Education Code 56321, 56321.5, 56321.6)~~**

A copy of this notice shall be attached to the student's assessment plan **and referred to at each IEP meeting. At each IEP meeting, the Superintendent or designee shall inform the parent/guardian of the federal and state procedural safeguards that were provided in the notice.** (Education Code 56321, ~~56321.5~~ **56500.1**)

Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (Education Code 56341, 56506; 34 CFR 300.503, 300.504; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

AR 6159.1(f)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

1. The notice is translated orally or by other means to the parent/guardian in his/her the parent/guardian's native language or other mode of communication, and that

2. The parent/guardian understands the contents of the notice. (34 CFR 300.503)

3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

Filing Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (Education Code 56501; 20 USC 1415(b); Education Code 56501)

AR 6159.1(g)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.

2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of ~~his/her child~~ **the student**.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (Education Code 56502; 20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

(cf. 6173 - Education for Homeless Children)

3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

AR 6159.1(h)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Parties filing a due process complaint shall file their request with the **state Office of Administrative Hearings, Special Education Division**. ~~Superintendent of Public Instruction or designated contracted agency.~~ (Education Code 56502)

The request shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request. This timeline shall not apply if the district misrepresented that it had solved the problem or withheld required information from the parent/guardian. (Education Code 56505; 20 USC 1415; 34 CFR 300.507, 300.511)

District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(e)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(e)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each ~~evaluation~~ **assessment** procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal

AR 6159.1(i)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). **In addition, either party may file a request with the Superintendent**

of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction state Office of Administrative Hearings for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56500.3)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

State Compliance Complaints

AR 6159.1(j)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (CDE) a written and signed statement alleging that, within the previous year, any of the following occurred: (5 CCR 3200, 3201)

1. The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations (34 CFR 300.1-300.818).
2. The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205.
3. The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement.
4. The district failed or refused to implement a due process hearing order to which the district is subject.
5. Physical safety concerns interfered with the provision of FAPE.

The complaint shall include: (5 CCR 3202; 34 CFR 300.153)

1. A statement that the district has violated or failed to comply with any provision set forth in 5 CCR 3201
2. The facts on which the statement is based
3. The signature and contact information for the complainant
4. If alleging violations with respect to a specific student, the student's name and address (or other available contact information for a homeless student), the name of the school that the student is attending, a description of the nature of the student's problem and facts related to the problem, and a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed

The complainant shall forward a copy of the complaint to the Superintendent or designee at the same time the complaint is filed with CDE. (5 CCR 3202)

AR 6159.1(k)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Within 30 days of the date of CDE's investigation report, the district or complainant may request reconsideration of the decision in accordance with 5 CCR 3204. Pending CDE's response, any corrective actions set forth in the report shall remain in effect and enforceable, unless stayed by a court. (5 CCR 3204)

(11/06 3/09) 7/20

National SD

Board Policy

Instruction

BP 6159.2(a)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Governing Board recognizes its responsibility to provide ~~all district students, including students with disabilities,~~ a free appropriate public education **to students with disabilities** in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet ~~the students'~~ **student** needs **consistent with the comprehensive local plan of the Special Education Local Plan Area.**

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

~~In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.~~

Prior to entering into a contract to place any student in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities **and**

BP 6159.2(b)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

complies with staff training requirements in accordance with Education Code 56366 **and 56366.1**. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any ~~nonpublic, nonsectarian school~~ **NPS/A** with which the district has a contract to ensure that the ~~school or agency's~~ certification has not expired.

No district student shall be placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the ~~nonpublic, nonsectarian school or agency~~

placement is appropriate for the student. ~~In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP.~~ (Education Code ~~56195.8, 56342.1~~)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)

In accordance with law, any student with disabilities placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, ~~the~~ procedural safeguards, due process rights, and periodic review of ~~his/her~~ **the student's IEP.**

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

During the period when any student with disabilities is placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in ~~his/her~~ **the** IEP.

BP 6159.2(c)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

~~In accordance with Education Code 56366.2, t~~**The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6. (Education Code 56366.2)**

(cf. 1431 - Waivers)

Legal Reference: (see next page)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency

56042 Placement not to be recommended by attorney with conflict of interest

56101 Waivers

56163 Certification

56168 Responsibility for education of student in hospital or health facility school

56195.8 Adoption of policies

56342.1 Individualized education program; placement

56360-56369 Implementation of special education

56711 Computation of state aid

56740-56743 Apportionments and reports

56760 Annual budget plan; service proportions

56775.5 Reimbursement of assessment and identification costs

56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools

FAMILY CODE

7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to disabled children; especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3051-3051.24 Special education; standards for related services and staff qualifications

3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers>

(6/99 4/13) 7/20

Policy Reference UPDATE Service

Copyright 2020 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

National SD

Administrative Regulation

Instruction

AR 6159.2(a)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Master Contract

Every master contract ~~with~~ **between the district and** a nonpublic, nonsectarian school or agency (NPS/A) ~~shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. Each master contract shall specify the general administrative and financial agreements for providing the special education and designated instruction and services., including~~ **The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)**

- 1. Student-teacher ratios, as well as**
- 2. Transportation if specified in a student's individualized education program (IEP). The administrative provisions of the contract shall include**

(cf. 3541.2 - Transportation for Students with Disabilities)

The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.

- 3. Procedures for recordkeeping and documentation, and**
- 4. The maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student.**

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

- 5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP**
- 6. A description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include the NPS/A, including a method for evaluating whether each student is making appropriate educational progress.**
- 7. Procedures and responsibilities for attendance and unexcused absences**
- 8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and insurance requirements**
- 9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions**

The contract may allow for partial or full-time attendance at the ~~nonpublic, nonsectarian school~~ **NPS/A**. (Education Code 56366)

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

~~(cf. 3580—District Records)~~

~~(cf. 5125—Student Records)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress. (Education Code 56366)~~

With mutual agreement of the district and ~~a nonpublic, nonsectarian school or agency~~ **NPS/A**, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in ~~his/her~~ **the student's** individual services agreement. (Education Code 56366)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)

Placement and Services

For each any student to be placed in an NPS/A, the Superintendent or designee shall develop an individual services agreement for each student to be placed in a nonpublic, nonsectarian school or agency based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the nonpublic, nonsectarian school NPS/A services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

(cf. 6159 - Individualized Education Program)

~~The IEP team of a student placed in a nonpublic, nonsectarian school or agency shall annually review the student's IEP. The student's IEP and individual services agreement shall specify the review schedules. (5 CCR 3069)~~

At least once each year, the district shall: (Education Code 56366)

- 1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results**
- 2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting**

AR 6159.2(d)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**. (5 CCR 3069)

When a special education student meets the district requirements for completion of **the** prescribed course of study as designated in the student's IEP, the district shall award the student a diploma of graduation. (5 CCR 3070)

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Out-of-State Placements

Before contracting with ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** outside California, the Superintendent or designee shall document the district's efforts to **use public schools and/or to** find an appropriate program offered by ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the ~~related~~ **costs of the special education and related services provided**, and the district's efforts to locate an appropriate public school or ~~nonpublic, nonsectarian school or agency~~ **NPS/A** within California. (Education Code 56365)

If the district decides to place a student with ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** outside the state, the district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

On-Site Visits

AR 6159.2(e)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the school or agency, if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)

At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)

- 1. A review of services provided to the student through the individual services agreement**
- 2. A review of progress the student is making toward the goals set forth in the student's IEP**

3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable
4. An observation of the student during instruction
5. A walkthrough of the facility

The district shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the on-site visit. (Education Code 56366.1)

(6/99 4/13) 7/20

National SD

Administrative Regulation

Instruction

AR 6173.4(a)

TITLE VI INDIAN EDUCATION PROGRAMS

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6011 - Academic Standards)

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

AR 6173.4(b)

TITLE VI INDIAN EDUCATION PROGRAMS (continued)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program

3. **Early childhood and family programs that emphasize school readiness**
4. **Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards**
5. **Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement**
6. **Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship**
7. **Activities to educate individuals so as to prevent violence, suicide, and substance abuse**
8. **The acquisition of equipment that is essential to achieve program goals**
9. **Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program**
10. **Family literacy services**
11. **Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors**

AR 6173.4(c)

TITLE VI INDIAN EDUCATION PROGRAMS (continued)

12. **Dropout prevention strategies for American Indian students**
13. **Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district**

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

(cf. 3230 - Federal Grant Funds)
(cf. 3231 - Impact Aid)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that

the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

(cf. 6171 - Title I Programs)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The Superintendent or designee shall periodically assess the progress of American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)

AR 6173.4(d)

TITLE VI INDIAN EDUCATION PROGRAMS (continued)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

33380-33384 California Indian Education Centers

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide programs

7401-7492 Indian education

7701-7714 Impact Aid

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal uniform grant guidance

CODE OF FEDERAL REGULATIONS, TITLE 34

222.90-222.129 Impact Aid, special provisions for local educational agencies that claim children residing on Indian lands

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Impact Aid:

<https://www2.ed.gov/about/offices/list/oese/impactaid>

U.S. Department of Education, Office of Indian Education:

<https://www2.ed.gov/about/offices/list/oese/oie>

EXHIBIT D

March 10, 2021

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 11
- Resource Inequities 11
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - Diagnostic Results - Math 15
 - Diagnostic Results - Reading 18
 - EL Diagnostic Results - Math 21
 - EL Diagnostic Results - Reading 23
 - Special Education Diagnostic Results - Math 25
 - Special Education Diagnostic Results - Reading 27
 - Disclaimer 29
 - CAASPP Results..... 30
 - ELPAC Results 34
 - Student Population 38
 - Overall Performance 39
 - Academic Performance 40
 - Academic Engagement 46
 - Conditions & Climate..... 49
- Goals, Strategies, & Proposed Expenditures..... 51
 - Goal 1 51
 - Goal 2 56
 - Goal 3..... 64
 - Goal 4..... 67
 - Goal 5..... 70
- Centralized Services for Planned Improvements in Student Performance 71
 - Goal 1 71
 - Goal 2..... 73
 - Goal 3..... 74

Goal 4.....	75
Goal 5.....	76
Budget Summary	77
Budget Summary	77
Other Federal, State, and Local Funds	77
Budgeted Funds and Expenditures in this Plan	78
Funds Budgeted to the School by Funding Source.....	78
Expenditures by Funding Source	78
Expenditures by Budget Reference	78
Expenditures by Budget Reference and Funding Source	78
Expenditures by Goal.....	79
School Site Council Membership	80
Recommendations and Assurances	81
Instructions.....	82
Instructions: Linked Table of Contents.....	82
Purpose and Description.....	83
Stakeholder Involvement.....	83
Resource Inequities	83
Goals, Strategies, Expenditures, & Annual Review	84
Annual Review	85
Budget Summary	86
Appendix A: Plan Requirements	88
Appendix B:.....	91
Appendix C: Select State and Federal Programs	93

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Central uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms virtually during Distance Learning. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet visits, discussions of district initiatives take place and feedback to staff and the principal is provided. All virtual walk-through information is used to determine next steps and the level to which the actions of the SPSA are being implemented.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District's thematic goal "Lead from the Heart" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the district-wide vision, our school will focus on instructional design to support the implementation of the Common Core State Standards while taking into consideration the compassion and empathy needed to ensure our students' success during the pandemic.

Central School has implemented the UCI Mathematics framework and has been implementing the Benchmark Literacy ELA adoption since last year. We will continue to use formative, as well as, summative assessments to guide our instruction. In addition to using IReady assessment data in lieu of the CAASPP assessment results to evaluate the yearly program, teachers meet virtually in Data Teams bi-monthly to monitor student progress on the formative assessments provided in Math and ELA.

Spanish-speaking students enrolled in the Spanish to English Transition (SET) program (Kindergarten - third), receive primary language instruction using district adopted core materials along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. All English learners participate in a designated, leveled English language development program for up to 40 minutes, four times weekly using the ELD curriculum in Benchmark and providing opportunities for integrated ELD in the different content areas during classroom instruction. Teachers will continue to receive additional training this school year on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Special Day classes supplement the core curriculum with Cambium Learning's Language! program, Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills.

The iReady reading and mathematics software program supports the standards-based curriculum at Central School in kindergarten through sixth grade students. All students also have access to online software in GO Math.

We are committed to providing rich and meaningful learning experiences for each and every student during distance learning and live instruction once students are able to return to school. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Central School complies with and monitors implementation of instructional time for English Language Arts, Mathematics, English Language Development and Physical Education. The school also offers additional time for students requiring intervention in acquiring literacy and Mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk students' targeted goals. Differentiated instruction is also provided for our GATE identified and high achieving students.

Impact teachers are hired to provide small-group support in the reading labs. Impact teachers support the Language Arts Specialists by providing instruction to small groups of students with additional literacy support. Our Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts and math instruction.

Last year Impact teachers and the Language Arts Specialist supported early literacy in grades first and second through the implementation of an instructional grouping structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace. We invested in early literacy in order to be able to increase the amount of students reading at grade level by third grade in order to provide students the skills needed in order to meet the demands of the Common Core State Standards. Due to the pandemic, we have postponed any implementation of DIVE until it is safe to do so.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. iReady Reading and Mathematics computer assessments are used for diagnostic purposes and ongoing progress monitoring. Grade-levels use the data team process to design common formative assessments used to make instructional decisions.

Students who are having difficulty performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers have been trained in Response to Instruction & Intervention (RtI2), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grade. Grade level RtI meetings are held approximately every 8 weeks to discuss specific students, research-based strategies, goals and next steps. The progress of Tier 1 students is monitored monthly while the progress of Tier 2 and Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. In addition to classroom interventions, additional resources may include the before and after school program REACH, or math, reading and language supplementary intervention classes both before and after school. These additional before and after school intervention classes have been suspended during the pandemic. However, during the months of November and December, Central School invited small cohorts of students to return to school for academic support. SWING tutors were contracted in order to support these small cohorts of students access their live instruction sessions and provide extra academic support.

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on SIPP's outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff are using Common Core rubrics from the Learning Headquarters program to assess student development.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District recruits and retains only teachers that are Highly Qualified in accordance with ESSA requirements. At Central School all teachers are Fully Qualified in accordance with ESSA requirements. The staff at Central School is involved in ongoing professional development linked to the Common Core state Standards. Instructional planning is driven by the review of student outcomes on assessments that target focus standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data, including IREADY Reading & Mathematics, CELDT, SBAC and district multiple measures assessments. The SBAC results are traditionally analyzed as an ongoing measurement to ensure that our students meet grade level Common Core Standards. However, since the pandemic did not allow us to administer the SBAC, we are using IReady data as our primary data to base our analysis on. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on areas identified for improvement or enhancement. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Throughout the year a number of early release Thursdays are provided for site-based professional development. Instructional Design to implement the Common Core State Standards are the focus of district staff development and supported by site-based activities.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site administrators, Language Arts Specialist, Resource Specialist, and through grade level or job-alike colleagues.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support. Additionally, NSD's Educational Services partners with site administration to provide ongoing professional development.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site administrators, the Language Arts Specialist, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance. Any live visits to classrooms has been suspended during the pandemic. Teachers are still encouraged to visit virtual classrooms for their ongoing professional growth.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Our data team meetings are structured and calendared to progress through the cycle every two weeks. The focus of an individual meeting is determined by where the grade-level is at in terms of the unit – pre-assessment data review and lesson design, monitoring or “mid-assessment” student work review and examining the cause and effect data, post-assessment data review and post-assessment. Effective strategies that are known to produce student achievement gains are discussed and areas for improvement are analyzed. Grade-level collaboration days are also included in the calendar throughout the year on Thursday minimum days. Teachers can plan lessons and gather materials for appropriate instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Two years ago, the National School District purchased new English Language Arts instructional materials. The district has purchased materials from Benchmark as well as America Reading Company. Teacher input was heavily considered in making this decision. Houghton Mifflin Harcourt's Go Math! is the adopted math text, and has been approved by the state of California as being standards aligned.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All ELA and Math units are paced out in order to ensure that grade level standards are taught to mastery and that units provide time for differentiated instruction and reteaching of standards if necessary.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialists and Impact teachers work with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in Math, Language Arts, and English Language Acquisition, however these classes have been suspended as of now due to the pandemic. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided four hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools have had the support of a Parent Engagement resource teacher since 2019-2020 who has assisted schools in increasing parent engagement and has helped to support the school/home connection at school sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Before and after school classes
2. Imagine Learning, and other computer-based learning programs
3. Impact teachers that help reduce the ratio of students to teachers, and also provide targeted intervention in ELA and Math.
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is presented and time is allowed for discussion and input from stakeholders. Discussion involves how resources and funding are being used in order to improve student achievement. The plan is reviewed in the fall, mid-year, and spring with the School Site Council, ELAC membership, and then presented to staff for review.

The process used to gather information was through input from ELAC, community/parents, and staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Last year we were using Systematic Phonics and Phonemic Awareness and Sight Words (SIPPS) in our classrooms, however the SIPPS kits were incomplete and outdated. Last year we inventoried the existing kits and set aside funding in order to purchase the most updated SIPPS kits. Now every teacher in kindergarten through second grade will have new SIPPS kits to target Foundational Skills instruction.

Last year teachers were teaching foundational skills instruction during the traditional small group center rotations in primary grades. We noticed that students were not receiving targeted instruction to meet their individual needs since they were leveled by data that was too broad within the groups. Last year we implemented a new structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace in order to correctly group kids by leveling them based on their individual assessments. We set aside funding to hire four Impact Teachers to help support this structure in order to personalize each students' Foundation Skills instructional plan. Now each child is leveled with other students within the grade level that have like needs in order to streamline our instruction and meet their needs. This structure requires small group instruction. We will plan on resuming the implementation of DIVE once it is safe to do so.

Last year we were able to offer before school interventions in grades 5th and 6th grades, however teachers focused on their own students. We noticed that we needed to offer further support to more students throughout the grade level. Last year we set aside funding to provide both before and after school interventions. Last January we invited close to 90 students to participate in an after school intervention to address both English Language Arts and Mathematics. Students were identified using CAASPP data, and targeted students that were nearly met on the CAASPP between January 2020 and April 2020. When the pandemic began we had to close our school and we were unable to see the results of the intervention on the SBAC since the SBAC was not administered.

This year the resource inequities truly revolved around access to the internet and technology. Fortunately we have been able to offer hotspots to those families who do not have internet as well as devices for 100% of our students. However, technology is not the only inequity. Having an adult around to help students log in every morning is also a challenge for some families. This year during the months of November and December we were able to invite up to 24 students in the morning and 24 students in the afternoon to receive academic support from contracted tutors through SWING, a substitute teacher/tutor providing company. This opportunity made it possible for small cohorts of students to attend school in person and participate in their online classes at school with the support of tutors.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	%	0%	1		0
African American	2.14%	1.38%	1.4%	13	8	8
Asian	1.81%	1.72%	1.4%	11	10	8
Filipino	6.10%	8.1%	6.49%	37	47	37
Hispanic/Latino	85.01%	85%	87.72%	516	493	500
Pacific Islander	0.16%	0.17%	0.18%	1	1	1
White	1.81%	1.72%	1.05%	11	10	6
Multiple/No Response	0.16%	0.34%	1.58%	1	2	1
Total Enrollment				607	580	570

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	98	89
Grade 1	79	79	85
Grade 2	85	75	80
Grade3	76	84	81
Grade 4	80	72	76
Grade 5	92	79	74
Grade 6	96	93	85
Total Enrollment	607	580	570

Conclusions based on this data:

1. Our population of all student groups remained relatively the same for our school from 2017/2018 to 2019/2020.
2. One group that did grow by 2% is or Hispanic/Latino population. This student group grew by 17 students from 2018/2019to 2019/2020
3. Our total population of students continues to decline. From 2017/2018 to 2019/2020 our total population decreased by 37 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	395	348	335	65.1%	60.0%	58.8%
Fluent English Proficient (FEP)	68	71	79	11.2%	12.2%	13.9%
Reclassified Fluent English Proficient		42	52	0	10.6%	14.9%

Conclusions based on this data:

1. Our total of English Learners decreased by 60 students from 2017/2018 to 2019/2020.
2. The percentage of Fluent English Proficient students has increased over the years. From 2017/2018 to 2019/2020 the percentage of students meeting the FEP criteria increased by 2.7%.
3. Central School increased the amount of students meeting the Reclassified Fluent English Proficient criteria from 0% in 2017/2018 to 14.9% in 2019/2020.

School and Student Performance Data

Diagnostic Results - Math

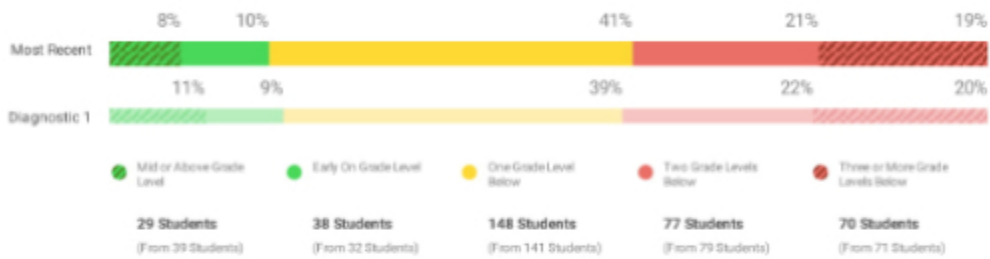
Diagnostic Results



School: Central Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 362/534



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Assessment	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		100%	0%	0%	0%	0%	1/68
	Diagnostic 1		100%	0%	0%	0%	0%	
Grade 1	Most Recent		22%	0%	68%	11%	0%	37/70
	Diagnostic 1		35%	0%	54%	11%	0%	
Grade 2	Most Recent		11%	11%	35%	34%	8%	62/85
	Diagnostic 1		13%	13%	42%	26%	6%	
Grade 3	Most Recent		2%	16%	31%	33%	19%	58/81
	Diagnostic 1		7%	7%	33%	31%	22%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/05/21 | Page: 1/2

Diagnostic Results



School: Central Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		7%	18%	36%	12%	27%	67/81
	Diagnostic 1		9%	9%	36%	19%	27%	
Grade 5	Most Recent		2%	5%	53%	17%	23%	64/73
	Diagnostic 1		2%	6%	47%	22%	23%	
Grade 6	Most Recent		8%	10%	34%	19%	29%	73/76
	Diagnostic 1		8%	14%	30%	19%	29%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/05/21 | Page: 2/2

Conclusions based on this data:

- Although the data in Mathematics looks as though there has been no growth, there was also 35 less students who took the assessment, making the comparison of data points skewed.

2. Staff has concluded that in the first diagnostic, they noticed that some students received help at home. For the second diagnostic, teachers stressed to parents to please allow students to complete the assessment on their own without extra assistance. Therefore, although we do not see growth from diagnostic 1 to diagnostic 2, the results from diagnostic 1 should have possibly been lower than it appears. This would mean that there has been growth from diagnostic 1 to diagnostic 2.
3. Staff has concluded that the lack of hands on manipulatives has also contributed to the lack of growth that we would normally see. In addition, the lack of group interaction and collaboration perhaps has also contributed to the lack of growth we would see if we were providing live instruction.

School and Student Performance Data

Diagnostic Results - Reading

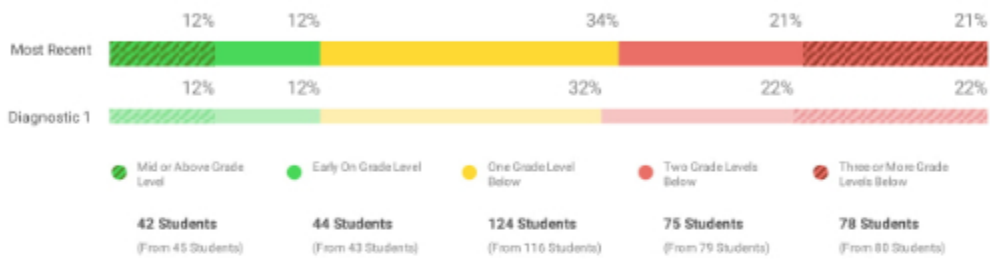
Diagnostic Results



School: Central Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 363/534



Switch Table View | Show Results By: Grade

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	-	-	-	-	-	0/68
	Diagnostic 1	-	-	-	-	-	
Grade 1	Most Recent	19%	6%	67%	8%	0%	36/70
	Diagnostic 1	19%	14%	61%	6%	0%	
Grade 2	Most Recent	13%	11%	38%	38%	2%	64/85
	Diagnostic 1	19%	11%	39%	30%	2%	
Grade 3	Most Recent	8%	17%	27%	31%	17%	64/81
	Diagnostic 1	11%	19%	22%	33%	16%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/05/21 | Page: 1/2

Diagnostic Results



School: Central Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		9%	11%	35%	9%	36%	66/81
	Diagnostic 1		8%	8%	36%	14%	35%	
Grade 5	Most Recent		5%	15%	35%	15%	30%	60/73
	Diagnostic 1		5%	12%	28%	27%	28%	
Grade 6	Most Recent		18%	11%	21%	18%	33%	73/76
	Diagnostic 1		15%	10%	19%	16%	40%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/05/21 | Page: 2/2

Conclusions based on this data:

- Although the data that was uploaded to Document Tracking Services shows no growth from diagnostic 1 to diagnostic 2, there was actually an increase of 5%. The discrepancy is that the data shared with Document Tracking Services is that the this graph shows diagnostic 1 compared to most recent. In actuality we should be

comparing diagnostic 1 to diagnostic 2. The actual percentages are diagnostic 1 = 24% of the students scoring in green compared to diagnostic 2 = 29% of the students scoring in green.

2. Again, as mentioned in the math data comparison, teachers felt as though students received help in diagnostic 1 which may have inflated our results. In diagnostic 2, teachers asked parents to allow students to complete the assessment on their own. Therefore, the amount of growth may be more than 5%.
3. Staff has concluded that students are still making progress even during distance learning. Students are more likely to master the ELA standards compared to the Mathematics standards in the distance learning environment.

School and Student Performance Data

EL Diagnostic Results - Math

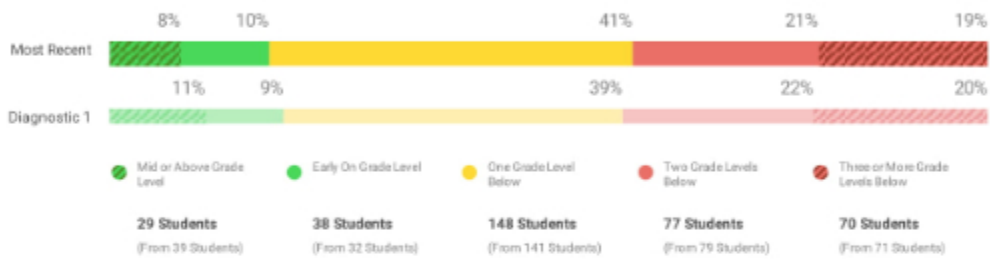
Diagnostic Results



School: Central Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 362/534



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent		7%	9%	39%	21%	24%	208/290
	Diagnostic 1		11%	5%	37%	24%	24%	
No - English Learner	Most Recent		10%	13%	43%	21%	13%	154/244
	Diagnostic 1		11%	14%	42%	19%	14%	

Conclusions based on this data:

1. When looking at the data closer on a separate report, our staff concluded that less English Language Learners completed the assessment in diagnostic 2 than in diagnostic 1. This can affect the results when comparing both diagnostic windows.
2. Again, staff has concluded that the lack of collaborative work and lack of hands on manipulatives for students in distance learning has affected the amount of growth that we would see if we were in person.
3. Staff has concluded that Math instruction is more challenging for both the teachers and students in the distance learning environment.

School and Student Performance Data

EL Diagnostic Results - Reading

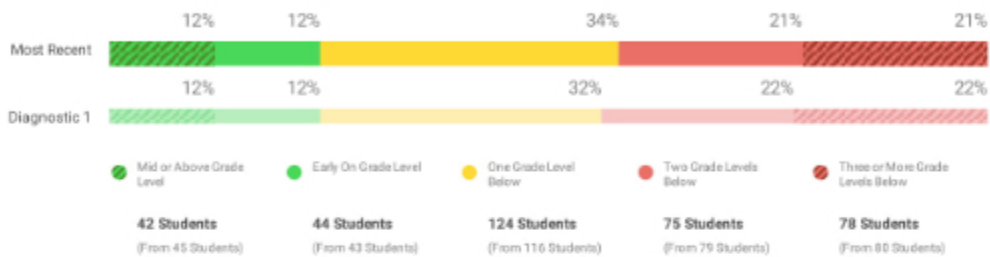
Diagnostic Results



School: Central Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 363/534



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner	Most Recent		7%	6%	35%	23%	29%	205/290
	Diagnostic 1		9%	6%	28%	27%	29%	
No - English Learner	Most Recent		18%	20%	33%	18%	11%	158/244
	Diagnostic 1		16%	20%	37%	15%	13%	

Conclusions based on this data:

1. There was a very slight increase of English Language Learners scoring in the green band from diagnostic 1 compared to diagnostic 2.
2. Staff concluded that there are less English Language Learners scoring in the two lowest bands compared from diagnostic 1 compared to diagnostic 2. Current interventions with our support staff and continued support from our classroom teachers in the form of small group instruction helps benefit our lower performing students.
3. Teachers have continued to receive professional development in the area of English Language Development (ELD) and are learning how the ELD standards work tandem with the English Language Arts standards.

School and Student Performance Data

Special Education Diagnostic Results - Math

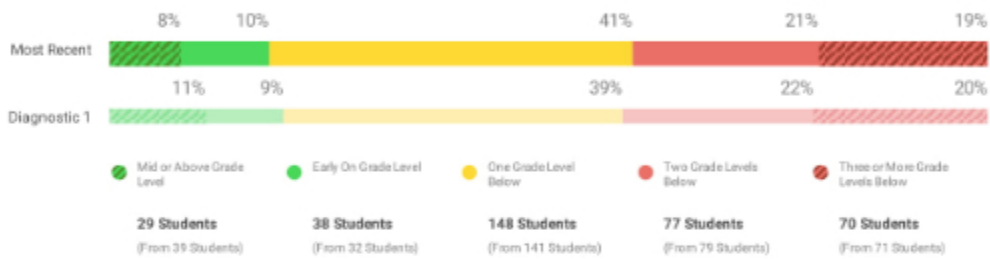
Diagnostic Results



School: Central Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 362/534



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	7%	3%	21%	30%	39%	61/100
	Diagnostic 1	8%	3%	16%	23%	49%	
No - Special Education	Most Recent	8%	12%	45%	20%	15%	301/434
	Diagnostic 1	11%	10%	44%	22%	14%	

Conclusions based on this data:

1. Although we don't see growth of students scoring in the green band, we do see less students scoring in the lowest red band, which is a trend we want to see.
2. As we see the lowest red band decreasing, we also see the yellow band growing. This is also a trend that we like to see. This demonstrates students progressing in their overall grade level placement.
3. As our general education teachers concluded, mathematics instruction is much more challenging during distance learning compared to live instruction. However, it is good to see that some students are still able to demonstrate growth.

School and Student Performance Data

Special Education Diagnostic Results - Reading

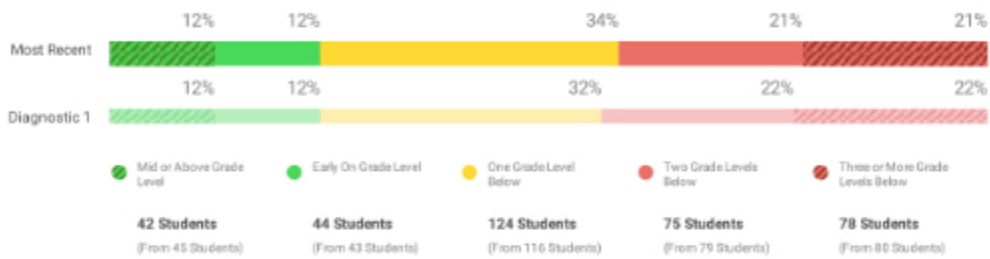
Diagnostic Results



School: Central Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 363/534



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent		3%	0%	32%	18%	47%	60/100
	Diagnostic 1		7%	3%	22%	23%	45%	
No - Special Education	Most Recent		13%	15%	35%	21%	17%	303/434
	Diagnostic 1		14%	14%	34%	21%	17%	

Conclusions based on this data:

1. As we mentioned about our general education population, students may have received support at home during diagnostic 1 which could have inflated the results.
2. We see a decline in the second to last red band, which demonstrates that students are making progress and moving into the yellow grade level placement on i-Ready.
3. Although we see that there is a 7% drop in students scoring in the green band, when we actually compare diagnostic 1 to diagnostic 2 diagnostic 1 shows 9% of the students in green. Diagnostic 2 shows that 6% of the students scored in the green band. That is a difference of 3% compared to the graph included in Document Tracking Services.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	87	77	79	82	75	76	82	75	76	94.3	97.4	96.2
Grade 4	89	79	76	88	78	76	88	78	76	98.9	98.7	100
Grade 5	89	84	79	87	83	77	87	83	77	97.8	98.8	97.5
Grade 6	87	93	89	86	92	88	86	92	88	98.9	98.9	98.9
All Grades	352	333	323	343	328	317	343	328	317	97.4	98.5	98.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2405.	2395.	10.98	20.00	19.74	20.73	18.67	15.79	25.61	22.67	30.26	42.68	38.67	34.21
Grade 4	2457.	2456.	2437.	27.27	20.51	17.11	17.05	23.08	17.11	19.32	25.64	26.32	36.36	30.77	39.47
Grade 5	2478.	2486.	2464.	13.79	18.07	14.29	31.03	25.30	28.57	22.99	24.10	18.18	32.18	32.53	38.96
Grade 6	2535.	2528.	2535.	20.93	22.83	17.05	36.05	28.26	40.91	23.26	26.09	23.86	19.77	22.83	18.18
All Grades	N/A	N/A	N/A	18.37	20.43	17.03	26.24	24.09	26.18	22.74	24.70	24.61	32.65	30.79	32.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.98	22.67	15.79	39.02	36.00	47.37	50.00	41.33	36.84
Grade 4	18.18	17.95	15.79	52.27	53.85	47.37	29.55	28.21	36.84
Grade 5	18.39	22.89	22.08	48.28	44.58	38.96	33.33	32.53	38.96
Grade 6	22.09	22.83	23.86	52.33	45.65	48.86	25.58	31.52	27.27
All Grades	17.49	21.65	19.56	48.10	45.12	45.74	34.40	33.23	34.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.98	13.33	9.21	43.90	37.33	50.00	45.12	49.33	40.79
Grade 4	21.59	17.95	11.84	42.05	46.15	51.32	36.36	35.90	36.84
Grade 5	20.69	18.07	18.18	45.98	45.78	37.66	33.33	36.14	44.16
Grade 6	29.07	26.09	21.59	43.02	42.39	60.23	27.91	31.52	18.18
All Grades	20.70	19.21	15.46	43.73	42.99	50.16	35.57	37.80	34.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.20	21.33	9.21	65.85	57.33	64.47	21.95	21.33	26.32
Grade 4	18.18	12.82	13.16	54.55	61.54	64.47	27.27	25.64	22.37
Grade 5	10.34	13.25	15.58	68.97	59.04	55.84	20.69	27.71	28.57
Grade 6	17.44	13.04	14.77	70.93	67.39	71.59	11.63	19.57	13.64
All Grades	14.58	14.94	13.25	65.01	61.59	64.35	20.41	23.48	22.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.73	26.67	22.37	42.68	41.33	48.68	36.59	32.00	28.95
Grade 4	35.23	33.33	15.79	40.91	47.44	53.95	23.86	19.23	30.26
Grade 5	26.44	24.10	23.38	37.93	51.81	36.36	35.63	24.10	40.26
Grade 6	39.53	42.39	34.09	43.02	43.48	47.73	17.44	14.13	18.18
All Grades	30.61	32.01	24.29	41.11	46.04	46.69	28.28	21.95	29.02

Conclusions based on this data:

1. The overall number of students meeting and exceeding the ELA standards remained relatively the same from 2018 to 2019. The total percentage of students meeting or exceeding standard decreased by 1%.
2. As a result of decreasing 11 points in the distance from standard, this keeps our school within the Orange band on the LCAP color status.
3. The growth percentile in English Language Arts is 67 which represents average growth. Students in our case grew 5 scale score points greater than similar students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	77	79	86	77	77	86	77	77	100	100	97.5
Grade 4	89	79	76	89	78	76	89	78	76	100	98.7	100
Grade 5	89	84	79	87	84	77	87	84	77	97.8	100	97.5
Grade 6	87	93	89	86	92	89	86	92	89	98.9	98.9	100
All Grades	351	333	323	348	331	319	348	331	319	99.1	99.4	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2398.	2397.	10.47	9.09	5.19	26.74	22.08	28.57	24.42	28.57	29.87	38.37	40.26	36.36
Grade 4	2453.	2451.	2435.	13.48	8.97	9.21	20.22	26.92	21.05	37.08	28.21	30.26	29.21	35.90	39.47
Grade 5	2490.	2473.	2460.	16.09	10.71	10.39	19.54	14.29	16.88	33.33	29.76	22.08	31.03	45.24	50.65
Grade 6	2519.	2533.	2510.	16.28	22.83	16.85	25.58	22.83	17.98	29.07	26.09	33.71	29.07	28.26	31.46
All Grades	N/A	N/A	N/A	14.08	13.29	10.66	22.99	21.45	21.00	31.03	28.10	29.15	31.90	37.16	39.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	19.77	14.29	14.29	36.05	35.06	40.26	44.19	50.65	45.45	
Grade 4	19.10	19.23	18.42	31.46	30.77	27.63	49.44	50.00	53.95	
Grade 5	21.84	16.67	23.38	37.93	29.76	20.78	40.23	53.57	55.84	
Grade 6	25.58	34.78	22.47	40.70	29.35	38.20	33.72	35.87	39.33	
All Grades	21.55	21.75	19.75	36.49	31.12	31.97	41.95	47.13	48.28	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.93	16.88	10.39	43.02	37.66	55.84	36.05	45.45	33.77
Grade 4	13.48	11.54	13.16	44.94	43.59	42.11	41.57	44.87	44.74
Grade 5	12.64	8.33	9.09	45.98	40.48	37.66	41.38	51.19	53.25
Grade 6	16.28	22.83	14.61	47.67	42.39	41.57	36.05	34.78	43.82
All Grades	15.80	15.11	11.91	45.40	41.09	44.20	38.79	43.81	43.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	18.18	14.29	44.19	48.05	51.95	39.53	33.77	33.77
Grade 4	16.85	12.82	17.11	50.56	48.72	38.16	32.58	38.46	44.74
Grade 5	14.94	13.10	6.49	51.72	40.48	42.86	33.33	46.43	50.65
Grade 6	17.44	28.26	15.73	48.84	38.04	48.31	33.72	33.70	35.96
All Grades	16.38	18.43	13.48	48.85	43.50	45.45	34.77	38.07	41.07

Conclusions based on this data:

1. The overall percentage of students meeting and exceeding standards decreased from 2018 to 2019 by 4%.
2. As a result of decreasing 13 points in the distance from standard, this keeps our school within the Orange band on the LCAP color status.
3. The growth percentile for Central School is 55 which represents average growth. Students in our case grew 2 scale score points greater than similar students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1396.3	1407.5	1406.3	1418.9	1372.6	1380.5	69	59
Grade 1	1430.3	1428.7	1432.9	1441.2	1427.1	1415.8	54	49
Grade 2	1467.2	1460.1	1461.7	1459.8	1472.3	1459.9	69	53
Grade 3	1480.0	1471.1	1473.7	1461.6	1485.8	1480.1	43	36
Grade 4	1496.4	1509.2	1485.4	1517.4	1506.9	1500.6	41	40
Grade 5	1504.9	1513.6	1498.1	1501.0	1511.1	1525.6	36	30
Grade 6	1490.9	1503.0	1475.5	1499.0	1505.9	1506.6	24	25
All Grades	1472.3		1467.1		1475.5		336	292

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.94	6.78	24.64	23.73	30.43	55.93	28.99	13.56	69	59
1	*	6.12	*	22.45	29.63	36.73	33.33	34.69	54	49
2	37.68	15.09	34.78	22.64	*	37.74	18.84	24.53	69	53
3	*	2.78	41.86	44.44	30.23	27.78	25.58	25.00	43	36
4	*	20.00	58.54	42.50	*	22.50	*	15.00	41	40
5	*	16.67	55.56	50.00	*	26.67	*	6.67	36	30
6	*	8.00	*	36.00	*	40.00	*	16.00	24	25
All Grades	18.75	10.62	35.71	32.19	23.21	36.99	22.32	20.21	336	292

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.64	8.47	26.09	37.29	20.29	38.98	28.99	15.25	69	59
1	35.19	20.41	22.22	18.37	*	40.82	27.78	20.41	54	49
2	52.17	24.53	21.74	26.42	*	28.30	17.39	20.75	69	53
3	*	8.33	44.19	44.44	*	19.44	25.58	27.78	43	36
4	36.59	47.50	36.59	32.50	*	10.00	*	10.00	41	40
5	30.56	36.67	47.22	50.00	*	6.67	*	6.67	36	30
6	*	20.00	*	44.00	*	24.00	*	12.00	24	25
All Grades	32.14	22.60	31.25	34.25	16.07	26.37	20.54	16.78	336	292

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.39	*	18.64	57.97	62.71	27.54	15.25	69	59
1	*	4.08	*	18.37	*	32.65	53.70	44.90	54	49
2	37.68	11.32	18.84	18.87	17.39	32.08	26.09	37.74	69	53
3	*	2.78	*	22.22	37.21	41.67	41.86	33.33	43	36
4	*	5.00	39.02	37.50	31.71	30.00	*	27.50	41	40
5	*	13.33	55.56	23.33	*	46.67	*	16.67	36	30
6	*	0.00	*	20.00	*	40.00	*	40.00	24	25
All Grades	14.88	5.82	21.73	22.26	31.55	41.44	31.85	30.48	336	292

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.93	1.69	37.68	83.05	17.39	15.25	69	59
1	46.30	32.65	27.78	46.94	25.93	20.41	54	49
2	66.67	28.30	20.29	56.60	*	15.09	69	53
3	25.58	5.56	60.47	63.89	*	30.56	43	36
4	36.59	45.00	56.10	50.00	*	5.00	41	40
5	*	6.67	69.44	86.67	*	6.67	36	30
6	*	8.00	45.83	76.00	*	16.00	24	25
All Grades	42.26	19.18	41.67	65.07	16.07	15.75	336	292

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.29	15.25	43.48	57.63	36.23	27.12	69	59
1	22.22	8.16	42.59	67.35	35.19	24.49	54	49
2	46.38	15.09	28.99	56.60	24.64	28.30	69	53
3	34.88	22.22	37.21	50.00	27.91	27.78	43	36
4	46.34	42.50	36.59	47.50	*	10.00	41	40
5	58.33	60.00	*	30.00	*	10.00	36	30
6	*	28.00	58.33	44.00	*	28.00	24	25
All Grades	35.71	24.32	38.10	52.74	26.19	22.95	336	292

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	69.57	84.75	23.19	15.25	69	59
1	20.37	16.33	27.78	34.69	51.85	48.98	54	49
2	42.03	7.55	26.09	64.15	31.88	28.30	69	53
3	*	2.78	62.79	55.56	37.21	41.67	43	36
4	*	10.00	63.41	60.00	*	30.00	41	40
5	*	26.67	58.33	53.33	*	20.00	36	30
6	*	0.00	*	36.00	62.50	64.00	24	25
All Grades	17.56	8.56	48.21	58.22	34.23	33.22	336	292

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.74	25.42	46.38	50.85	31.88	23.73	69	59
1	*	4.08	37.04	46.94	46.30	48.98	54	49
2	20.29	11.32	65.22	49.06	*	39.62	69	53
3	*	5.56	62.79	72.22	32.56	22.22	43	36
4	*	7.50	70.73	75.00	*	17.50	41	40
5	*	3.33	66.67	83.33	*	13.33	36	30
6	*	24.00	79.17	64.00	*	12.00	24	25
All Grades	16.96	11.99	58.33	60.27	24.70	27.74	336	292

Conclusions based on this data:

1. Speaking and Listening are the two domains where students are demonstrating more success, however the percentage of students scoring at the proficient level in the overall score decreased by 12%.
2. Within the Speaking and Listening domains, student performance decreased by 36% between 2018 and 2019.
3. Within the Reading and Writing domains, student performance decreased by 16% between 2018 and 2019.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
580	82.2	60.0	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	348	60.0
Foster Youth	2	0.3
Homeless	24	4.1
Socioeconomically Disadvantaged	477	82.2
Students with Disabilities	86	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4
Asian	10	1.7
Filipino	47	8.1
Hispanic	493	85.0
Two or More Races	9	1.6
Pacific Islander	1	0.2
White	10	1.7





Conclusions based on this data:

1. Sixty percent of the population at Central are ELLs. This demands specific strategies during instruction that are beneficial to this population. Ongoing monitoring of ELL data is paramount.
2. 82.2% of the population at Central are Socioeconomically Disadvantaged. Providing support instructionally, socio emotionally, and socioeconomically (free and reduced lunch) is critical for this population of students in order to set them up for success.
3. Central is one of two Special Education Hub Schools in National School District. We must ensure that we have consistent and well qualified staff working with our students with disabilities population and ensure that we provide mainstreaming opportunities for our SWDs to be with their general education peers.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. In English Language Arts our overall Academic Performance is in the Orange range. Our focus on foundational literacy skills in the primary grades will increase this achievement in a few years. We will strive to increase this in 2019 with a focus on teaching the Language Arts Standards with our newly adopted materials.
2. In Mathematics our overall Academic Performance is in the Orange range. This year we have an after school learning program that is targeting students at the Nearly Met range on the SBAC. Our focus on these students will increase the amount of students meeting standard by supporting these students twice a week for an extra 3 hours of support in Math.
3. Our Chronic Absenteeism and Suspension rates are doing well. We have implemented an attendance incentive program which recognizes students with perfect attendance on a weekly basis. Our school has had the highest growth in attendance for 5 straight months compared to last year of all 10 schools.

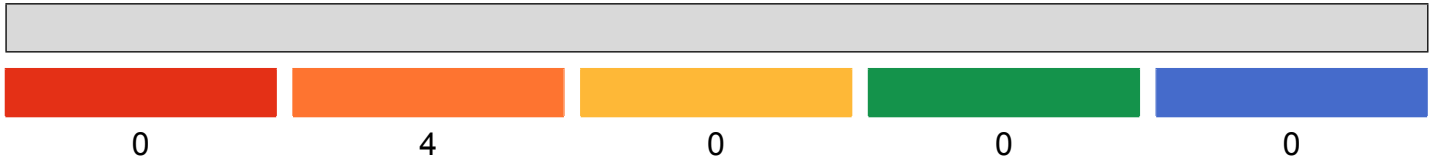
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>21.6 points below standard</p> <p>Declined -9 points</p> <p>313</p>	<p>English Learners</p> <p>Orange</p> <p>25.3 points below standard</p> <p>Declined -10.4 points</p> <p>239</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>33.2 points below standard</p> <p>Declined -8.6 points</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>23.2 points below standard</p> <p>Declined -6.1 points</p> <p>267</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>85.2 points below standard</p> <p>Increased ++7.9 points</p> <p>58</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 19.4 points above standard Declined -11.4 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.7 points below standard Declined -7 points 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.8 points below standard Declined Significantly -47.8 points 124	41.1 points above standard Declined Significantly -19.2 points 115	8.2 points below standard Declined -5.6 points 72

Conclusions based on this data:

1. Our Fall Dashboard performance for all students declined by 10.5 points compared to 2018. In addition, our Socio-economically disadvantaged population also declined by 7.2 points.
2. The performance of our English Language learners declined by 11.7 points.
3. One student group that did show growth last year is our Students With Disabilities, which demonstrated 6.6 points worth of growth.

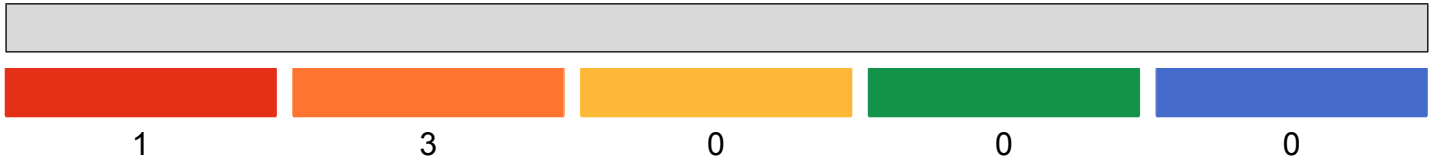
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>45.6 points below standard</p> <p>Declined -13.4 points</p> <p>313</p>	<p>English Learners</p> <p>Orange</p> <p>42.8 points below standard</p> <p>Declined -9.2 points</p> <p>239</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>28.7 points below standard</p> <p>Increased Significantly ++16.9 points</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>44.9 points below standard</p> <p>Declined -8.2 points</p> <p>267</p>	<p>Students with Disabilities</p> <p>Red</p> <p>112.1 points below standard</p> <p>Declined -8.5 points</p> <p>58</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 1.2 points above standard Declined Significantly -24.4 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.8 points below standard Declined -10.5 points 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.2 points below standard Declined Significantly -31.6 points 124	6.2 points above standard Declined Significantly -32 points 115	53.2 points below standard Declined Significantly -29.4 points 72

Conclusions based on this data:

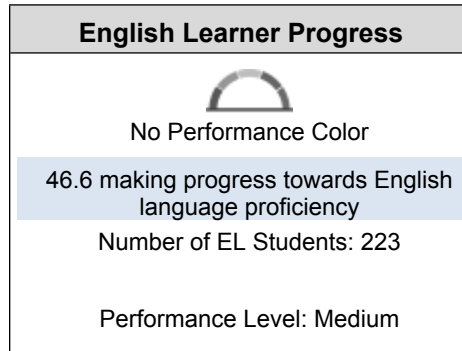
1. Based on the Fall Dashboard data, the All Student population declined by 13.5 points.
2. Based on the Fall Dashboard data, the English Learner population declined by 9.2 points. In addition, our Socio Economically Disadvantaged population declined by 8.2 points.
3. Based on the Fall Dashboard data, the Students With Disabilities declined by 8.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32	87	5	99

Conclusions based on this data:

1. Based on the Fall Dashboard data, 32 English Language Learners decreased one ELPI level.
2. Based on the Fall Dashboard data, 87 English Language Learners maintained ELPI level 1,2L,2H,3L, or 3H.
3. Based on the Fall Dashboard data, 5 English Language Learners maintained ELPI level 4 and 99 English Language Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

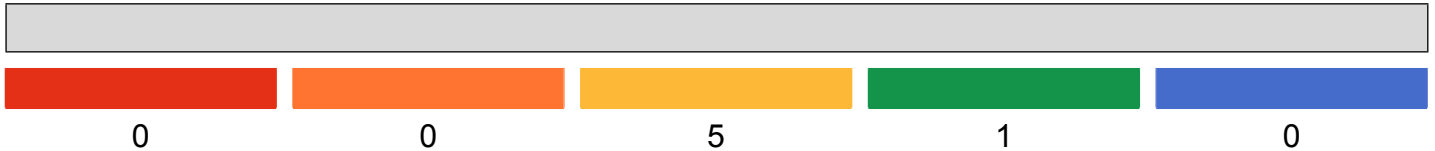
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Yellow</p>	<p>No Performance Color</p>
11.7	11.6	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.5	Declined Significantly -15.1	4
613	372	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p>	<p>Yellow</p>	<p>Yellow</p>
15.6	10.8	20
Declined -34.4	Declined Significantly -18.7	Declined -19.3
32	509	105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 9.1 Increased +9.1 11	 Green 8.3 Declined -15.5 48
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.4 Declined Significantly -16.3 524	 No Performance Color 9.1 Declined -24.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

Conclusions based on this data:

1. Our school's Chronic Absenteeism rate for all students declined 16.5 points and is in the Yellow range on the Dashboard.
2. Our school's Chronic Absenteeism rate for English Learners, Homes, Socioeconomically Disadvantaged, and Students with Disabilities also declined and are all in the Yellow band of the California dashboard.
3. Our school's Chronic Absenteeism rate for our Filipino population declined by 15.5 points, and the rate for the Hispanic population declined significantly by 16.3 points.

School and Student Performance Data

Academic Engagement Graduation Rate

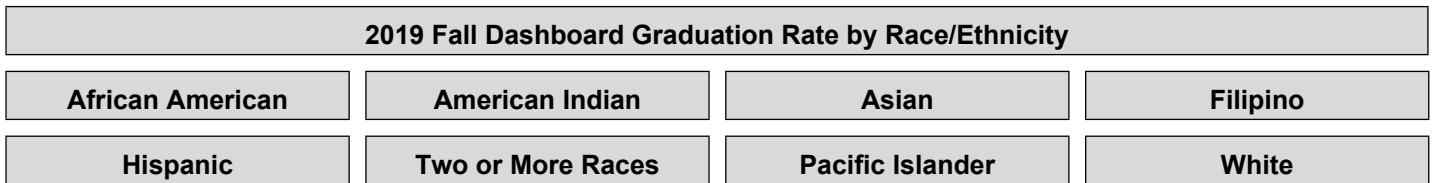
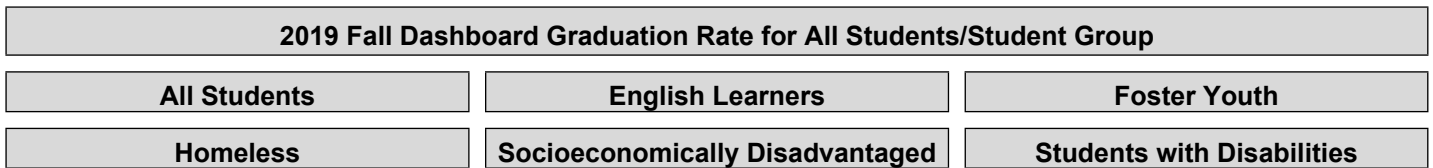
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

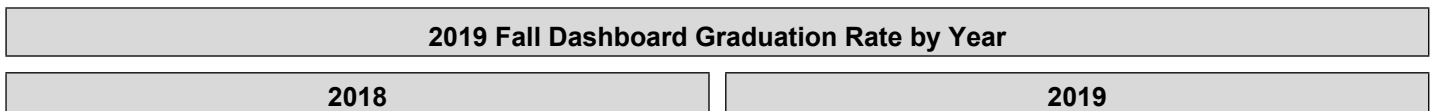
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report










This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Blue</p> <p>0.5</p> <p>Declined Significantly -1 636</p>	<p>Green</p> <p>0.8</p> <p>Declined -0.9 381</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Blue</p> <p>0</p> <p>Declined -1.7 33</p>	<p>Blue</p> <p>0.6</p> <p>Declined Significantly -1.2 521</p>	<p>Yellow</p> <p>0.9</p> <p>Increased +0.9 109</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 Maintained 0 11	 Blue 0 Declined -2.3 51
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.6 Declined Significantly -1.1 543	 No Performance Color 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 10

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	0.5

Conclusions based on this data:

1. The total suspension rate declined from 1.5 to 0.5 from 2018 to 2019, which helped to ensure more students were in school.
2. According to the California Dashboard, the All Students, Homeless, and Socio Economically Disadvantaged populations were all in the Blue ranking. We will strive to continue this rate for years to come.
3. According to the California Dashboard, the English Language Learner population ranked in the Green category, while the Students with Disabilities ranked in the Yellow category.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

English Learner reclassification rate will increase 3% percent from 14.9% in 2019-2020 to 17.9% in 2019-2020.

English Learner Distance from Standard on the Dashboard will decrease by 10 points this year in English Language Arts CAASPP: From -91 below level 3 to -81 below level 3 compared to the CAASPP data from 2018. Based on the fact that Covid-19 interrupted the administration of the 2019/2020 CAASPP we will be using the data from 2018 to compare this year's outcomes to.

English Learner Distance from Standard on the Dashboard will decrease by 10 points this year in Math CAASPP: From -91 points below level 3 to -81 points below level 3 compared to the CAASPP data from 2018. Based on the fact that Covid-19 interrupted the administration of the 2019/2020 CAASPP we will be using the data from 2018 to compare this year's outcomes to.

The percentage of English learners performing at met or exceed standards on the ELA section of CAASPP will increase 3% compared to the CAASPP data from 2018. Based on the fact that Covid-19 interrupted the administration of the 2019/2020 CAASPP we will be using the data from 2018 to compare this year's outcomes to.

The percentage of English learners performing at met or exceed standards on the Math of CAASPP will increase 3% compared to the CAASPP data from 2018. Based on the fact that Covid-19 interrupted the administration of the 2019/2020 CAASPP we will be using the data from 2018 to compare this year's outcomes to.

Identified Need

In 2018-2019 Central's reclassification rate was 10.6%. We had an increase of 4.3% from 2018/2019 to 2019/2020.

According to CAASPP ELA scores, English learners at Central did not grow in Distance from Meeting Standard from 2017-18 to 2018-19. There was no change in percentile points. This indicates a continued focus on vocabulary instruction, oral language practice, comprehension, and writing.

The distance from standard on ELA for ELs at Central from 2017-18 compared to 2018-19 remained at -91 percentile points below level 3.

Additionally, according to CAASPP Math scores, English learners at Central demonstrated a decrease on Distance from Meeting Standard. Scores from 2017-18 to 2018-19 showed a change of 5 percentile points. This indicates a continued focus on conceptual understanding, math language, and vocabulary to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	12%	15%
CAASPP Math EL Data	11%	14%
ELPAC Overall Data	11%	14%
ELPAC Oral Data	23%	26%
ELPAC Written Data	6%	9%
IReady ELA Data	15%	40%
IReady Math Data	20%	45%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Collaboration through data teams and collaboration Thursdays will focus on content learning and building collective efficacy.

District Resource Teachers will provide classroom teachers remote support for implementation of ELD/ELA Standards through coaching of research-based instructional strategies for English learners.

Classroom teachers will have support available to them remotely by the District Resource Teachers to assist in the planning, developing, and implementing lessons to include the CA ELD Standards in ELA instruction.

Classroom teachers will continue to use Data Team time to analyze student data and evidence of work samples of ELL students in order to make decisions about instructional strategies that will meet the needs of ELL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,059	Title I Production of materials
0	LCAP District Resource Teachers in District LCAP
0	LCAP Teacher Release Time for District provided professional development
1,000	Title I Cost of Bilingual Liaison to assist with data collection of ELLs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional Development-

- Provide remote ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources by NSD Resource teachers.
- Provide time during Data Team release time, as well as teacher collaboration time for opportunities to share successful strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP District Resource Teachers in District LCAP
	LCFF LAS (\$141,000) District funded

10,000

Title I

Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Longterm English Language Learners who are in need of additional support in developing language acquisition will be invited to participate in Achieve 3000 as a vocabulary and literacy intervention.

Longterm English Language Learners have access to Imagine Learning as an added support to build language skills.

Longterm English Language Learners will have access to online virtual field trips and assemblies for access to rich language building opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCAP

Achieve 3000 Intervention provided by district funds

4,000

LCAP

cost of field trips

5,000

LCAP

Cost of additional library books that support ELLs

9,444

LCAP

4. Additional instructional supplies

4,000

LCAP

Cost of Assemblies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Technology-

English Learners will have opportunities to develop their language acquisition through the use of technology. English Learners will use both Imagine Learning and I-Ready to engage in differentiated and appropriate leveled practice in English Language Arts in order to demonstrate growth in language and content areas.

Other technology programs such as Razz Kids, Time for Kids, and Reading A to Z provide additional opportunities for students to expand their vocabulary and content knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCAP Materials and Supplies- Supplemental Computer Learning Programs
0	LCAP iReady and Imagine Learning in District LCAP
0	LCAP Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation (District funded)
0	LCAP Cost of ELPAC Support to ensure we assess all ELL students (District funded)
12,000	Title I Cost of any technology equipment replacement, such as Docucams and other hardware

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

ELA Smarter Balanced Assessment will increase from 44 percent in 2018-2019 to 47 percent in 2020-2021. Due to the cancellation of the SBAC in 2020, we will use the data from 2019 to establish our goal for 2021.

Math Smarter Balanced Assessment will increase from 32 percent in 2018-2019 to 36 percent in 2020-2021. Due to the cancellation of the SBAC in 2020, we will use the data from 2019 to establish our goal for 2021.

iReady results in English Language Arts and Math proficiency.
Beginning of the year in 2020 compared to middle of year 2021:

ELA- Students with Disabilities: 10% decreased to 7%
Math-Students with Disabilities: 10% remained at 10%

ELA- English Learner: 15% increased to 16%
Math- English Learner: 17% decreased to 16%

ELA- Low Income: 23% increased to 24%
Math- Low Income: 23% increased to 24%

All Students ELA- 24% increased to 29%
All Students Math- 19% decreased to 18%

Identified Need

SBAC Baseline Results: 2018/2019 CAASPP results indicate 44 percent of all students are proficient in ELA. This was a decline of 1%. This indicates a near 56 percent of students not meeting the expected performance standard.

2018/2019 CAASPP results indicate 32 percent of all students are proficient in Math. This was a decline of 4% of students meeting proficiency in Math. This indicates about 68 percent of students are not meeting proficiency.

NSD is in its seventh year of Common Core implementation, and as the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. 2019 State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and Math frameworks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	44% Meeting or Exceeding Standard	47% Meeting or Exceeding Standard
CAASPP Math All Students	32% Meeting or Exceeding Standard	36% Meeting or Exceeding Standard
CAASPP SWD ELA	12% Meeting or Exceeding Standard	15% Meeting or Exceeding Standard
CAASPP SWD Math	12% Meeting or Exceeding Standard	15% Meeting or Exceeding Standard
iReady Reading All Students	29% Meeting Grade Level Placement	45% Meeting Grade Level Placement
iReady Math All Students	18% Meeting Grade Level Placement	41% Meeting Grade Level Placement
iReady Reading SWD	6% Meeting Grade Level Placement	15% Meeting Grade Level Placement
iReady Math SWD	10% Meeting Grade Level Placement	19% Meeting Grade Level Placement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

National School District (NSD) hires NSD Enrichment Teachers to release classroom teachers for Data Teams time. This time allows teachers to study the Math and ELA Common Core Standards and engage in discussions centered around student achievement. Teachers analyze student data and student work samples in order to collaboratively make instructional decisions around effective instructional strategies that lead to success in the classroom.

In 2020-2021 Central will provide teachers:

- * Teams collaboration time and professional learning around ELD/ELA Standards.
- * Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and Math.

- * Continued professional development on the University of Irvine Math program and Math instructional strategies for distance learning.
- * Continued professional development on i-Ready for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP Cost of Enrichment Teachers to Release Classroom Teachers for Collaboration- District LCAP
0	Title I Cost of Production of Materials for ELA and Math already mentioned in Goal 1
5,000	LCAP Cost of supplies for Enrichment Teachers
0	LCAP Cost of Instructional Materials for teachers already mentioned in Goal 1.
0	Title I Cost of Equipment Replacement and Extra Computers already mentioned in Goal 1.
0	LCAP Cost of Trainers from University or Irvine (UCI) in District LCAP
1,000	Title I Cost of Technology Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Central has determined that students with disabilities (SWD), need to have a safe sensory environment to help deescalate behaviors and provide sensory learning. Room 9 is designated a sensory learning room for our SWD.

The creation of a new school garden and science learning center will help to benefit all students. As we begin to prepare for the implementation of the Next Generation Science Standards, we can begin to create our science lab that will support the school garden and student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I

Cost of Additional Materials and Equipment for our Sensory Room

4,000

Title I

Cost of Materials, Supplies, and Equipment for the implementation of a School Garden and Science Lab.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Impact teachers and the Language Arts Specialist will play an active role in providing early intervention in the area of literacy for primary students in grades 1st and 2nd grade. Impact teachers and the Language Arts Specialist will also offer intervention during school hours for identified students to participate in Achieve 3000 in an effort to build vocabulary and literacy skills for students. SWING tutors may be hired to provide academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

68,826

Title I

	Cost of four Impact Teachers
8,000	Title I Academic Tutors
0	LCAP Cost of Licenses for Achieve 3000 (District Funds)
2,000	LCAP Cost of Instructional Materials for Support Staff (Impact Teachers)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Central staff will participate and implement new professional development strategies.

Central teachers and administrators completed overview training on the ELA/ELD and math frameworks last year. This year, District Resource Teachers provided virtual professional development on the use of virtual teaching strategies and technologies (Jamboard, PearDeck) in an effort to engage all students and promote engagement and language development for English Language Learners. District Resource Teachers provide additional virtual one on one and grade level support in the use of these strategies throughout the year.

District resource teachers were trained as trainers on the ELD/ELA frameworks and continue to assist with the implementation of the Common Core standards in a distance learning environment.

In addition, iReady is a district-wide assessment to be used to monitor student progress throughout the course of the school year. Teachers will use this data to make instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP Cost of District Resource Teachers in District LCAP
0	LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Central will continue to promote independent reading time across all classrooms daily.

In 2018-2019 National School District provided all teachers a variety of baskets containing books from American Reading Company in order to promote independent reading in grades kindergarten through sixth grade. This year in the distance learning environment, teachers have access to the online ARC Bookshelf to use in promoting independent reading.

In 2020-2021 funding will be made available for the purchase of additional supplemental literature such as Time for Kids and RAZ Kids.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCAP

Cost of ARC Bookshelf- District Funds

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be provided with daily access to adequate technology for the use of iReady. Students will use iReady to support their progress in the area of English Language Arts and Mathematics. iReady will target their individual levels on an independent basis. Teachers will be able to track whether time on task and lessons passed in online instruction is within an acceptable range and meeting student goals.

Teachers will use iReady in ELA and Math as one means to monitor student growth and provide individualized instruction during distance learning.

Many teachers computers are four to five years old. Having up to date computers will allow our teachers to maximize instructional time and they will also support their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP Cost of Instructional Technology Devices-Centralized Cost
0	LCAP Cost of iReady Student Licences- Centralized Cost
0	LCAP Cost of New Teacher Computers-District Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will attempt to offer before and after school clubs that promote students with opportunities to expand their leadership qualities and participate in extra curricular activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600	Title I Cost of Before School and After School Extra Curricular Learning Experiences.
2,400	Title I Cost of Materials and Supplies for Before and After School Extra Curricular Learning Experiences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

iReady results in English Language Arts and math proficiency results end of year 2020:

ELA- Students with Disabilities: ___%

Math-Students with Disabilities: ___%

ELA- English Learner: ___%

Math- English Learner: ___%

ELA- Low Income: ___%

Math- Low Income: ___%

All Students ELA-

All Students Math-

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Performance with an Emphasis on Parent and Community Engagement

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners

Goal 3

In 2020-2021, Central will increase the amount of parents attending general parent meetings by an average of 80%, which is equal to 23 parents per parent meeting by the end of the year.

Our first parent meeting was a presentation by Angelica Benitez that included 13 parents in September 2020. By end of the year we aim to increase this number of parents by 80% or 23 parents.

Central will send a parent engagement survey in the winter and spring to measure parent engagement.

Survey will measure:
 School/Home communication
 Does Central value parent involvement

Identified Need

There is a need for Central School to engage more parents in more ways to partner our school and in their students' education. In the 2019 parent engagement survey, results indicated that the most common parent connection with academics was only homework. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Survey	data will be provided at mid-year	demonstrate 10% growth in parent engagement questions by end of the year
Parent Participation Counts- Photos of lists of participants in Google Meet	13 parents attended the Distance Learning Parent Presentation	average of 23 parents attending general parent meetings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement and Participation

Strategy/Activity

Parents will attend CABA.

Parent will be invited to Principal's Coffee Chat in February, March, April, and May.

Central parents will represent Central at DELAC and DPAC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,226

Source(s)

Title I

1% of Title I Allocation for Parental Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement and Participation

Strategy/Activity

Central will fortify the existing structures to promote parent participation.

1. The school's English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.
2. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency
3. Involvement of Parents, Staff and Community:

Parents are involved through:

- School Site Council
- English Language Advisory Committee
- DELAC Representative
- SST/IEP Parent Meetings

- District/Parent Advisory Committee
- Parent workshops

PTA

- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCAP

Cost of Parent Engagement District Resource Teacher- Centralized Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safety and Social Emotional Wellness

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

Central's Weekly attendance will average a minimum of 91.6% by May 2021. Currently our weekly attendance average is 90.6%, measured from 8/24/20 to 1/8/2021.

Identified Need

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	90.6% daily attendance rate	91.6% daily attendance rate average by May 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Practices consistent with Content Standards and Strategic Plan:

1. Sanford Harmony curriculum will be taught virtually by our school counselor to provide Tier 1 support to all students.

2. Monthly Expectations will be reviewed daily in the morning virtual announcements as well as school-wide recital of our PeaceBuilders pledge.
3. Weekly Restorative virtual meetings will take place in distance learning classrooms in order to create a safe learning environment where students' concerns can be expressed and addressed.
4. Assemblies will be held to recognize and award students who are demonstrating expected behaviors between February and May. Students will be given certificates and incentives.
5. Professional development on Mindfulness within the classroom.
6. Social emotional curriculum for counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Cost of Materials for Student Recognition (Discretionary funds)
40,000	Title I Cost of Counselor
500	Title I Cost of Postage to Mail Out Certificates if Needed

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All classes will complete 200 minutes of physical fitness every 2 weeks. All students will participate in physical fitness classes taught by the Enrichment Teachers once every other week and daily weekly PE minutes will be assigned by the classroom teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP
District Funds that Provide Enrichment Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS
1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment
2. Principal/Assistant Principal is an active part of the PBIS Committee monthly meetings
Attendance Incentives to Increase Attendance:
Monthly classroom recognition of students with perfect attendance.
Monthly student recognition and prizes awarded for students with perfect attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified
Fidelity inventory process will provide the observation feedback of PBIS evidence in the classrooms.

0

LCAP
PBIS meeting will occur every month. Both PBIS Tier 1 and PBIS Tier 2 will meet to discuss school expectations and review Illuminate data to make informed decisions about improving student behavior at school.

0

None Specified
Cost of Attendance Incentives- District Funded

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners Successmaker will be used to support ELA and math instructional programs Tech support for computers ELPAC Assessment Support 	7-18 through 6-19		Imagine Learning Licenses		Title III	224,000
	7-18 through 6-19		Successmaker Licenses			
	7-18 through 6-19		Salaries of technicians		LCFF - SCE	8,775
	7-18 through 6-19		Accelerated Reader Licenses			
	7-18 through 6-19		Assessment Team personnel		LCFF - Supplemental	7,529

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$196,055.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$161,611.00

Subtotal of additional federal funds included for this school: \$161,611.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$34,444.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$34,444.00

Total of federal, state, and/or local funds for this school: \$196,055.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	34,444	0.00
Title I	161,611	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	34,444.00
None Specified	0.00
Title I	161,611.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,059.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	34,444.00
	LCAP	0.00
	None Specified	0.00
	Title I	157,552.00
	Title I	4,059.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,503.00
Goal 2	99,826.00
Goal 3	1,226.00
Goal 4	41,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
Steven Sanchez	Principal
Elizabeth Prentice	Classroom Teacher
Heather Potter	Classroom Teacher
Lina Martinico	Classroom Teacher
Karina Cadena	Other School Staff
Jameson Tate	Parent or Community Member
Minerva Bradt	Parent or Community Member
Sonia Bojorquez	Parent or Community Member
Domanic Guido	Parent or Community Member
Krystal Ortega	Parent or Community Member
Lisa Yegin	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: PTA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Steven Sanchez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Toyon Elementary School	37-68221-6038749		February 27, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 16
- Resource Inequities 17
- School and Student Performance Data 18
 - Student Enrollment..... 18
 - Diagnostic Results - Math 20
 - Diagnostic Results - Reading 23
 - EL Diagnostic Results - Math 26
 - EL Diagnostic Results - Reading 28
 - Special Education Diagnostic Results - Math 30
 - Special Education Diagnostic Results - Reading 32
 - Disclaimer 34
 - CAASPP Results..... 35
 - ELPAC Results 39
 - Student Population 43
 - Overall Performance 44
 - Academic Performance 45
 - Academic Engagement 51
 - Conditions & Climate..... 54
- Goals, Strategies, & Proposed Expenditures..... 56
 - Goal 1 56
 - Goal 2 62
 - Goal 3..... 68
 - Goal 4..... 71
 - Goal 5..... 75
- Centralized Services for Planned Improvements in Student Performance 76
 - Goal 1 76
 - Goal 2..... 78
 - Goal 3..... 79

Goal 4.....	80
Goal 5.....	81
Budget Summary	82
Budget Summary	82
Other Federal, State, and Local Funds	82
Budgeted Funds and Expenditures in this Plan	83
Funds Budgeted to the School by Funding Source.....	83
Expenditures by Funding Source	83
Expenditures by Budget Reference	83
Expenditures by Budget Reference and Funding Source	83
Expenditures by Goal.....	83
School Site Council Membership	85
Recommendations and Assurances	86
Instructions.....	87
Instructions: Linked Table of Contents.....	87
Purpose and Description.....	88
Stakeholder Involvement.....	88
Resource Inequities	88
Goals, Strategies, Expenditures, & Annual Review	89
Annual Review	90
Budget Summary	91
Appendix A: Plan Requirements	93
Appendix B:.....	96
Appendix C: Select State and Federal Programs	98

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A virtual school climate survey was given to students during the 2020-2021 school year. We found that students generally feel cared for and believe that they will be successful. A virtual employee satisfaction survey was also conducted, and we found that staff overwhelmingly view El Toyon as a great place to work. A parent focus group was held virtually to capture the individual thoughts of the families and thoughts on distance learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Regular classroom observations are conducted throughout the school year virtually, and these observations illuminated instructional and cultural needs within the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All schools utilize the State CAASPP assessment system (although suspended last year due to Covid 19) yearly to determine programmatic needs. Additionally, all teachers utilize the pre and post assessments that are included in District provided curriculum to inform instruction virtually and determine intervention needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

El Toyon Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the ELPAC, iReady, and other district assessments. Student data are also monitored through iReady and Imagine Learning software. We have the ability for staff to configure data through our Illuminate and our data warehouse to efficiently evaluate individual, class wide and grade level student performance for instructional planning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at El Toyon Elementary meet the requirements of Highly Qualified Staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teaching staff at El Toyon are fully credentialed, in accordance with the Every Student Succeeds Act.

The principal at El Toyon regularly observes teachers during instructional time and provides targeted formative feedback. This feedback is connected to, but not limited to, the following school-wide professional development goals.

Math for CCSS

Grade level teams of teachers implement the Data Teams process every two weeks. Data Teams analyze student data in relation to student progression on CCSS-aligned UCI units for math and Benchmark ELA Curriculum to analyze their own instructional pedagogy that produced this data. However, the data teams process is not an isolated every-two-week event. As teachers find value in the collaboration and data analysis, they meet informally more often to talk about instruction and student assessment data. The conversations facilitated by the data teams process serve as professional development for teachers in both the use of ongoing formative assessment, and in research-based instructional pedagogy. Teachers will continue to attend district training as needed to ensure that benefits of the data team process are maximized for students.

As a powerful resource for CCSS math instruction, NSD has adopted UCI and Go Math! instructional materials, and has provided teachers with ongoing training in the implementation of these instructional materials. To help supplement UCI Math and Go Math!, teams of teachers explore other math instructional resources during bi-weekly grade level team meetings.

El Toyon has planned specific professional development sessions aimed at providing teachers with the tools for students to engage in rigorous mathematical discourse, both in small groups and in a class-discussion format.

Reading for CCSS

Our transitional kindergarten through third grade teachers will continue their professional development around targeted phonics intervention and instruction, while all staff will continue with professional development for text-dependent academic discussions in class, and effective encouragement of student independent reading.

Writing for CCSS

Our on-site Learning Headquarters trainer will facilitate professional development in writing for Common Core standards, and integration of Learning Headquarters resources and strategies into Benchmark units for English language arts. Additionally, several teachers attended Learning Headquarters workshops.

Next Generation Science Standards

El Toyon will engage in professional development around Next Generation Science Standards, and implementation of these standards with English learners and cross-curricular connections in mind.

Restorative Practices

Because student feelings of school connectedness are correlated with academic achievement, and because suspended or expelled students do not learn as much, our school will implement Restorative Practices. Restorative Practices is an approach to school culture and discipline that focuses on learning and relationships, and has been shown to positively impact school culture and student achievement. While some aspects of Restorative Practices have been in place for years, our entire staff will engage more deeply in training in February.

Positive Behavioral Interventions and Supports (PBIS)

EI Toyon has adopted Positive, which includes positive lessons on expected student behavior, consistent recognition of appropriate behavior, and tracking of student behavior data so that we can address needs and celebrate strong points. As an extension of our PBIS curriculum, all EI Toyon students receive regular lessons and reinforcements based on Sean Covey's 7 Habits of Happy Kids and 7 Habits of Highly Effective Teens.

Formative Feedback for Teachers

EI Toyon will continue working with the district resource teachers for English language arts and technology, to provide support for teachers. This support will be an opportunity for teachers to reflect and receive feedback without the presence of their evaluator.

EI Toyon's principal provides each teacher with formative feedback on a regular basis, targeted to highlight strengths and help with areas for growth in a non-evaluative format.

Additionally, roving subs will be provided so that teachers can observe their colleagues implement the new instructional strategies they learn at professional development sessions. Teachers will have the opportunity to learn from one another's instruction, further facilitating a school-wide culture of teacher learning, collaboration, and support.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is consistently aligned to Common Core State Standards and the Next Generation Science Standards. All professional development is informed by student data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts specialist, resource specialist, grade level peers, and the site administrator. The site administrator provides formative feedback to all teachers on a regular basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, EI Toyon Elementary makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Grade levels meet regularly at data team meetings in order to analyze data, create SMART goals, and devise action plans that will support their students' needs.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our school's plan is aligned with National School District's (NSD's) Thematic Goal of student achievement on Common Core State Standards.

Curriculum and instruction at El Toyon is aligned to be effective for student learning of grade-level content standards.

Assessment

Because our assessment helps to drive our instruction, both El Toyon and National School District prioritize the use of high-quality and relevant assessments. Formal assessment will take place regularly throughout the year, and will be based on a series of comprehensive, criterion referenced tasks and tests. These assessments include UCI Mathematics and Go Math exams, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, Go Math!, Learning Headquarters, iReady, SELD placement and ongoing assessments, RESULTS/District tests, and teacher team-created assessments. Teachers consistently use assessment data to target students, differentiate instruction, and refine instructional practices.

All assessments are designed to help teachers prepare students to improve their proficiency on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In addition to formal assessments, our teaching staff will use continuous and ongoing informal formative assessment to hold themselves and students accountable for learning, and to inform their instruction.

Technology

Google Classroom is a tool that allows teachers to distribute assignments, see student work as it is created, and provide rapid feedback to students as they learn in a fluid and paperless format. Google Classroom, along with the rest of the Google Apps for Education suite, have been integrated into our professional development sessions. Additionally, after describing how they would use it to benefit student learning, each teacher was given an iPad to use in their classroom during the 2019-20 school year. iPad apps and Google classroom will both be utilized with an emphasis on the research-based strategies of ongoing formative assessment and student collaboration.

Teachers will continue to implement iReady and Imagine Learning software, as well as Accelerated Reader and Math, NewsELA, RazKids and others software. Imagine Learning is an engaging and research-based computer application that gives students targeted instruction listening, reading, and writing English. Success Maker is also research-based software, that gives students targeted instruction in both reading and math. NewsELA provides students with targeted reading comprehension materials, and RazKids is adaptive software that helps target emerging readers. Accelerated Reader and Math give quantifiable data that screen for students needing additional services in reading or math, and Accelerated Reader is used to help students set reading goals, as a motivational tool, and to help students read books that are appropriate for their reading level.

Parent Engagement

El Toyon's PTA is a group of dedicated parents have been active in fundraising and supporting our students both in and out of the classroom. PTA general meetings are held on a monthly basis. El Toyon will continue to hold trainings for our volunteers, so that they can use our resources and support our children with ever-increasing effectiveness.

Large numbers of parents continue to regularly attend our Family Reading Days, in which they learn about how they can support their child's reading at home. We were also holding Family Math Days during the 2019-2020 school year and will continue virtually in the 2020-2021 school year.

Under normal circumstances family members are regularly seen volunteering in classrooms as Room Parents. Due to Covid 19 volunteering was suspended. These Room Parents are especially crucial, since they serve as extra communication hubs between a teacher and the other families of the teacher's classroom.

Teachers will continue to send home regular newsletters to families regarding upcoming events and instruction in their classroom. Communication with families school-wide is achieved through regular letters home with students, phone calls and emails through School Messenger, and electronic fliers through Peachjar.

Our virtual awards assemblies bring large numbers of families to the school, and our spaghetti dinners, movie nights, talent show, and other events are also well-attended when volunteers and parents are allowed on campus. Due to Covid 19 these activities were suspended.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction, including strategic intervention groups
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA, 2 hours of core instruction, including strategic intervention groups
- 4-6 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-6 ELD, a minimum of 45 minutes ELD instruction, four times a week

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units in math and English Language Arts supply a framework for lesson pacing. All ELA and Math units vary in length, but allow for teachers to adapt the pace based on student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

El Toyon Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Benchmark ELA curriculum and the Go Math! programs comprise the published materials. The Benchmark in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade English transition program. English Language Development (ELD) in all grades is addressed through the use of Systematic English Language Development (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning. Imagine Learning provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. iReady software suite also supports the standards-based curriculum at El Toyon Elementary in both English and mathematics. SuccessMaker provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). These programs now assess and facilitate learning of Common Core State Standards.

Additionally, teachers are using their district-created English language arts foundations materials, Learning Headquarters writing instructional materials, Standards Plus English language arts, SIPPS, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are supplementing these resources with additional English language arts resources and texts, which vary by grade-level and even by student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

El Toyon Elementary provides a variety of services to students who are identified as underperforming.

Students who are having difficulty performing at standard at El Toyon Elementary are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Bi-monthly grade-level team meetings, administrator/teacher conferences, and district resource teacher guidance are all brought in to play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions and have completed an RTI (Response to Intervention) Tier 1 intervention plan without success, the Student Study Team (SST) will schedule a meeting to involve the expertise of the principal, school counselor, language arts specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication.

El Toyon hired two impact teachers for the bulk of the 2020-2021 for the specific purpose of providing small-group support and instruction to students who are most in need. This support is provided in math, English language arts, and English language development.

El Toyon's Language Arts Specialist provides services to students performing below and far below basic in Reading. Reading groups are formed based on ability and areas of weakness. Depending on the specific needs of each group, the focus for instruction includes a combination of phonemic awareness, phonics, decoding, fluency, skill instruction, and/or reading comprehension. Students are frequently reassessed to ensure that instruction is meeting their needs. The Language Arts Specialist provides intensive, targeted instruction to individual students who are on a Tier 3 RTI plan.

If necessary, for students in K-6, a focused Tier II or Tier III RTI (Response to Intervention) plan is developed to document and monitor the progress of individual students. IRLA, or iReady Reading/Math assessments are used in almost every RTI Plan. Our resource specialist (RSP) provides support for students on Individualized Education Programs on a consultative basis, and works with small groups of students who have Individualized Education Plans (IEPs) to provide them with more targeted instruction toward meeting their goals.

El Toyon Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan.

Teachers assess students using exit tickets, small quizzes, accountable talk, Google forms, and other rapid formative assessment on a daily basis so that they can intervene as quickly as possible when a student is not learning. Additionally, teachers meet in grade level teams every two weeks to analyze student performance data. As part of these meetings, in-class interventions are planned for students who are underperforming in specific standards. These interventions include, but are not limited to, small-group guided instruction, extra instructional time, scaffolded instruction, differentiated instruction, and peer tutoring.

Our school counselor and school psychologist work to address social and emotional struggles in students, which often underlie academic underperformance. When students are emotionally ready to learn, they become more successful academically.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families consistently give time to both raise money and help students achieve in the classroom. The money is used for field studies, sixth grade camp, after-school programming, and other enriching activities. El Toyon has partnerships with Mondo Gardens, who support our fundraisers, and with First Book, who helped orchestrate the gift of over three thousand dollars in books for our students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and student council representatives regularly meet to give input into school budget decisions.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

El Toyon uses federal categorical funding to supply whole-class, small-group, and one-on-one instruction to students most in need in both English language arts and math.

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Families and community members were provided the following opportunities to be involved in the SPSA process. They include:

- Virtual Coffee chat with the principal discussing student achievement data and standards - 9/17/20
- * English Language Advisory Committee meeting (ELAC) - 10/25/20
 - School Site Council meetings - 9/12/20 and 1/16/20
- * Title 1 Community Meetings - 10/27/20

Staff were provided the following opportunities for input into the SPSA:

* Staff Meetings - 11/18/20,12/7/20

* Site Leadership Committee - 9/13/20

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Inequities that have historically been the challenge at El Toyon is the reduced budget given our ADA, as well as the lack of interest in the certificated ranks to commit to before/after school tutoring programs.

An analysis was conducted on the budget we had last year aimed at increasing services for students. We determined the following inequities:

1. Last year we had no Tier 1 intervention with impact teachers for math as a result this year we determined we needed needed two impact to focus on mathematics and reading.
2. Special Needs students mainstreaming included in enrichment.
3. Opportunities for special education mainstreaming into general education classrooms.
- 4 .Funds were allocated, but not spent due impact teacher getting a certificated position. These funds are now allocated to fund impact teachers for the current school year.
5. Last year no teachers were willing to do an after school intervention. This year we have four teachers for before and after school classes. Due to this lack of funding, allocations are being used this year for four before and after school interventions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.48%	1.28%	1.11%	7	6	5
Asian	2.33%	2.78%	2.67%	11	13	12
Filipino	7.42%	5.56%	7.78%	35	26	35
Hispanic/Latino	84.32%	85.47%	82%	398	400	369
Pacific Islander	0.42%	%	0%	2		0
White	2.54%	3.21%	3.78%	12	15	17
Multiple/No Response	0.64%	0.64%	1.56%	3	3	5
Total Enrollment				472	468	450

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	73	80
Grade 1	65	70	48
Grade 2	57	67	70
Grade3	69	56	67
Grade 4	66	69	58
Grade 5	71	61	70
Grade 6	62	72	57
Total Enrollment	472	468	450

Conclusions based on this data:

1. There was a slight decline in enrollment from 2018-19 of 468 to 450 in 2019-20.
2. The largest subgroup is hispanic with 82%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	275	273	244	58.3%	58.3%	54.2%
Fluent English Proficient (FEP)	65	63	83	13.8%	13.5%	18.4%
Reclassified Fluent English Proficient		23	44	0	8.4%	16.1%

Conclusions based on this data:

1. The number of EL learner increased by 7.7% from 2018-19 to 2019-20.
2. Number of RFEP learners has increased by 21 from 2018-19 to 2019-20.

School and Student Performance Data

Diagnostic Results - Math

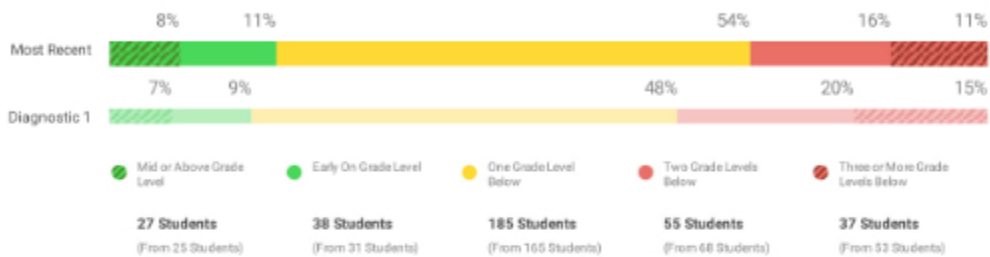
Diagnostic Results



School: El Toyon Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 342/427



Switch Table View | Show Results By: **Grade**

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	50%	25%	25%	0%	0%	4/60
	Diagnostic 1	25%	50%	25%	0%	0%	
Grade 1	Most Recent	23%	15%	56%	6%	0%	52/59
	Diagnostic 1	25%	10%	60%	6%	0%	
Grade 2	Most Recent	9%	9%	63%	13%	7%	46/49
	Diagnostic 1	9%	9%	39%	39%	4%	
Grade 3	Most Recent	7%	6%	66%	18%	3%	67/69
	Diagnostic 1	7%	4%	51%	24%	13%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: El Toyon Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		2%	8%	49%	20%	21%	61/66
	Diagnostic 1		0%	10%	48%	20%	23%	
Grade 5	Most Recent		2%	8%	47%	25%	19%	53/57
	Diagnostic 1		0%	9%	55%	17%	19%	
Grade 6	Most Recent		3%	20%	46%	15%	15%	59/67
	Diagnostic 1		3%	10%	39%	17%	31%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1. There was an overall increase for all students of 2% for at/mid/above grade level (green), from 16% to 19%.
2. There was an overall decrease for all students of 4% for two or more grade levels below (red), from 20% to 16%.

3. All grades had an average of 1% increase for at/mid/ or above from 0% to 1%.

School and Student Performance Data

Diagnostic Results - Reading

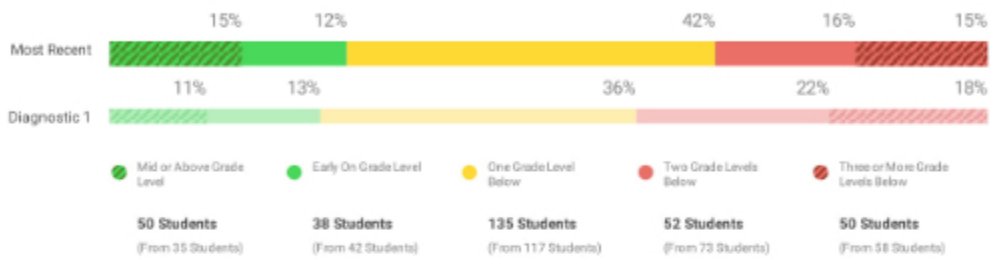
Diagnostic Results



School: El Toyon Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 325/427



Switch Table View | Show Results By: Grade

Placement Summary | Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	0%	0%	100%	0%	0%	2/60
	Diagnostic 1	0%	100%	0%	0%	0%	
Grade 1	Most Recent	22%	7%	63%	7%	0%	54/59
	Diagnostic 1	20%	9%	59%	11%	0%	
Grade 2	Most Recent	21%	2%	52%	25%	0%	48/49
	Diagnostic 1	8%	8%	52%	29%	2%	
Grade 3	Most Recent	22%	16%	37%	16%	7%	67/69
	Diagnostic 1	18%	27%	22%	24%	9%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: El Toyon Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		7%	7%	41%	17%	28%	46/66
	Diagnostic 1		2%	9%	30%	15%	43%	
Grade 5	Most Recent		4%	18%	31%	16%	31%	49/57
	Diagnostic 1		2%	12%	33%	33%	20%	
Grade 6	Most Recent		14%	17%	25%	15%	29%	59/67
	Diagnostic 1		10%	5%	25%	24%	36%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1. There was an overall increase for all students of 3% for at/mid/above grade level (green), from 24% to 27%.
2. There was an overall decrease for all students of 6% for two or more grade levels below (red), from 22% to 16%.

3. All grade levels had an average increase of 6% respectively one grade levels below (yellow).

School and Student Performance Data

EL Diagnostic Results - Math

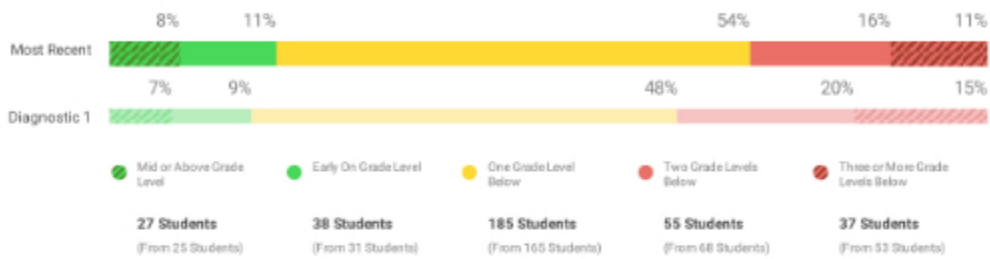
Diagnostic Results



School: El Toyon Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 342/427



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent		8%	8%	52%	17%	14%	189/236
	Diagnostic 1		7%	6%	43%	24%	20%	
No - English Learner	Most Recent		7%	15%	57%	14%	7%	153/191
	Diagnostic 1		7%	12%	55%	15%	10%	

Conclusions based on this data:

1. There was an overall increase for all students of 4% for at/mid/above grade level (green), from 13% to 17%.
2. There was an overall decrease for all students of 2% for two or more grade levels below (red), from 24% to 18%.
3. One grade level below had a increase of 9% from 43% to 52%

School and Student Performance Data

EL Diagnostic Results - Reading

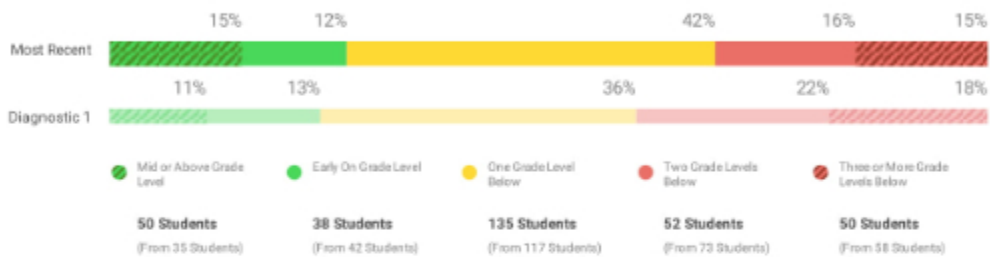
Diagnostic Results



School: El Toyon Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 325/427



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent	14%	5%	41%	19%	21%	177/236
	Diagnostic 1	10%	11%	35%	23%	21%	
No - English Learner	Most Recent	17%	20%	42%	13%	9%	148/191
	Diagnostic 1	12%	16%	37%	22%	14%	

Conclusions based on this data:

1. There was an overall decrease for EL students of 2% for at/mid/above grade level (green), from 21% to 19%.
2. There was an overall decrease for EL students of 4% for two or more grade levels below (red), from 23% to 19%
3. EL's had an increase of 6% for one grade level below from 35% to 41%

School and Student Performance Data

Special Education Diagnostic Results - Math

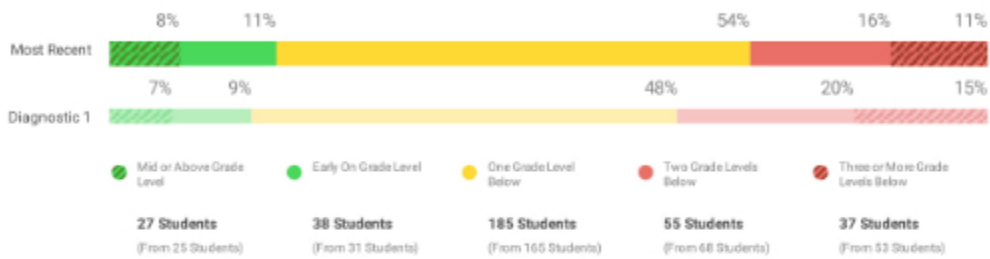
Diagnostic Results



School: El Toyon Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 342/427



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent		8%	8%	17%	25%	42%	24/33
	Diagnostic 1		8%	8%	13%	13%	58%	
No - Special Education	Most Recent		8%	11%	57%	15%	8%	318/394
	Diagnostic 1		7%	9%	51%	20%	12%	

Conclusions based on this data:

1. There was an no increase for SPED students for at/mid/above grade level (green), from 8% to 8%.
2. There was an overall increase for all students of 11% for two or more grade levels below (red), from 13% to 25%.
3. One grade level below had a increase of 4% from 13% to 17%

School and Student Performance Data

Special Education Diagnostic Results - Reading

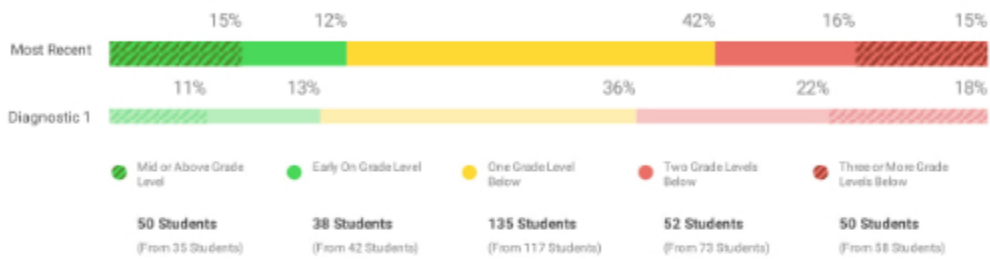
Diagnostic Results



School: El Toyon Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 325/427



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	4%	4%	28%	12%	52%	25/33
	Diagnostic 1	4%	8%	12%	8%	68%	
No - Special Education	Most Recent	16%	12%	43%	16%	12%	300/394
	Diagnostic 1	11%	13%	38%	24%	14%	

Conclusions based on this data:

1. There was an overall decrease for all SPED of 4% for at/mid/above grade level (green), from 12% to 8%.
2. There was an overall decrease for all students of 2% for two or more grade levels below (red), from 22% to 16%
3. One grade level below had a increase of 16% from 12% to 28%

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	71	53	66	68	51	66	68	51	100	95.8	96.2
Grade 4	69	65	72	67	65	70	67	65	70	97.1	100	97.2
Grade 5	65	71	59	65	70	59	65	70	59	100	98.6	100
Grade 6	85	62	68	84	60	67	84	60	67	98.8	96.8	98.5
All Grades	285	269	252	282	263	247	282	263	247	98.9	97.8	98

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.	2396.	2400.	18.18	13.24	15.69	22.73	20.59	23.53	19.70	27.94	25.49	39.39	38.24	35.29
Grade 4	2408.	2440.	2444.	4.48	15.38	14.29	17.91	21.54	17.14	23.88	21.54	35.71	53.73	41.54	32.86
Grade 5	2458.	2452.	2478.	10.77	2.86	18.64	23.08	20.00	27.12	29.23	32.86	11.86	36.92	44.29	42.37
Grade 6	2471.	2498.	2498.	3.57	10.00	5.97	22.62	25.00	34.33	30.95	30.00	32.84	42.86	35.00	26.87
All Grades	N/A	N/A	N/A	8.87	10.27	13.36	21.63	21.67	25.51	26.24	28.14	27.13	43.26	39.92	34.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	17.65	19.61	37.88	41.18	37.25	43.94	41.18	43.14
Grade 4	5.97	15.38	15.71	43.28	47.69	51.43	50.75	36.92	32.86
Grade 5	21.54	11.43	20.34	41.54	51.43	37.29	36.92	37.14	42.37
Grade 6	10.71	11.67	5.97	40.48	50.00	50.75	48.81	38.33	43.28
All Grades	13.83	14.07	14.98	40.78	47.53	44.94	45.39	38.40	40.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.12	7.35	5.88	45.45	50.00	60.78	42.42	42.65	33.33
Grade 4	1.49	15.38	17.14	44.78	43.08	57.14	53.73	41.54	25.71
Grade 5	13.85	5.71	15.25	44.62	42.86	52.54	41.54	51.43	32.20
Grade 6	8.33	11.67	5.97	39.29	45.00	53.73	52.38	43.33	40.30
All Grades	8.87	9.89	11.34	43.26	45.25	55.87	47.87	44.87	32.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.12	13.24	11.76	68.18	76.47	72.55	19.70	10.29	15.69
Grade 4	10.45	13.85	12.86	65.67	58.46	67.14	23.88	27.69	20.00
Grade 5	10.77	4.29	11.86	58.46	61.43	52.54	30.77	34.29	35.59
Grade 6	7.14	18.33	13.43	57.14	61.67	67.16	35.71	20.00	19.40
All Grades	9.93	12.17	12.55	62.06	64.64	64.78	28.01	23.19	22.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.73	19.12	19.61	45.45	50.00	43.14	31.82	30.88	37.25
Grade 4	10.45	15.38	20.00	59.70	50.77	38.57	29.85	33.85	41.43
Grade 5	20.00	10.00	23.73	46.15	54.29	44.07	33.85	35.71	32.20
Grade 6	13.10	28.33	23.88	50.00	51.67	56.72	36.90	20.00	19.40
All Grades	16.31	17.87	21.86	50.35	51.71	45.75	33.33	30.42	32.39

Conclusions based on this data:

1. El Toyon made significant gains in both English Language Arts and Mathematics depending on the grade level. Although there is room for improvement, El Toyon, on average, has made some growth in English Language Arts. The 2016-2017 SBAC English Language Arts average was 30.1%. The 2017-2018 SBAC English Language Arts average was 32.25% with an increase of +2.25%. The 2018-2019 SBAC English Language Arts average was 38% with an increase of +6%. still the need for focus in this area, we can attribute this increase to teachers using their district-created English Language Arts foundational materials, Learning Headquarters writing instructional materials, Standards Plus Language Arts, SIPPS, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are implementing these resources with additional English Language Arts resources and texts, which vary by grade level and by student. Our Language Arts Specialist and impact teacher services are also provided to students performing below and far below depending on their specific needs in reading.
2. Although we made gains, the majority of our students are still not meeting standards.
3. Growth was uneven, so teachers and grade levels have opportunities to learn from one another.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	71	53	66	70	51	66	70	51	100	98.6	96.2
Grade 4	69	65	72	67	65	72	67	65	72	97.1	100	100
Grade 5	65	71	59	65	70	59	65	70	59	100	98.6	100
Grade 6	85	62	68	84	60	67	84	60	67	98.8	96.8	98.5
All Grades	285	269	252	282	265	249	282	265	249	98.9	98.5	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.	2429.	2428.	18.18	12.86	9.80	28.79	38.57	45.10	27.27	22.86	23.53	25.76	25.71	21.57
Grade 4	2434.	2458.	2448.	2.99	15.38	5.56	17.91	16.92	23.61	47.76	41.54	43.06	31.34	26.15	27.78
Grade 5	2459.	2466.	2462.	1.54	5.71	11.86	21.54	12.86	13.56	30.77	41.43	28.81	46.15	40.00	45.76
Grade 6	2491.	2513.	2481.	5.95	5.00	4.48	19.05	26.67	13.43	33.33	45.00	40.30	41.67	23.33	41.79
All Grades	N/A	N/A	N/A	7.09	9.81	7.63	21.63	23.77	22.89	34.75	37.36	34.94	36.52	29.06	34.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	31.43	27.45	31.82	42.86	47.06	31.82	25.71	25.49
Grade 4	10.45	26.15	11.11	34.33	29.23	41.67	55.22	44.62	47.22
Grade 5	7.69	7.14	15.25	38.46	32.86	27.12	53.85	60.00	57.63
Grade 6	9.52	18.33	7.46	40.48	50.00	40.30	50.00	31.67	52.24
All Grades	15.60	20.75	14.46	36.52	38.49	38.96	47.87	40.75	46.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.76	20.00	17.65	37.88	48.57	58.82	36.36	31.43	23.53
Grade 4	7.46	16.92	13.89	47.76	44.62	47.22	44.78	38.46	38.89
Grade 5	3.08	5.71	8.47	44.62	47.14	45.76	52.31	47.14	45.76
Grade 6	9.52	6.67	7.46	38.10	48.33	34.33	52.38	45.00	58.21
All Grades	11.35	12.45	11.65	41.84	47.17	45.78	46.81	40.38	42.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.79	18.57	19.61	45.45	55.71	56.86	25.76	25.71	23.53
Grade 4	7.46	23.08	12.50	49.25	49.23	55.56	43.28	27.69	31.94
Grade 5	1.54	4.29	13.56	50.77	57.14	42.37	47.69	38.57	44.07
Grade 6	5.95	6.67	8.96	52.38	60.00	41.79	41.67	33.33	49.25
All Grades	10.64	13.21	13.25	49.65	55.47	49.00	39.72	31.32	37.75

Conclusions based on this data:

- Again, there is always room for improvement at El Toyon, but on average, we made some growth in Mathematics. The 2016-2017 SBAC Mathematics average was 28% with an increase of +2%. The 2017-2018 SBAC Mathematics average was 34% with an increase of +4%. The 2018-2019 SBAC Mathematics average was 31% with a decrease of -3%. With still the need for focus in this area, we can attribute this increase to the teachers refining their skill and knowledge in the Data Team process, focused formative assessment to assess progress in UCI units of study in Mathematics. Targeted actionable feedback to students. Student collaborative learning around rich math talks and talk moves. Guided instruction using targeted questioning, especially with needs based small groups. Impact teacher services are also provided to students performing below and far below depending on their specific need in Math.
- Certain grade levels did significantly better than others. Our fourth grade and 6th grade data is promising, and we will work to ensure that each cohort of students progressing up through the grade levels outperforms the previous one.

ELA	Adequate/Thorough	
3rd Grade:	34%	decrease of 7%
4th Grade:	37%	increase of 14%
5th Grade	23%	decrease of 10%
6th Grade	35%	increase of 10%
Math	Adequate/Thorough	
3rd Grade:	52%	increase of 5%
4th Grade:	32%	increase of 12%
5th Grade	19%	decrease of 4%
6th Grade	32%	increase of 7%
- Our students who have been redesignated as proficient in the English language continued to significantly outperform our English learners. This data serves as an impetus to continue our implementation of designated and integrated English Language Development, and to further integrate teaching practices that promote language development throughout the school day.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1424.7	1421.4	1429.8	1437.0	1412.8	1384.9	56	47
Grade 1	1447.6	1467.7	1440.8	1465.6	1453.8	1469.2	41	47
Grade 2	1498.6	1486.4	1489.1	1480.1	1507.6	1492.1	37	48
Grade 3	1479.0	1487.2	1468.0	1486.9	1489.7	1486.9	39	17
Grade 4	1499.9	1514.2	1491.1	1505.1	1508.3	1522.8	27	35
Grade 5	1513.6	1503.5	1507.8	1508.2	1519.0	1498.4	30	15
Grade 6	1508.4	1522.8	1504.0	1524.5	1512.2	1520.6	13	17
All Grades	1479.1		1471.8		1483.4		243	226

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.21	6.38	28.57	40.43	28.57	48.94	19.64	4.26	56	47
1	36.59	14.89	*	48.94	*	21.28	*	14.89	41	47
2	56.76	20.83	29.73	43.75	*	25.00	*	10.42	37	48
3	*	11.76	35.90	41.18	35.90	29.41	*	17.65	39	17
4	*	14.29	51.85	54.29	*	20.00	*	11.43	27	35
5	*	6.67	50.00	40.00	*	33.33	*	20.00	30	15
6	*	5.88	*	47.06	*	35.29	*	11.76	13	17
All Grades	25.51	12.83	34.16	45.58	24.69	30.09	15.64	11.50	243	226

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.79	12.77	35.71	48.94	*	31.91	23.21	6.38	56	47
1	34.15	27.66	*	36.17	*	27.66	*	8.51	41	47
2	67.57	31.25	*	37.50	*	20.83	*	10.42	37	48
3	*	35.29	56.41	41.18	*	11.76	*	11.76	39	17
4	*	42.86	59.26	34.29	*	17.14	*	5.71	27	35
5	46.67	26.67	43.33	40.00	*	26.67	*	6.67	30	15
6	*	41.18	*	29.41	*	23.53	*	5.88	13	17
All Grades	33.74	29.20	39.09	38.94	13.99	23.89	13.17	7.96	243	226

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.21	2.13	*	23.40	41.07	65.96	19.64	8.51	56	47
1	34.15	12.77	*	36.17	*	31.91	29.27	19.15	41	47
2	45.95	10.42	*	41.67	*	33.33	*	14.58	37	48
3	*	5.88	*	29.41	41.03	35.29	35.90	29.41	39	17
4	*	8.57	*	40.00	*	40.00	*	11.43	27	35
5	*	0.00	46.67	0.00	*	73.33	*	26.67	30	15
6	*	0.00	*	23.53	*	52.94	*	23.53	13	17
All Grades	20.58	7.08	23.87	31.42	31.69	45.13	23.87	16.37	243	226

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.43	8.51	44.64	82.98	*	8.51	56	47
1	46.34	46.81	26.83	42.55	26.83	10.64	41	47
2	72.97	35.42	*	54.17	*	10.42	37	48
3	*	0.00	74.36	88.24	*	11.76	39	17
4	*	28.57	62.96	60.00	*	11.43	27	35
5	50.00	6.67	50.00	86.67	*	6.67	30	15
6	*	11.76	*	58.82	*	29.41	13	17
All Grades	44.03	24.78	46.91	63.72	9.05	11.50	243	226

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.00	42.55	46.43	48.94	28.57	8.51	56	47
1	34.15	14.89	36.59	78.72	29.27	6.38	41	47
2	59.46	18.75	37.84	70.83	*	10.42	37	48
3	*	47.06	53.85	41.18	*	11.76	39	17
4	40.74	42.86	55.56	51.43	*	5.71	27	35
5	53.33	60.00	40.00	33.33	*	6.67	30	15
6	*	64.71	*	29.41	*	5.88	13	17
All Grades	37.04	34.96	45.27	57.08	17.70	7.96	243	226

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.43	0.00	60.71	91.49	*	8.51	56	47
1	41.46	38.30	29.27	42.55	29.27	19.15	41	47
2	67.57	12.50	*	68.75	*	18.75	37	48
3	*	0.00	51.28	52.94	46.15	47.06	39	17
4	*	2.86	70.37	71.43	*	25.71	27	35
5	*	0.00	63.33	73.33	*	26.67	30	15
6	*	0.00	*	41.18	*	58.82	13	17
All Grades	25.93	11.06	46.91	65.49	27.16	23.45	243	226

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.71	31.91	48.21	48.94	*	19.15	56	47
1	*	8.51	56.10	74.47	*	17.02	41	47
2	37.84	14.58	54.05	75.00	*	10.42	37	48
3	*	23.53	76.92	47.06	*	29.41	39	17
4	*	17.14	66.67	74.29	*	8.57	27	35
5	*	0.00	80.00	80.00	*	20.00	30	15
6	*	5.88	84.62	88.24	*	5.88	13	17
All Grades	21.81	16.37	62.96	68.58	15.23	15.04	243	226

Conclusions based on this data:

1. In the Oral Language component of the ELPAC EI Toyon students did quite well with only Kinder and 2nd grade scoring 23% and 28% minimally developed. Even with these numbers they did kinder quite well scoring 50% Well Developed and Moderately developed. Grades 1st through 5 all did well scoring over 50% or higher in Well Developed and Moderately Developed. In Written Language the scores were very uneven with Kinder scoring 60% in somewhat and minimally developed. In 1st grade 34% of the testers scored Well developed while 30% of them scored minimally developed. 2nd grade did phenomenal scoring 46% Well Developed. Third grade had a rough assessment scoring 76% somewhat and minimally developed. 5th and 6th grade also did quite well scoring over 46% moderately developed with no level 1's or 2's..
2. EI Toyon students performed very well in the four domains of Listening, Speaking, Reading, and writing as the grade levels increase. In the listening domain Kinder spilt the percentages with 46% in Well Developed and 44% in Moderate/Somewhat. 1st grade scored very evenly throughout all levels with 46%, 26%, and 26%. 2nd grade worked very hard to pull out 76% in Well Developed while 3rd and 4th struggled with 74% in Somewhat/Moderate. 5th grade spilt the scores with 50% Well and 50% Somewhat/moderate. For the Speaking domain we can again see an increase in achievement as the grade levels increase. Kinder and 1st seemed to have even scores with all levels with an average of 30% in each. Grades 2nd, 4th and 5th did quite well with an average of 52% scoring in the Well Developed range, while 3rd grade struggled with 53% scoring in the Somewhat/moderate level. The Reading Domain seemed to have the opposite results in which the primary grades did well while the upper grades seemed to struggle. Kinder maintained a 60% and 20% in somewhat/ moderate/well developed with no students in beginning. 1st scored well with 41% in Well Developed and 2nd scored very well with 67% scoring Well Developed. With 3rd, 4th, and 5th it is difficult to see whether they scored in the Somewhat or Moderate level as they are one category with an average of 60%. The Writing domain maintains the same unknown for all grade levels scoring and average 72% in Somewhat and Moderate. The difference between these levels is quite significant so accurate analysis would be invalid.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
468	85.9	58.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	273	58.3
Homeless	51	10.9
Socioeconomically Disadvantaged	402	85.9
Students with Disabilities	41	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
Asian	13	2.8
Filipino	26	5.6
Hispanic	400	85.5
Two or More Races	5	1.1
White	15	3.2





Conclusions based on this data:

1. With a total enrollment of 468 students in 2018-2019, El Toyon consists of 85.9% socioeconomically disadvantaged, 58.3% English learners, 10.9% homeless, and 8.8% students with disabilities. El Toyon's Race/Ethnicity consists of 1.3% African American, 2.8% Asian, 5.6% Filipino, 85.5% Hispanic, 1.1% two or more races, and 3.2% White.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		

Conclusions based on this data:

1. The 2019-2020 Dashboard for El Toyon shows us that we increased our scores in English Language Arts, but maintained Yellow. We had a decrease in Mathematics, but maintained Orange. We had a decrease in suspensions, which put El Toyon in the Green for suspension rate and a decrease in Chronic Absenteeism, which put El Toyon in the Yellow.

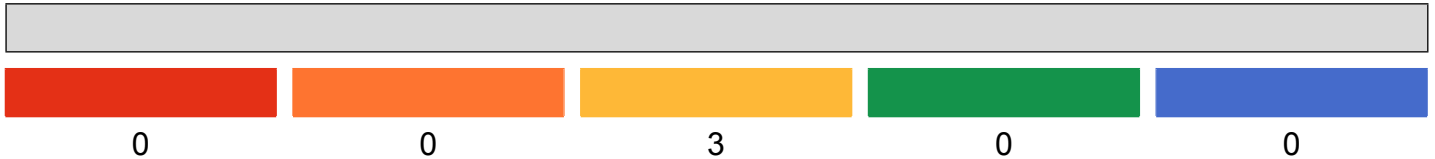
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>28.7 points below standard</p> <p>Increased ++8.5 points</p> <p>239</p>	<p>English Learners</p> <p>Yellow</p> <p>33 points below standard</p> <p>Increased ++10.3 points</p> <p>173</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>15.2 points below standard</p> <p>Increased ++7.7 points</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>35.5 points below standard</p> <p>Increased ++4.8 points</p> <p>210</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>90.1 points below standard</p> <p>Increased Significantly ++18.1 points</p> <p>27</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 20.5 points above standard Declined Significantly -29.3 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.9 points below standard Increased Significantly ++16.5 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.4 points below standard Declined Significantly -33.5 points 74	15.1 points above standard Increased Significantly ++15.6 points 99	14.8 points below standard Increased ++6.3 points 63

Conclusions based on this data:

- The 2019-2020 Dashboard shows El Toyon in the Yellow with 29.7 points below standard and a increase of +7.5 points overall in English Language Arts. English Learners in Yellow with 34 points below standard and a increase of +9.3 points. Homeless with no performance color at 15.8 points below standard and an increase of +7.1 points. Socioeconomically disadvantaged in Yellow with 36.4 points below standard and an increase of +3.8points. Finally students with disabilities with no performance color at 90.9 points below standard and an increase of +17.3 points. The only Race/Ethnicity with a performance color was Hispanic at 29 points below standard with an increase of +15.4 points.

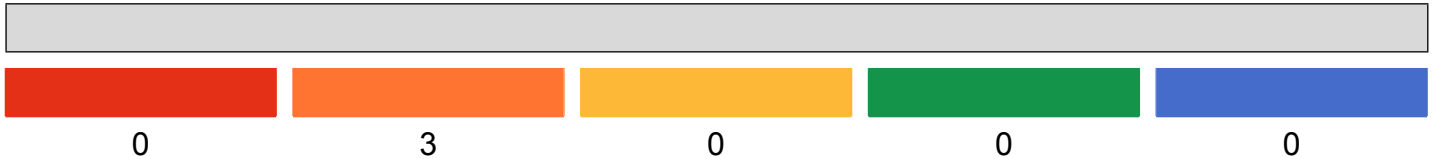
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>45.3 points below standard</p> <p>Declined -13.1 points</p> <p>239</p>	<p>English Learners</p> <p>Orange</p> <p>49.2 points below standard</p> <p>Declined -14.9 points</p> <p>173</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>25.9 points below standard</p> <p>Declined -11.1 points</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>52.4 points below standard</p> <p>Declined Significantly -16.5 points</p> <p>210</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>113.9 points below standard</p> <p>Declined -10.6 points</p> <p>27</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 10.3 points above standard Declined Significantly -23.9 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46 points below standard Declined -10.2 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.6 points below standard Declined Significantly -43.9 points 74	16.8 points below standard Declined -12.3 points 99	32.1 points below standard Declined -7 points 63

Conclusions based on this data:

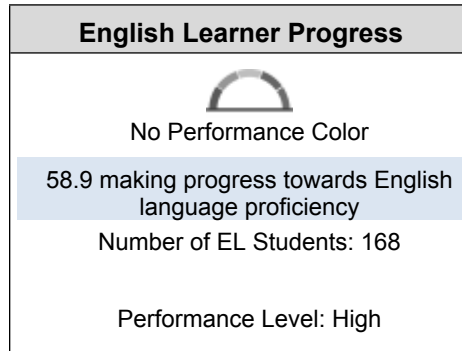
- The 2019-2020 Dashboard shows El Toyon in the Orange with 45.3 points below standard and a decline of -13.1 points overall in Mathematics. English Learners in Orange with 49.2 points below standard and a decline of -14.9 points. Homeless with no performance color at 25.9 points below standard and a decline of 11.1 points. Socioeconomically disadvantaged in Orange with 52.4 points below standard and a decline of -16.5 points. Finally students with disabilities with no performance color at 113.9 points below standard and a decline of -10.6 points. The only Race/Ethnicity with a performance color was Hispanic at 46 points below standard with a decline of -10.2 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	54	6	93

Conclusions based on this data:

1. With 168 EL students El Toyon has 58.9 making progress towards English language proficiency putting us at a high performance level. This is due to our our efforts in maintaining designated and integrated ELD within our classroom curriculum.

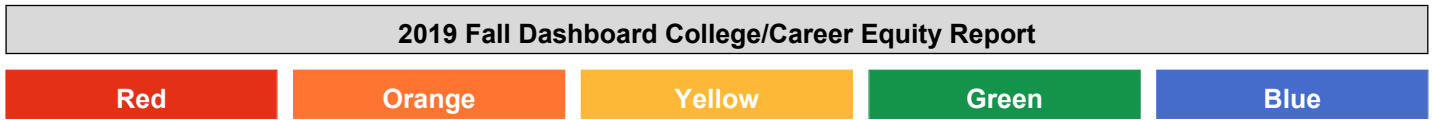
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

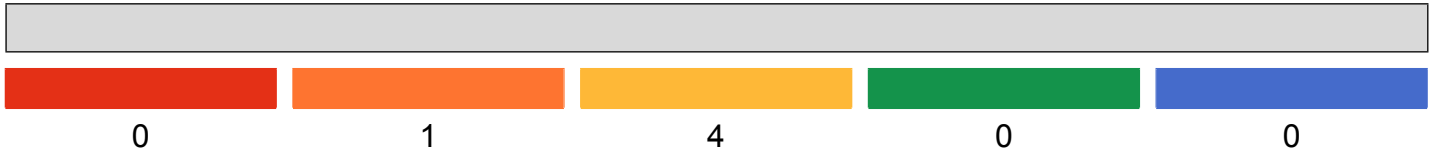
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Yellow</p>	<p>No Performance Color</p>
13	12	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -13.1	Declined Significantly -11.3	1
494	292	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p>	<p>Yellow</p>	<p>Orange</p>
19	13.1	25
Declined -10.4	Declined Significantly -13.8	Declined -6.1
58	429	44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 Declined -1.4 13	 No Performance Color 6.9 Declined -15.3 29
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.1 Declined Significantly -13.4 419	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -15.4 19

Conclusions based on this data:

1. According to the 2019-2020 Dashboard El Toyon had significant declines in all areas of chronic absenteeism with an overall 13.1% decline. English learners had a decline of 11.3%, homeless had a decline of 10.4%, socioeconomic disadvantaged had a decline of 13.8%, students with disabilities had a decline of 6.1% and the largest decline of Race/Ethnicity was Hispanic with -13.4% and White with -15.4%. All other races maintained a decline of less than 11%.

School and Student Performance Data

Academic Engagement Graduation Rate

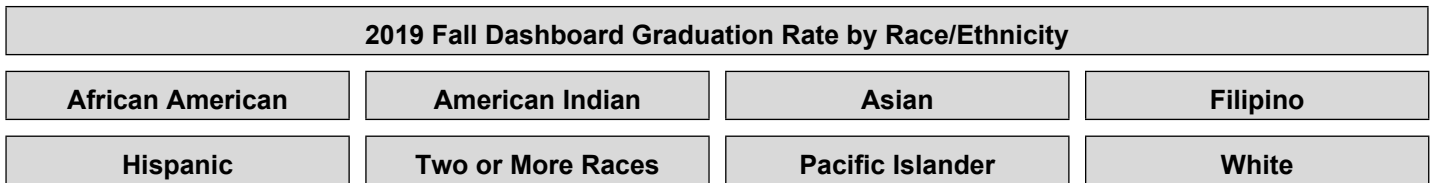
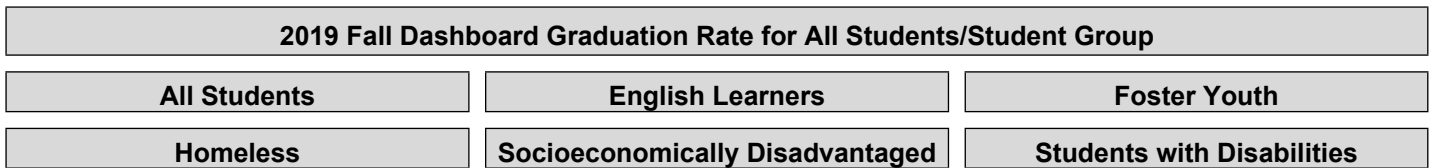
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

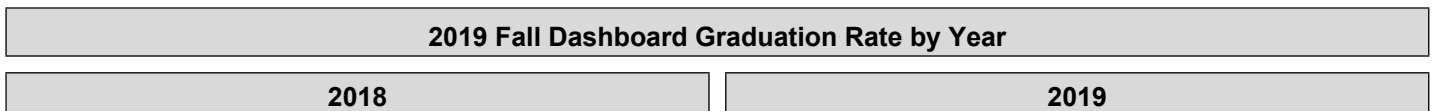
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

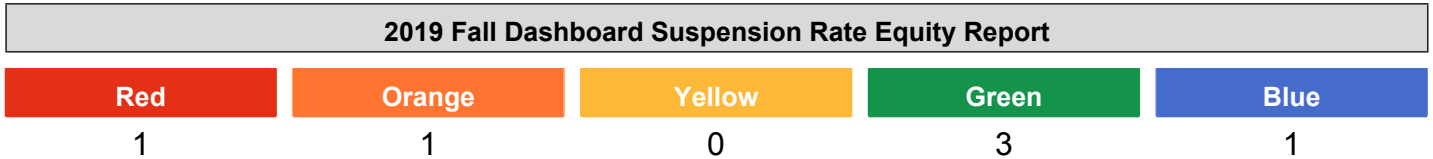
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.7</p> <p>Declined Significantly -1.1</p> <p>515</p>	<p>English Learners</p>  <p>Green</p> <p>1.3</p> <p>Declined -0.3</p> <p>303</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>Red</p> <p>6.6</p> <p>Increased +3.1</p> <p>61</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2</p> <p>Declined Significantly -1</p> <p>445</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>6.7</p> <p>Declined -3.8</p> <p>45</p>

 No Performance Color Less than 11 Students - Data 6		 No Performance Color Declined -9.1 13	 Blue Declined -2.8 31
 Green Declined -0.6 438	 No Performance Color Less than 11 Students - Data 8		 No Performance Color Maintained 0 19

This section provides a view of the percentage of students who were suspended.

	2.8	1.7

Conclusions based on this data:

- The 2019-2020 Dashboard shows an overall decline in suspension rate, except for a slight increase with Homeless at +3.1 points.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in student performance in English Learners.

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

1A. English Learner Reclassification rate will increase 3% points each year.
English Learner reclassification rate will increase 3 percent in 2020-2021.

1B. English Learner Distance from Level 3 on the Dashboard will decrease by 10 points per year.
English Language Arts CAASPP: From -96 below level 3 to --86 below level 3.
English Learner Distance from Level 3 on the Dashboard will decrease by 10 points per year. Math CAASPP: From -91 below level 3 to -81 below level 3.

The percentage of English learners performing at meet or exceed standards on the ELA SBAC will increase 3% percent.
The percentage of English learners performing at meet or exceed standards on the Math SBAC will increase 3% percent.

Identified Need

According to CAASPP ELA scores the percentage of English learners at ET is decreasing from 56 to 54 from 2017-18 to 2018-19 with change of -12%. Additionally math performance scores the percentage of English learners at ET is decreasing from 88 to 18 from 2017-18 to 2018-19 with change of -70%. This indicates a continued focus on math language and vocabulary to support student achievement.

The distance from standard on ELA for EL at ET decreased/increased from -95 to -96 with a change of 1% decline and in math

In 2019-2020 ET reclassification rate was 19.5% decrease from 20.3% in 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	19.5	
iReady ELA Data	8% of students in Tier 1 (average of students grades 1-6)	11% of students in Tier 1 (average of students grades 1-6)
iReady Math Data	9% of students in Tier 1 (average of students grades 1-6)	12% of students in tier 1 (average of students grades 1-6)
ELPAC Overall Data	12% Level 4	15% Level 4
ELPAC Oral Data	28% Level 4	31% Level 4
ELPAC Written Data	6% Level 4	9% Level 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Language arts teachers work to deepen students' understanding of the English language through reading, writing and speaking. While job duties vary, many language arts teachers are responsible for lesson planning, grading, classroom instruction through differentiation within a small group setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
138,000	LCFF
	LAS
5,000	Title I
	Materials, supplies, and new books.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development is the strategy El Toyon uses to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

Source(s)

Title I

Teacher Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Differentiation in the classroom is an important skill for teachers to give students the best chance at learning, regardless of their abilities, strengths and weaknesses. ... Student engagement is key to fostering motivation and confidence in the classroom. Research shows that differentiation by the use of impact teachers for those students in need will increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

42,900

Source(s)

Title I

4. 2 Impact teachers hired for the bulk of the 2020-2021 school year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Research shows that before and after school programs typically have some combination of three purposes: improving students' academic performance, decreasing problem behaviors, and supporting positive youth development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Title I Before and After school Intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Instructional Technology

1. Students will have access to technology through iReady, Imagine Learning, Accelerated Reader and RazKids
2. Illuminate and iReady reports
3. Students will have access to Google Classroom in order to support their learning
4. Teachers will be provided with replacement laptops when needed
5. El Toyon will pay a portion of our district technical support professional's salary.
6. Replacement bulbs will be provided for teacher projectors as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP 1-4. Technology liaison stipend
900	Title I 2. Razz Kids

1,000	Title I Mystery Science
12,272	Title I 4. Replacement laptops, technology, printers, paper and ink.
10,000	LCAP 5. Tech support shared with another school.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in Education Code (EC) Section 313 (f) [External link opens in new window or tab.](#), in accordance with the California Department of Education (CDE). One teacher is designated to take on all responsibilities of the reclassification process for El Toyon.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

English Learner Liaison

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

2A. iReady results in English Language Arts

iReady results in math

(this will also measure implementation of standards)

ELA iReady from 38 percent in 2018-2019 to 41 percent in 2019-2020.

Math iReady increase from 31 percent in 2018-2019 to 34 percent in 2019-2020.

2B. iReady results in English Language Arts results (mid) year 2021:

Students with Disabilities: 15%

English Learner: 23%

Low Income: 31%

iReady results in Math proficiency results (mid) year 2021:

Students with Disabilities: 3%

English Learner: 13%

Low Income: 19%

2C. The percentage of students with disabilities performing at Meet or Exceed on the ELA CAASSP will increase 2%

Identified Need

iReady Baseline Results: iReady results indicate 38 percent of all students are proficient in ELA, and although an increase the data indicates a near 62 percent of students not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (31 percent) indicates about 69 percent of students are not meeting proficiency. The target increase for 19-20 in ELA was 50 percent and math 40 percent, performance data indicates that El Toyon did

not meet this goal. El Toyon is in its sixth year of Common Core implementation, and as the iReady data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and math frameworks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA All	18.6% Meet or Exceed Standards	41% Meet or Exceed Standards
iReady Math All	8.3% Meet or Exceed Standards	34% Meet or Exceed Standards
iReady Math SWD	8% Meeting grade level placement	22% Meeting grade level standards
iReady ELA SWD	8% Meeting grade level placement	11% Meeting grade level standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Impact Teachers will provide small group guided instruction in Math and English Language Arts. They will also be targeting 5th and 6th graders who are struggling with foundational skills in a small intervention daily to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 2 Impact Teachers- allocated in goal 1
5,000	Title I

Innovative Math Curriculum to be used by impact teachers to decrease the achievement gap in Mathematics for students in grades 5th and 6th.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development with opportunities for student early intervention and literacy:

1. School-wide professional development around student mathematical discourse, including number talks and math fluency games.
2. Professional development in promoting academic discourse among students.
3. Ongoing formative feedback to teachers provided by the principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 2. Math talks, Talk Moves Professional Development
2,000	Title I 3. STEAM Mathematics Professional Development
10,000	Title I 4. Makers Space and virtual garden club initiative
10,000	Title I Extra Substitute Hours for Teacher release

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased Educational Opportunity with an enriching broad course of study:

1. All students will access to whole-class, small-group, collaborative learning, and targeted independent practice experiences appropriate for their needs as determined by formative and informal assessment data.

2. Impact teacher, teachers, and outside consultant will provide small group support to students in need of extra small-group instruction in STEAM, as determined by assessment data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I

Outdoor Learning Garden Classroom Over Haul

1,500

Title I

SciTech

1,500

Title I

Coding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Providing differentiated support for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5760

Title I

	Assessment Center Support through certificated teachers ELPAC testing.
5,000	Title I In house Production/Copies
2,000	LCAP materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Learning Software

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Imagine Learning
0	iReady
0	STAR
0	google classroom
0	1 to 1 technology grades K-6
0	New interactive Promethean boards

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in student performance with an emphasis on parent and community engagement

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners

Goal 3

3A. Principal Surveys- counts of parent participation

Disaggregated groups to include parents of unduplicated students and students with exceptional needs.

- Increase parent participation in virtual parenting/common core classes from 700 to 800.
- 10 percent increase in students with exceptional needs.

3B. Parent Engagement Survey

A 5% increase from Spring 2019 parent survey data questions indicating greater connections to school.

500 Parents respond to Spring 2021 Survey

- 85 percent assist students with homework.
- 37 percent never attend educational events for adult.
- 53 percent report having difficulty helping child with math because they do not understand the topic well.
- 39 percent have difficulty participating in school activities due to work conflicts.

- 83 percent agree or strongly agree that the school communicates effectively with parents.
- 75 percent agree or strongly agree that the school involves parents in decisions about school programs.
- 86 percent agree or strongly agree that the school values parent involvement.

Survey responses measures parent input.

Identified Need

There is a need for El Toyon to engage more parents in more ways to partner with schools in their students' education. In 2020 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, El Toyon will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Community Survey		
Parent participation counts- Sign in sheets		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

. In 2020-2021 NSD will connect families and community to resources:

- Work with the Collaborative to implement strategic plan goals.
- Collaborate with South Bay Community Services to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative's Family Resource Center to provide services that support parents and students of NSD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

Parents to CAFE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. In 2020-2021 NSD will:

- Continue with parent engagement programs at virtually as outlined in the Single Plans for Student Achievement.
- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

[Empty input box for Source(s)]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent workshops and outside consultant to provide trainings how to prepare their children for college and career.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safety and Social Emotional Wellness

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. CALPADS Suspension/Expulsion Rates 4B. Expulsion rate:0%
Suspension rate: 0%

4C. The percent of chronically absent students will decrease 3% from 12.5% in 2019-20 to 9.5% in 2020-21.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2019 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2019-2020, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2019 fifth grade physical fitness assessment El Toyon students have an average BMI of 20 , National School District students have an average of 21.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
suspension rate	1.4% suspended; 0% expulsion	0.5%; 0% Expulsion

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
chronic absenteeism	14.7% chronically absent	10% chronically absent
tier 1 behavior referrals	38 tier 1 referrals	30 tier 1 referrals
tier 2 behavior referrals	12 tier 2 referrals	8 tier 2 referrals
student survey on school climate		
Parent survey on school climate		
"Caught You Being Good" Ticket Counts	Average 40 weekly	Average 50 weekly

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

Title I

Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Employ Campus Student Supervisors to monitor and watch students during recess and lunch times to assure the safety during the time they are not with their teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Campus Student Supervisors paid for by District funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior. With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment. PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves.

Strategy/Activity

Positive Behavior Intervention and Support

1. Teachers will give weekly focus lessons to our students once a week to allow for the understanding of our expectations.
 - Be Safe
 - Be Kind
 - Be Respectful
 - Be Responsible
2. Students grade 1st and 2nd will participate in a structured recess to only allow for certain game chosen within the classroom.
3. Caught You being an Eagle tickets will be handed out to those students caught following expectations. Monthly raffles during the student of the month assemblies. Student will receive small educational prizes as motivation to earn more tickets.
4. Teachers and students will participate in Restorative Circles to be proactive with behavioral issues.
5. Tier 1 and Tier 2 referrals will be used as a form on documentation for the school and parents.
6. Expectations will be posted around campus as a constant reminder for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

0	PBIS committee consists of the principal, counselor, language arts specialist, resource specialist, and two teachers
0	PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address concerned.
0	Teachers will give weekly lessons and give instruction on the PBIS expectations. Expectations will change weekly and will rotate through out the year.
0	PBIS committee strategies will be given to teachers to support areas of behavioral concern.
0	Teachers will be given a Restorative Practice training at the beginning of the year to learn how to be proactive with areas of behavioral concern.
1,036	Title I PBIS materials and supplies
5,000	LCAP Student Supervisor extra time for PBIS implementation.
5,000	LCAP PBIS structured recess playground equipment.
4,506	LCAP Behavioral environment change for lunch time tables.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • CELDT Support • Maintenance Support 	<p>8-14 through 6-15</p> <p>8-14 through 6-15</p> <p>8-14 through 6-15</p>		<p>Salaries of technicians</p> <p>Accelerated Reader Licenses</p> <p>Assessment Team personnel</p> <p>Maintenance</p>			

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$334,374.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$168,868.00

Subtotal of additional federal funds included for this school: \$168,868.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$27,506.00
LCFF	\$138,000.00

Subtotal of state or local funds included for this school: \$165,506.00

Total of federal, state, and/or local funds for this school: \$334,374.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	27506	0.00
Title I	168868	0.00
LCFF	138000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	27,506.00
LCFF	138,000.00
Title I	168,868.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	27,506.00
	LCFF	138,000.00
	Title I	168,868.00

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

Goal 1	239,072.00
Goal 2	46,760.00
Goal 3	3,000.00
Goal 4	45,542.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Bryan Vine	Principal
Pat Duran	Classroom Teacher
Kimberly Carnagey	Classroom Teacher
Patty Carrillo	Classroom Teacher
Miriam Torres	Parent or Community Member
Lisa Anderson	Other School Staff
Vilma Garcia	Parent or Community Member
Adrian Rodriguez	Parent or Community Member
Claudia Olivo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/15/21.

Attested:




Principal, Bryan Vine on 1/15/21

SSC Chairperson, Claudia Price on 1/15/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ira Harbison Elementary	37-68221-6038764		February 27, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 12
- Resource Inequities 12
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - Diagnostic Results - Math 15
 - Diagnostic Results - Reading 17
 - EL Diagnostic Results - Math 19
 - EL Diagnostic Results - Reading 21
 - Special Education Diagnostic Results - Math 23
 - Special Education Diagnostic Results - Reading 25
 - Disclaimer 27
 - CAASPP Results..... 28
 - ELPAC Results 32
 - Student Population 36
 - Overall Performance 37
 - Academic Performance 38
 - Academic Engagement 44
 - Conditions & Climate..... 47
- Goals, Strategies, & Proposed Expenditures..... 49
 - Goal 1 49
 - Goal 2 53
 - Goal 3..... 58
 - Goal 4..... 61
 - Goal 5..... 65
- Centralized Services for Planned Improvements in Student Performance 66
 - Goal 1 66
 - Goal 2..... 68
 - Goal 3..... 69

Goal 4.....70

Goal 5.....71

Budget Summary72

 Budget Summary72

 Other Federal, State, and Local Funds72

Budgeted Funds and Expenditures in this Plan73

 Funds Budgeted to the School by Funding Source.....73

 Expenditures by Funding Source73

 Expenditures by Budget Reference73

 Expenditures by Budget Reference and Funding Source73

 Expenditures by Goal.....74

School Site Council Membership75

Recommendations and Assurances76

Instructions.....77

 Instructions: Linked Table of Contents.....77

 Purpose and Description78

 Stakeholder Involvement.....78

 Resource Inequities78

Goals, Strategies, Expenditures, & Annual Review79

 Annual Review80

 Budget Summary81

 Appendix A: Plan Requirements83

 Appendix B:.....86

 Appendix C: Select State and Federal Programs88

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Ira Harbison uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms regularly. In addition to these visits, each school has three visits from executive cabinet each year for district-involved walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal is provided. Due to the pandemic these visits are now virtual.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Ira Harbison Elementary School draws upon vital information in a number of state and local assessments to guide instruction to improve student outcomes. Extensive data is assembled on a district electronic database relating to the CAASPP (SBA, CAST, CAA), district and site-based Multiple Measures including Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Illuminate management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

In Kindergarten through 6th grade, students participate in rigorous daily language arts and mathematics instruction. Literacy support is provided to targeted students by our Language Arts Specialist. ELD instruction is provided by the classroom teacher in all grade levels. Targeted at risk students in grades K-6 are exposed to additional instruction in English Language Arts along with additional Mathematics instruction both completed in small group and/or one-on-one.

Ira Harbison Elementary School complies with and monitors implementation of instructional time for the adopted programs for Language Arts, Mathematics and ELD. The school also provides additional time for students requiring intervention in Language Arts and Mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work with small groups of students providing additional literacy, math or ELD support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in Language Arts and Mathematics. Impact teachers and general education teachers are used to supplement Language Arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Ira Harbison Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential English Language Arts and Mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal and diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given throughout the year at the end of each instructional unit. Running Records are conducted regularly to determine student progress in foundational literacy and comprehension skills. Site-based Assessments include but are not limited to: School Pace, Benchmark Assessment System (BAS) Reading Records, Basic Phonics Skills Test (BPST), UCI Math Unit Assessments, Learning Headquarters Program Writing Prompts, Go Math Mathematics Skill and Benchmark Tests, and iReady Language Arts and Math Diagnostic tests.

Students who are having difficulty performing at grade level standard at Ira Harbison Elementary School are supported on several levels in the classroom and through site level planning teams. Teachers develop standards-based instructional plans and align to comprehensive assessments that will address the needs of struggling students. Grade level meetings, Teacher-on-Special-Assignment (TOSA) consultation sessions, and guidance from the Site Language Arts Specialist (LAS) are all approaches that are brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meetings are scheduled to involve the expertise of the School Principal, Speech & Language Pathologist (SLP), School Psychologist and Resource Specialist Program (RSP) Teacher in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (Rtl), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in Kindergarten through Sixth grades. Grade level Rtl meetings are held every 8-10 weeks to discuss specific students, research-based strategies, Rtl goals and next steps. The progress of Tier 1 students is monitored every 8 weeks, progress of Tier 2 students is monitored every 4 weeks, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use BAS progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school YMCA REACH Program.

As discussed previously, Ira Harbison Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet the requirements to be Highly Qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District recruits and retains only teachers that are Highly Qualified in accordance with the NCLB requirements and the Every Student Succeeds Act (ESSA) expectations. The staff at Ira Harbison Elementary School is involved in a program of ongoing professional development linked to Common Core State Standards (CCSS). Instructional planning is driven by the review of student outcomes on assessments that target essential content area standards. District level staff development focuses on the key areas in English Language Arts, Mathematics and ELD objectives and instructional practices to optimize student performance. All TK – 6th grade teachers are offered on-going trainings from a consultant on how to use reports from iREADY to target instruction and support for students in Reading and Math. All staff at Ira Harbison receives on-going professional learning opportunities which includes the best practices for accessing and interpreting data online utilizing the Illuminate data management system. This system provides access to the full range of local and state assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service trainings on how to create grade level assessments and classroom data reports.

Annually, a plan for staff development is designed based on the review of specific site data, including, iReady Reading/Math, ELPAC, CAASPP, and site-based Multiple Measures Assessments. The plan is developed through the collaborative efforts of the site instructional leader, the site Language Arts Specialist, Classroom Teachers and Support Staff, along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Smarter Balanced results, the Illuminate data management system, Benchmark Assessment System (BAS), Writing and ELPAC overall performance ranges were the focus of professional development for teachers in Transitional Kindergarten through 6th grade. New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialist helps support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

Other staff development areas includes Benchmark Assessment System (BAS), ELA/ELD Framework, Smarter Balanced Claims and Targets, Academic Vocabulary, School Safety, Student Engagement, Promethean ActiveInspire, BPST Assessments, SEL, PBIS and Fine Arts professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.
- The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using the Illuminate management system.
- Ira Harbison Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Comprehension Toolkit, BAS and the Systematic English Language Development. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, Ira Harbison School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, results of Benchmark assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in English Language Arts, Mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation is encouraged during site collaboration days.

Primary grades focus on IRLA, BAS results and outcomes related to phonemic awareness, phonics, word recognition, vocabulary, reading fluency and comprehension as measure by the Basic Phonics Skills Test (BPST). Upper grade teachers also use BAS results, IRLA to monitor the progress of their students. Teachers also work together to analyze data from the district UCI Mathematics unit assessments. They use Illuminate data reports to determine next steps for instruction at grade level teams. In writing, all teaching staff scores writing samples collaboratively at least 3 times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Ira Harbison Elementary School is continuing our transition to the Common Core State Standards within all subject matters. Ira Harbison Elementary School is involved in standards based English Language Arts and Mathematics instruction for all students through the combination of published and computer based instruction. The American Reading Company and Benchmark instructional materials are the core curriculum texts adopted by the district in 2018-19. In addition, we use the Learning Headquarters program, which is the district core-writing program in grades K–6. The Fountas and Pinnell Comprehension Toolkit is also used to supplement our English Language Arts program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist along with an Impact teacher as Tier II reading intervention programs. English Language Development (ELD) is addressed through the use language scaffolds and best practices for Designated/Integrated ELD instruction. UCI Math units are the primary resources for mathematics instruction adopted by the district, along with supplemental resources from the Go Math! curriculum. At Ira Harbison School, we have implemented a variety of computer based programs to support our students in Reading and Math. Clear school goals, shared vision, implementation of Common Core Standards, formative as well as summative assessments, and ongoing data analysis are the key components in driving our instructional programs at Ira Harbison.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. Teacher schedules are posted on Schoology to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math and English Language Arts curriculum supply a framework for lesson pacing. All ELA are designed to provide an additional week for intervention and support at the end of the unit. UCI Math units vary in length, but also provide "buffer days" for reteaching and review.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a regular basis. Language Arts Specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts Specialist works with the teaching staff to provide additional support for students not reading at grade level. After school classes are offered to enrich students' experiences. Resource classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District will be providing virtual parenting classes on various topics throughout the 2020-2021 school year. In addition to providing education to our students, Ira Harbison School has made an effort to provide our parents with opportunities to learn more about Common Core Standards implementation. Teachers have provided parent education nights in Math, Science and Technology. These parent training have offered our parents a better understanding of Math Common Core Standards and presented them with lesson samples. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. Principal chats have focused on English Language Arts Standards and the shifts that have taken place in ELA/Literacy instruction. Discussions have also focused on the CAASPP assessment system. Our teachers informed parents that this Smarter Balanced Assessment requires our students to demonstrate their understanding of how they arrived at their answer, as well as providing evidence to support their responses. Students must also be able to communicate this effectively in writing.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement Resource Teacher in 2020-2021.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. After School Classes
3. iREADY and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement:

Families and community members:

Parent hours with the principal & counselor

Regular District English Language Advisory Committee meetings (DELAC)

Regular School Site Council meetings

The process used to gather information was through input from SSC, community/parent survey and staff on the following dates:

October 16, 2020

November 13, 2020

January 15, 2021

January 18, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We did an analysis of the budget we had for the 2019-2020 with the intent of increasing services for students. We determined the following inequities:

* Last year we budgeted \$5,000 for after school tutoring and the data showed that students decreased in both ELA and math. We realized that we had an inequity and we had to increase funding and our approach in that area.

* We had Tier 1 interventions with Impact Teachers to support our English Learners and we determined that we had inadequate resources. As a result, we have allocated more money to support purchasing resources for Tier 1 interventions.

* Last year we had a very high number of students identified on the universal screener as being at risk. We determined that we needed to allocate more funding and training to support developing a culture of empathy and inclusion.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.19%	0.2%	1	1	1
African American	3.64%	2.87%	3.61%	20	15	18
Asian	5.27%	4.4%	3.81%	29	23	19
Filipino	23.45%	23.9%	23.25%	129	125	116
Hispanic/Latino	58.55%	60.04%	61.52%	322	314	307
Pacific Islander	0.73%	0.76%	1%	4	4	5
White	3.64%	3.44%	3.41%	20	18	17
Multiple/No Response	1.27%	0.57%	2.61%	7	3	3
Total Enrollment				550	523	499

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	83	88	74
Grade 1	72	55	71
Grade 2	71	72	54
Grade 3	72	67	68
Grade 4	70	77	70
Grade 5	89	77	78
Grade 6	93	87	84
Total Enrollment	550	523	499

Conclusions based on this data:

1. In 2019-2020 Ira Harbison's enrollment decreased from 523 to 499.
2. The grade level with the greatest drop in enrollment was 2nd grade. In 2018-2019 their enrollment was 72 and in 2019-2020 it was 54.
3. Between 2018-2019 and 2019-2020 the student population with the greatest increase was multiple/no response with an increase from .57% to 2.61%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	183	200	192	33.3%	38.2%	38.5%
Fluent English Proficient (FEP)	76	64	69	13.8%	12.2%	13.8%
Reclassified Fluent English Proficient		24	29	0	13.1%	14.5%

Conclusions based on this data:

1. In 2019-2020 Ira Harbison's English Learner population decreased from 200 to 192 students an increase of .3% due to a decrease in total enrollment.
2. In 2019-2020 Ira Harbison's Fluent English Proficient students increased from 12.2% to 13.8%.

School and Student Performance Data

Diagnostic Results - Math

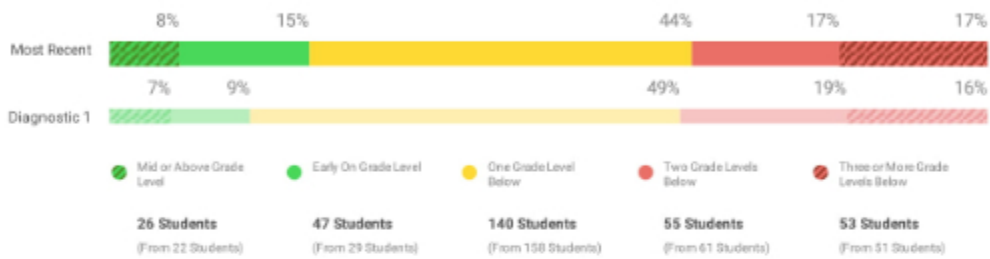
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 321/411



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	-	-	-	-	-	-	0/44
	Diagnostic 1	-	-	-	-	-	-	
Grade 1	Most Recent		24%	12%	55%	10%	0%	51/56
	Diagnostic 1		24%	6%	61%	10%	0%	
Grade 2	Most Recent		13%	13%	45%	26%	3%	31/65
	Diagnostic 1		13%	13%	55%	19%	0%	
Grade 3	Most Recent		2%	13%	51%	23%	11%	47/48
	Diagnostic 1		0%	9%	45%	40%	6%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Ira Harbison Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		5%	11%	51%	16%	16%	61/61
	Diagnostic 1		3%	8%	56%	13%	20%	
Grade 5	Most Recent		6%	17%	38%	14%	24%	63/64
	Diagnostic 1		5%	5%	57%	10%	24%	
Grade 6	Most Recent		3%	19%	28%	18%	32%	68/73
	Diagnostic 1		1%	15%	28%	25%	31%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1.

School and Student Performance Data

Diagnostic Results - Reading

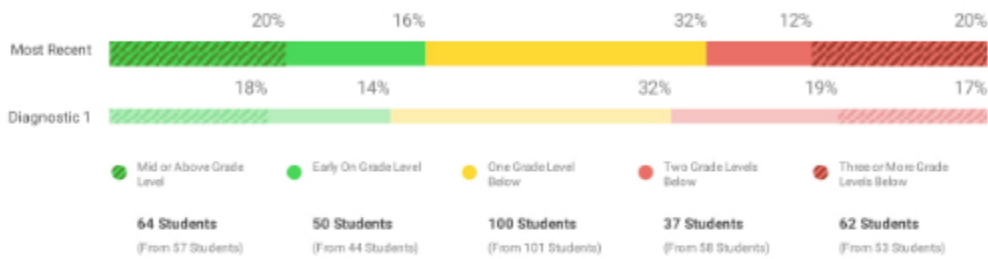
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 313/411



Switch Table View Show Results By: **Grade**

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Grade K	Most Recent	-	-	-	-	-	0/44	
	Diagnostic 1	-	-	-	-	-		
Grade 1	Most Recent		33%	19%	42%	6%	0%	52/56
	Diagnostic 1		29%	12%	56%	4%	0%	
Grade 2	Most Recent		19%	13%	45%	19%	3%	31/65
	Diagnostic 1		32%	6%	29%	32%	0%	
Grade 3	Most Recent		31%	31%	16%	18%	4%	45/48
	Diagnostic 1		22%	36%	20%	18%	4%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Ira Harbison Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		25%	5%	41%	8%	21%	61/61
	Diagnostic 1		16%	11%	43%	10%	20%	
Grade 5	Most Recent		9%	21%	26%	14%	30%	57/64
	Diagnostic 1		9%	12%	21%	33%	25%	
Grade 6	Most Recent		10%	10%	25%	10%	43%	67/73
	Diagnostic 1		10%	9%	24%	19%	37%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1.

School and Student Performance Data

EL Diagnostic Results - Math

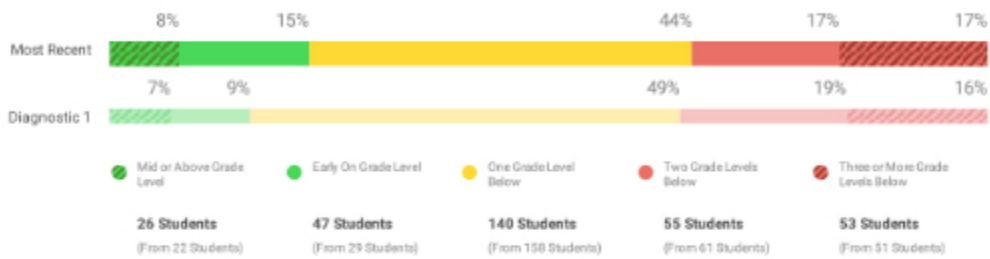
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 321/411



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	6%	8%	44%	19%	23%	117/155
	Diagnostic 1	7%	6%	39%	26%	21%	
No - English Learner	Most Recent	9%	19%	43%	16%	13%	204/256
	Diagnostic 1	7%	11%	55%	15%	13%	

Conclusions based on this data:

1.

School and Student Performance Data

EL Diagnostic Results - Reading

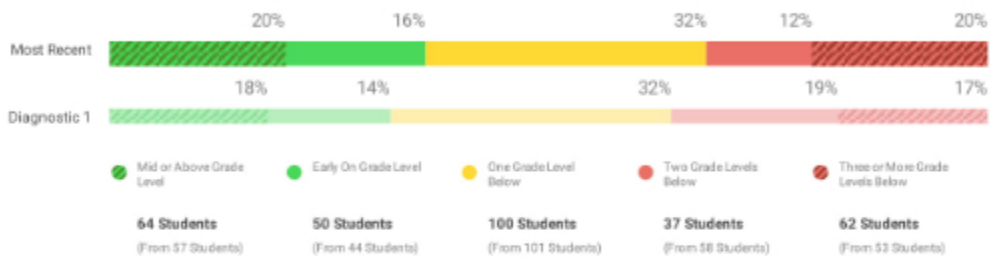
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 313/411



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	13%	9%	32%	15%	31%	117/155
	Diagnostic 1	11%	5%	33%	23%	27%	
No - English Learner	Most Recent	25%	20%	32%	10%	13%	196/256
	Diagnostic 1	22%	19%	32%	16%	11%	

Conclusions based on this data:

1.

School and Student Performance Data

Special Education Diagnostic Results - Math

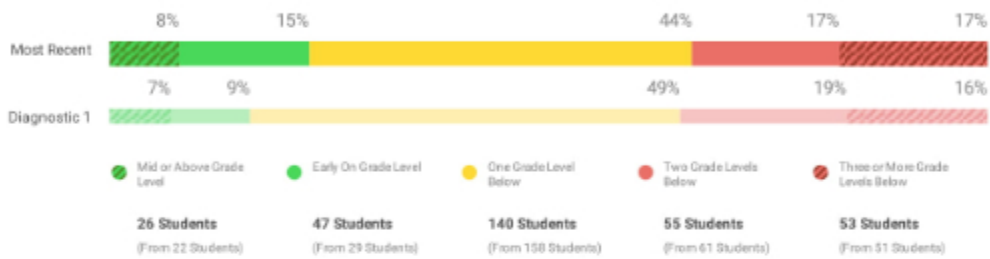
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 321/411



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	8%	10%	23%	13%	48%	40/42
	Diagnostic 1	5%	10%	28%	13%	45%	
No - Special Education	Most Recent	8%	15%	47%	18%	12%	281/369
	Diagnostic 1	7%	9%	52%	20%	12%	

Conclusions based on this data:

1.

School and Student Performance Data

Special Education Diagnostic Results - Reading

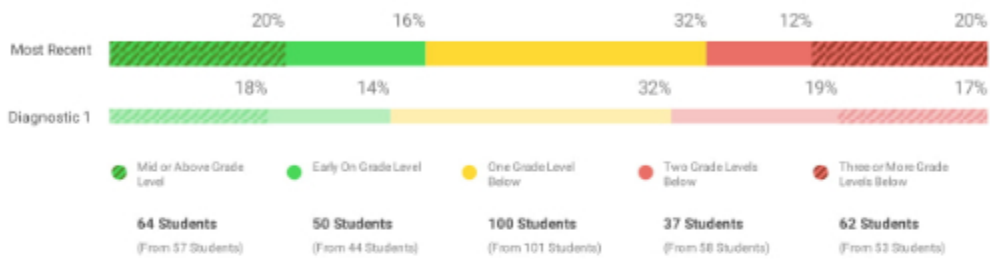
Diagnostic Results



School: Ira Harbison Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 313/411



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent		15%	15%	10%	13%	46%	39/42
	Diagnostic 1		18%	8%	15%	15%	44%	
No - Special Education	Most Recent		21%	16%	35%	12%	16%	274/369
	Diagnostic 1		18%	15%	35%	19%	13%	

Conclusions based on this data:

1.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	72	70	71	70	70	71	70	70	100	97.2	100
Grade 4	82	73	73	82	72	72	82	72	72	100	98.6	98.6
Grade 5	99	88	76	98	88	75	98	88	75	99	100	98.7
Grade 6	84	93	87	84	93	87	84	93	87	100	100	100
All Grades	336	326	306	335	323	304	335	323	304	99.7	99.1	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2414.	2387.	15.49	18.57	11.43	25.35	21.43	22.86	23.94	31.43	22.86	35.21	28.57	42.86
Grade 4	2458.	2471.	2450.	14.63	26.39	18.06	31.71	27.78	16.67	24.39	20.83	31.94	29.27	25.00	33.33
Grade 5	2510.	2480.	2484.	24.49	17.05	12.00	33.67	25.00	30.67	15.31	19.32	25.33	26.53	38.64	32.00
Grade 6	2535.	2545.	2506.	19.05	18.28	9.20	39.29	41.94	35.63	23.81	24.73	24.14	17.86	15.05	31.03
All Grades	N/A	N/A	N/A	18.81	19.81	12.50	32.84	29.72	26.97	21.49	23.84	25.99	26.87	26.63	34.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.49	15.71	17.14	43.66	54.29	42.86	40.85	30.00	40.00
Grade 4	20.73	25.00	18.06	54.88	48.61	47.22	24.39	26.39	34.72
Grade 5	22.45	15.91	12.00	51.02	50.00	53.33	26.53	34.09	34.67
Grade 6	25.00	31.18	12.64	46.43	40.86	50.57	28.57	27.96	36.78
All Grades	21.19	22.29	14.80	49.25	47.99	48.68	29.55	29.72	36.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.72	15.71	11.43	50.70	44.29	45.71	29.58	40.00	42.86
Grade 4	18.29	22.22	16.67	53.66	52.78	63.89	28.05	25.00	19.44
Grade 5	39.80	28.41	17.33	33.67	38.64	56.00	26.53	32.95	26.67
Grade 6	28.57	26.88	16.09	47.62	55.91	51.72	23.81	17.20	32.18
All Grades	27.46	23.84	15.46	45.67	47.99	54.28	26.87	28.17	30.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.49	14.29	11.43	54.93	70.00	61.43	29.58	15.71	27.14
Grade 4	8.54	12.50	6.94	65.85	68.06	65.28	25.61	19.44	27.78
Grade 5	15.31	7.95	10.67	63.27	65.91	74.67	21.43	26.14	14.67
Grade 6	11.90	8.60	4.60	78.57	73.12	73.56	9.52	18.28	21.84
All Grades	12.84	10.53	8.22	65.97	69.35	69.08	21.19	20.12	22.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.13	27.14	11.43	56.34	50.00	44.29	22.54	22.86	44.29
Grade 4	25.61	36.11	11.11	51.22	41.67	59.72	23.17	22.22	29.17
Grade 5	32.65	26.14	18.67	46.94	39.77	48.00	20.41	34.09	33.33
Grade 6	34.52	36.56	18.39	45.24	47.31	47.13	20.24	16.13	34.48
All Grades	28.96	31.58	15.13	49.55	44.58	49.67	21.49	23.84	35.20

Conclusions based on this data:

1. As demonstrated by the overall ELA achievement results, Grade 6 students scored higher than the lower grades (3rd-5th) achieving a total percentage of 34.48% at the "Met" standard expectations.
2. According to the 2018-19 overall data, 38.81% of students in grades 3-6, met or exceeded standard expectations.
3. As reflected in the 2018-19 data for ELA, 48.68% of 3rd - 6th grade students were at or near standards compared to 47.99% in 2017-2018.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	72	70	71	71	70	71	71	70	100	98.6	100
Grade 4	82	73	73	82	72	72	82	72	72	100	98.6	98.6
Grade 5	99	88	76	98	88	75	98	88	75	99	100	98.7
Grade 6	84	93	87	84	93	87	84	93	87	100	100	100
All Grades	336	326	306	335	324	304	335	324	304	99.7	99.4	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2416.	2397.	15.49	12.68	7.14	23.94	29.58	24.29	33.80	26.76	28.57	26.76	30.99	40.00
Grade 4	2459.	2465.	2441.	7.32	13.89	6.94	24.39	25.00	19.44	47.56	37.50	37.50	20.73	23.61	36.11
Grade 5	2482.	2472.	2462.	11.22	11.36	9.33	16.33	13.64	5.33	39.80	26.14	37.33	32.65	48.86	48.00
Grade 6	2505.	2525.	2485.	9.52	11.83	8.05	28.57	27.96	17.24	30.95	36.56	28.74	30.95	23.66	45.98
All Grades	N/A	N/A	N/A	10.75	12.35	7.89	22.99	23.77	16.45	38.21	31.79	32.89	28.06	32.10	42.76

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	23.94	32.39	12.86	42.25	29.58	41.43	33.80	38.03	45.71	
Grade 4	18.29	16.67	12.50	39.02	44.44	36.11	42.68	38.89	51.39	
Grade 5	14.29	14.77	8.00	38.78	27.27	25.33	46.94	57.95	66.67	
Grade 6	14.29	18.28	12.64	46.43	50.54	31.03	39.29	31.18	56.32	
All Grades	17.31	20.06	11.51	41.49	38.27	33.22	41.19	41.67	55.26	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	18.31	8.57	49.30	35.21	51.43	32.39	46.48	40.00
Grade 4	8.54	15.28	11.11	57.32	59.72	41.67	34.15	25.00	47.22
Grade 5	9.18	15.91	9.33	51.02	38.64	45.33	39.80	45.45	45.33
Grade 6	10.71	13.98	6.90	50.00	62.37	41.38	39.29	23.66	51.72
All Grades	11.34	15.74	8.88	51.94	49.38	44.74	36.72	34.88	46.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.94	22.54	11.43	50.70	54.93	50.00	25.35	22.54	38.57
Grade 4	12.20	20.83	11.11	63.41	51.39	41.67	24.39	27.78	47.22
Grade 5	10.20	12.50	5.33	54.08	38.64	40.00	35.71	48.86	54.67
Grade 6	10.71	12.90	9.20	57.14	52.69	51.72	32.14	34.41	39.08
All Grades	13.73	16.67	9.21	56.42	49.07	46.05	29.85	34.26	44.74

Conclusions based on this data:

1. As demonstrated by the results, we had more students in the "Nearly Met" and/or "Not Met" standards, with the average at 75.65% of the school population
2. According to the overall data, students scored higher in the "Concepts and Procedures" domain with 11.51% of students in the Above Standard level.
3. As reflected in the overall data, third grade students had an average of 24.29% of students exceeding and/or meeting the standard; scoring higher than the 4-6th grade students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1433.2	1423.8	1443.3	1440.2	1409.4	1385.1	32	52
Grade 1	1483.8	1484.4	1462.5	1501.0	1504.4	1467.3	36	16
Grade 2	1489.1	1505.4	1481.1	1497.8	1496.6	1512.5	36	37
Grade 3	1483.0	1460.3	1472.9	1461.4	1492.7	1458.9	24	22
Grade 4	1494.3	1520.7	1487.2	1515.7	1501.0	1525.3	16	24
Grade 5	1509.1	1537.6	1513.3	1548.3	1504.3	1526.5	13	16
Grade 6	*	*	*	*	*	*	*	10
All Grades	1480.7		1471.6		1489.0		164	177

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	40.63	40.38	*	42.31	*	9.62	32	52
1	50.00	18.75	*	68.75	*	12.50	*	0.00	36	16
2	52.78	24.32	*	54.05	*	18.92	*	2.70	36	37
3	*	4.55	*	22.73	*	45.45	*	27.27	24	22
4	*	29.17	*	37.50	*	25.00	*	8.33	16	24
5	*	18.75	*	56.25	*	25.00	*	0.00	13	16
6	*	*	*	*	*	*	*	*	*	*
All Grades	31.71	15.25	34.15	45.20	25.00	31.64	9.15	7.91	164	177

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	53.13	42.31	*	34.62	*	7.69	32	52
1	50.00	68.75	*	12.50	*	18.75	*	0.00	36	16
2	61.11	29.73	*	45.95	*	21.62	*	2.70	36	37
3	*	22.73	*	31.82	*	13.64	*	31.82	24	22
4	*	50.00	*	33.33	*	8.33	*	8.33	16	24
5	*	50.00	*	43.75	*	6.25	*	0.00	13	16
6	*	*	*	*	*	*	*	*	*	*
All Grades	40.24	33.33	36.59	38.98	15.85	19.77	7.32	7.91	164	177

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.85	*	26.92	40.63	57.69	*	11.54	32	52
1	47.22	6.25	*	68.75	*	18.75	*	6.25	36	16
2	47.22	18.92	*	54.05	*	21.62	*	5.41	36	37
3	*	4.55	*	9.09	50.00	45.45	*	40.91	24	22
4	*	16.67	*	33.33	*	33.33	*	16.67	16	24
5	*	0.00	*	25.00	*	62.50	*	12.50	13	16
6	*	*	*	*	*	*	*	*	*	*
All Grades	26.83	9.04	25.00	33.90	31.71	40.68	16.46	16.38	164	177

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	46.88	5.77	46.88	80.77	*	13.46	32	52	
1	63.89	75.00	*	25.00	*	0.00	36	16	
2	69.44	43.24	*	54.05	*	2.70	36	37	
3	*	18.18	62.50	54.55	*	27.27	24	22	
4	*	41.67	75.00	54.17	*	4.17	16	24	
5	*	6.25	*	93.75	*	0.00	13	16	
6	*	*	*	*	*	*	*	*	
All Grades	50.00	26.55	42.07	64.41	7.93	9.04	164	177	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.63	30.77	56.25	63.46	*	5.77	32	52
1	55.56	43.75	33.33	56.25	*	0.00	36	16
2	36.11	29.73	55.56	62.16	*	8.11	36	37
3	*	50.00	54.17	22.73	*	27.27	24	22
4	*	45.83	*	41.67	*	12.50	16	24
5	*	81.25	*	18.75	*	0.00	13	16
6	*	*	*	*	*	*	*	*
All Grades	41.46	41.24	47.56	50.28	10.98	8.47	164	177

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	71.88	92.31	*	7.69	32	52
1	66.67	37.50	*	62.50	*	0.00	36	16
2	47.22	10.81	33.33	83.78	*	5.41	36	37
3	*	4.55	50.00	31.82	45.83	63.64	24	22
4	*	8.33	*	62.50	*	29.17	16	24
5	*	12.50	*	75.00	*	12.50	13	16
6	*	*	*	*	*	*	*	*
All Grades	31.10	9.04	48.17	71.19	20.73	19.77	164	177

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	30.77	40.63	46.15	*	23.08	32	52
1	41.67	12.50	52.78	81.25	*	6.25	36	16
2	30.56	32.43	58.33	59.46	*	8.11	36	37
3	*	9.09	75.00	63.64	*	27.27	24	22
4	*	20.83	81.25	75.00	*	4.17	16	24
5	*	6.25	*	81.25	*	12.50	13	16
6	*	*	*	*	*	*	*	*
All Grades	28.05	21.47	59.76	63.84	12.20	14.69	164	177

Conclusions based on this data:

1. According to the 2018-19 ELPAC data, the highest overall language percentage, 45.2%, was achieved by students in grades K-5, at the "Moderately Developed" language level.
2. As demonstrated by the overall ELPAC Summative results, Grade 5 students scored higher than all other lower grades (K-4th) achieving a mean scale score of 1548.3.
3. As reflected in the 2018-19 ELPAC data, all students tested in grades K-5 scored highest in the "Speaking" domain than in any other strand with 41.24% of students scoring at the "Well Developed" level.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
523	65.6	38.2	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	200	38.2
Foster Youth	4	0.8
Homeless	37	7.1
Socioeconomically Disadvantaged	343	65.6
Students with Disabilities	45	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.9
American Indian	1	0.2
Asian	23	4.4
Filipino	125	23.9
Hispanic	314	60.0
Two or More Races	20	3.8
Pacific Islander	4	0.8
White	18	3.4



Conclusions based on this data:

1. According to the 2018-2019 data, socioeconomically disadvantaged students make up 65.6% of the school's population.
2. According to the data, 38.2% of the total students enrolled are English Learners.
3. Students with disabilities make-up 8.6% of the total student enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="289 506 378 539">Orange</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 539">Green</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 539">Green</p>
<p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="289 705 378 739">Orange</p>		

Conclusions based on this data:

1. ELA is in the orange.
2. Math is also in the orange.
3. The suspension rate at Ira Harbison scored in the green.

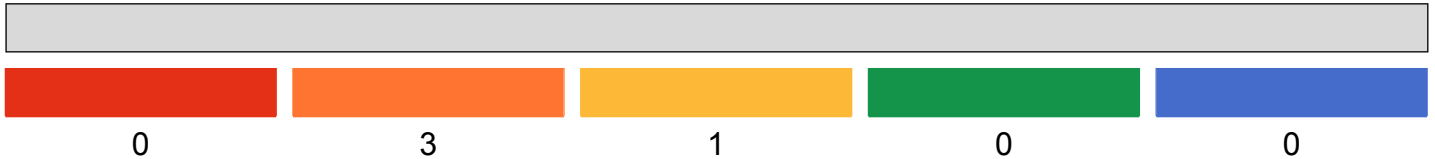
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>26.1 points below standard</p> <p>Declined Significantly -24.1 points</p> <p>294</p>	<p>English Learners</p> <p>Orange</p> <p>34.7 points below standard</p> <p>Declined Significantly -31.7 points</p> <p>147</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>44.9 points below standard</p> <p>Declined -11.1 points</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>36.1 points below standard</p> <p>Declined Significantly -20.2 points</p> <p>209</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>94 points below standard</p> <p>Increased ++8.7 points</p> <p>32</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 76.8 points below standard Declined Significantly -39.7 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 48.2 points above standard Increased ++11.8 points 15	 Yellow 8.5 points above standard Declined Significantly -41 points 70
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.8 points below standard Declined -15 points 169	 No Performance Color 15.6 points below standard Declined Significantly -21 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Declined Significantly -51.6 points 66	12.6 points above standard Declined Significantly -29.9 points 81	20.7 points below standard Declined Significantly -16 points 140

Conclusions based on this data:

1. According to the 2018-2019 data, Ira Harbison did not have any student groups scoring in the red.
2. According to the 2018-2019 data, Ira Harbison had three student groups falling in the orange and one in the yellow.
3. According to the 2018-2019 data, four student groups "declined significantly."

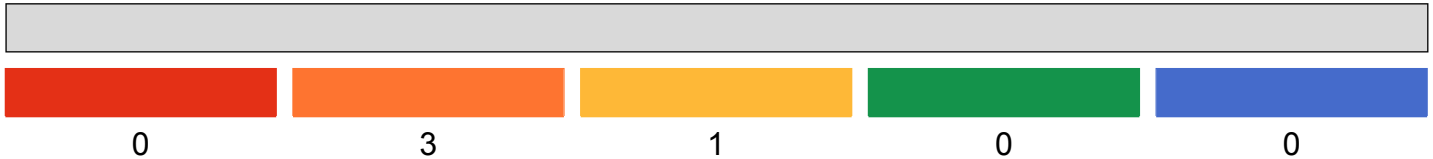
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>54.1 points below standard</p> <p>Declined Significantly -24.7 points</p> <p>294</p>	<p>English Learners</p> <p>Orange</p> <p>57.6 points below standard</p> <p>Declined Significantly -28.3 points</p> <p>147</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>81.8 points below standard</p> <p>Declined Significantly -18.4 points</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>63.1 points below standard</p> <p>Declined Significantly -23.2 points</p> <p>209</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>119.3 points below standard</p> <p>Increased ++5.6 points</p> <p>32</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 86 points below standard Declined Significantly -35.8 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 9.9 points below standard Declined Significantly -32.5 points 15	 Yellow 14.6 points below standard Declined Significantly -29.6 points 70
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.3 points below standard Declined Significantly -20.6 points 169	 No Performance Color 38.8 points below standard Maintained -1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.6 points below standard Declined Significantly -43.7 points 66	23.3 points below standard Declined Significantly -26.4 points 81	51.7 points below standard Declined Significantly -20.1 points 140

Conclusions based on this data:

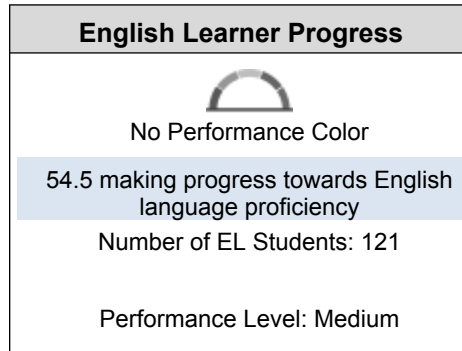
1. According to the 2018-2019 data for math, English Learners scored 57.6 points below standard, 3.5 points lower than all student on average.
2. As demonstrated by the 2018-2019 data, Hispanic students declined significantly in math by -20.6 points.
3. According to the data, Filipino students were 14.6 points below standard in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	39	12	54

Conclusions based on this data:

1. According to the 2018-2019 data, 54% of English Learner students progressed at least one ELPI level.
2. According to the 2018-2019 data, 16% of English Learner students decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

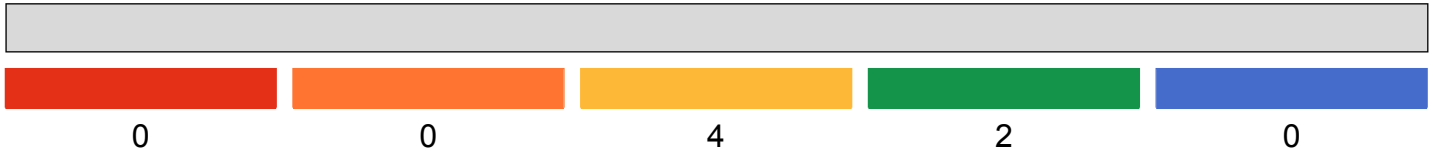
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 9.2 Declined Significantly -13.2 542	 Yellow 11.6 Declined Significantly -17.4 216	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 11.1 Declined -36.3 45	 Yellow 11.1 Declined Significantly -15.6 370	 Green 7.7 Declined -14 52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.7 Declined -25.2 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.3 Increased +4.3 23	 Green 6.3 Declined -7.6 128
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.1 Declined Significantly -18.7 326	 No Performance Color 16 Increased +0.6 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 10 Declined -3.6 20

Conclusions based on this data:

1. According to the data 9.2% of all students were absent 10 percent or more of the instructional days they were enrolled.
2. According to the data 11.1% of all English Learner students were absent 10 percent or more of the instructional days they were enrolled.
3. According to the data 7.7% of students with disabilities were absent 10 percent or more of the instructional days they were enrolled.

School and Student Performance Data

Academic Engagement Graduation Rate

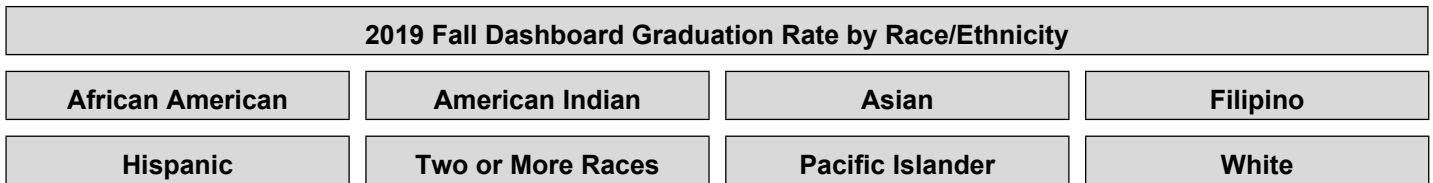
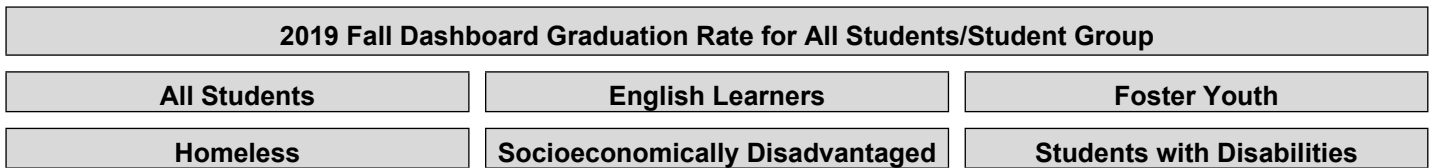
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

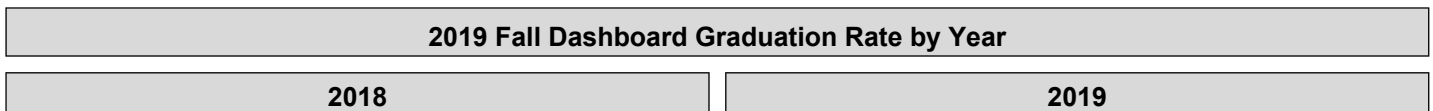
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

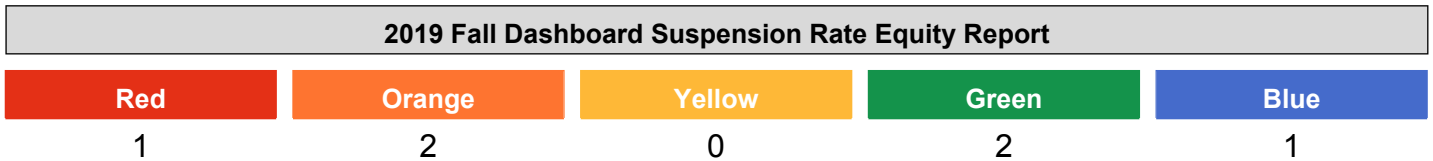
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.9</p> <p>Declined -0.5</p> <p>554</p>	<p>English Learners</p>  <p>Green</p> <p>2.8</p> <p>Declined -0.5</p> <p>218</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p>  <p>Blue</p> <p>0</p> <p>Declined -4.7</p> <p>45</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>3.7</p> <p>Maintained 0</p> <p>375</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>7.7</p> <p>Increased +4.4</p> <p>52</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Declined -8.7 16	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">4.3</div> Declined -1.7 23	 Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">3.9</div> Increased +3.2 129
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.4</div> Declined Significantly -1.7 335	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">4</div> Maintained +0.2 25	 No Performance Color Less than 11 Students - Data 4	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.9

Conclusions based on this data:

1. According to the 2018-2019 data, 3.3% of the students in the 2017-2018 school year were suspended compared to 2.9% who were suspended in 2018-2019, a .4% decrease in suspensions.
2. According to the 2018-2019 data, there was a 4.4% increase in suspensions for students with disabilities.
3. According to the 2018-2019 data, there was a 1. was 7% increase in suspensions for Hispanic students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

A. English Learner Reclassification will increase 2% in 2020-2021.

B. The percentage of English learners performing at grade level, according to the iReady Reading Diagnostic, will increase by 2% in 2020-2021

Identified Need

A. In 2018-2019 Ira Harbison reclassification rate was 20% a decrease from 27.87%

B. The distance from standard on ELA for ELs at Ira Harbison decreased from -78 to -91 with a change of -13 in ELA

C. The distance from standard on Math for ELs at Ira Harbison decreased from -84 to -100 with a change of -16 in Math

D. According to CAASPP ELA scores the percentage of English learners at Ira Harbison is decreasing from 72 to 32 from 2017-2018 to 2018-2019 with a change of -40%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data		
ELPAC Overall Data		
iREADY ELA Data	32% of English Learner students one grade level behind	30% of English Learner students one grade level behind
Reclassification rate		
CAASPP Math EL Data		
iREADY Math Data	43% of English Learner students one grade level behind	41% of English Learner students one grade level behind

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

A Language Arts Specialist (LAS) will provide small group instruction to English learners. LAS is highly qualified in assessment and instruction in ELA. He supports students by providing differentiated small group instruction in English language development. Additional resources and materials will be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, ELD, and ELA assessment practices. This may also include professional development experiences that are self-selected by teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCAP 5800: Professional/Consulting Services And Operating Expenditures Teacher and/or principal conferences and learning experiences
--

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

"Hire one impact teacher to support students during the instructional day to increase their reading abilities using research proven methods. Additional resources and materials will be required. "

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified
17200	Title I 1000-1999: Certificated Personnel Salaries One impact teachers to support EL students
1250	LCAP 4000-4999: Books And Supplies Instructional materials and resources to support before/after small group intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Teachers will provide support with the ELPAC assessment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5760	District Funded 1000-1999: Certificated Personnel Salaries Certificated teachers will provide support with the ELPAC to make data driven decisions
1000	LCAP 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies that were put in place for the 2019-2020 school year contributed to an increase of 1.4% of students being reclassified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2019-2020 we budgeted money to be spent on before/after school intervention and due to the school closure we were unable to implement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-2021 school we will continue to focus on small group interventions with our English Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in student academic performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

- A. The percentage of all students performing at or above grade level standards, according to the ELA iREADY diagnostic, will increase 2%.
- B. The percentage of all students performing at or above grade level standards, according to the Math iREADY diagnostic, will increase 2%.
- C. The percentage of all students identified as one grade level or more below below on iReady in ELA will decrease by 2%.
- D. The percentage of all students identified as one grade level or more below below on iReady in Math will decrease by 2%.

Identified Need

- A. The distance from standard on ELA for all students at Ira Harbison decreased from -2 to -27 with a change of -25 in ELA
- B. The distance from standard on Math for all students at Ira Harbison decreased from -29 to -54 with a change of -25 in Math
- C. According to CAASPP ELA scores the percentage of all students at Ira Harbison is decreasing from 51 to 39 from 2017-2018 to 2018-2019 with a change of -12%.
- D. According to CAASPP Math scores the percentage of all students at Ira Harbison is decreasing from 37 to 24 from 2017-2018 to 2018-2019 with a change of -13%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students		
CAASPP Math All students		
CAASPP ELA SWD		
CAASPP Math SWD		
iREADY Reading All Students	32% of all students are one grade level below	30% of all students are one grade level below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iREADY Math All Students	43% of all students are one grade level below	41% of all students are one grade level below
iREADY Math SWD	23% of students with SWD are one grade level below	21% of students with SWD are one grade level below
iREADY ELA SWD	10% of students with SWD are one grade level below	8% of students with SWD are one grade level below
IRLA K-2 All Students	18 % of all students are proficient or above	20% of all students are proficient or above

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire one impact teacher and additional substitute(s)/tutor(s) to support students during the instructional day to increase their reading abilities using research proven methods. Before and after school intervention classes in Reading, language development, as well as math. Additional resources and materials will be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17200	Title I 1000-1999: Certificated Personnel Salaries One impact teacher to support identified students
18400	Title I 1000-1999: Certificated Personnel Salaries Substitute/tutor to support identified students
1250	LCAP 4000-4999: Books And Supplies Educational materials and supplies for small group instruction

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incorporate innovative instructional approaches tied to Common Core State Standards (project based learning, maker spaces, engineering) through professional development and resources

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in virtual educational field trips and virtual experiences throughout the year that align to Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

LCAP
Transportation, substitute costs, field trip costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide technology resources for student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, Math, SEL, ELD, and ELA assessment practices. This may also include professional development experiences that are self-selected by teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 1000-1999: Certificated Personnel Salaries Teacher and/or principal conferences and learning experiences

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The impact teachers who were hired were able to work with 20-30 students to address specific areas of need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the school closure significant portions of our budgeted expenditures were unused.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goals and implement the strategies to the best of our ability given the school closure.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All students

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners

Goal 3

A. Increase percentage of parent participation and engagement by 2% per year as measured by parent attendance at parent meetings.

B. Increase overall student attendance by 2% from the end of trimester 1 to the end of trimester 3 in 2020-2021.

Identified Need

As with the District, Ira Harbison is committed in engaging more parents in the school community. There is a need for NSD to engage more parents in more ways to partner with schools in their students' education, especially since the school closure. In 2019 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, NSD will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey	Pre and post	5% gain in participation
Parent participation counts	Average attendance participation at school events	5% gain in participation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host a variety of family events throughout the year to improve the home school connection

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

450

Source(s)

LCAP
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create a community space for parents and teachers for meetings and collaboration opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCAP
4000-4999: Books And Supplies
Materials and supplies to create a welcoming
and inviting community room

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involvement of Parents, Staff and Community:

- Provide parent education and training in how to support students with their educational goals.
- Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.
- Parents receive communication via monthly Principal meetings "Coffee with the Principal"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1856	Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for parent education and training
1000	LCAP 4000-4999: Books And Supplies Materials and supplies for student recognition assemblies

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent involvement was slow to gain traction for the 2019-2020 school year with the same few parents participating in meetings/events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2020-2021 school year the Principal and the new school Counselor are working together to design workshops that address parent need.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-2021 school year we are limited in the type/amount of school events that we can host due to the school closure. Our events are focused more on training and support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Provide equitable learning opportunities for all students

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

A. Decrease the number of students identified on the universal screener by 5% from Fall to Spring in 2020-2021.

B. Chronic absenteeism will decrease .5% this year.

C. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2017 fifth grade physical fitness assessment, 46.2 percent of National School District students are not in the Healthy Fitness Zone.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/expulsion rates 19-20	2.9 % suspended/expelled	2.4 % Suspended/expelled
Chronic absenteeism 19-20	9.2 % chronically absent	8.7 % chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tier 1 behavior referrals 19-20	204 Tier 1 referrals	194 Tier 1 referrals - 5% decrease
Tier 2 behavior referrals 19-20	9 Tier 2 referrals	8 Tier 2 referrals - 10% decrease
Student survey on school climate 19-20		
Parent survey on school climate 19-20		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve classroom culture and environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCAP
4000-4999: Books And Supplies
Classroom materials and resources to support an inviting and welcoming classroom community

3506

Title I
4000-4999: Books And Supplies
Classroom materials and resources to support an inviting and welcoming classroom community

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire a full time school counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40000	Title I 1000-1999: Certificated Personnel Salaries School counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance incentives to decrease chronic absenteeism

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 4000-4999: Books And Supplies Materials and resources for attendance incentives

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal was implemented as intended and contributed to a positive school culture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All classrooms in 2019-2020 were outfitted with flexible seating from Lakeshore Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal will remain very similar and we will focus on engagement and attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by 2018-2019.

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and Illuminate systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> Successmaker will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension ELPAC Assessment Support 	7/18-6/19		Successmaker Licenses		District Funded	
	7/18-6/19		Salaries of technicians		LCFF	7,259
	7/18-6/19		Accelerated Reader Licenses		LCFF	2,150
	7/18-6/19		Assessment Team personnel		LCFF	3,955

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$295,364.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$114,631.00

Subtotal of additional federal funds included for this school: \$114,631.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$153,760.00
LCAP	\$26,973.00

Subtotal of state or local funds included for this school: \$180,733.00

Total of federal, state, and/or local funds for this school: \$295,364.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	26973	0.00
Title I	114631	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	153,760.00
LCAP	26,973.00
Title I	114,631.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	248,560.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	32,448.00
5000-5999: Services And Other Operating Expenditures	1,856.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	153,760.00
	LCAP	10,000.00
1000-1999: Certificated Personnel Salaries	LCAP	2,000.00
2000-2999: Classified Personnel Salaries	LCAP	1,000.00

4000-4999: Books And Supplies	LCAP	12,473.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	92,800.00
4000-4999: Books And Supplies	Title I	19,975.00
5000-5999: Services And Other Operating Expenditures	Title I	1,856.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,710.00
Goal 2	78,842.00
Goal 3	4,306.00
Goal 4	46,506.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Meghann Young	Principal
Janis Ireland	Classroom Teacher
Raymond Ruiz	Parent or Community Member
Kara Morales	Other School Staff
Kim Garrido	Parent or Community Member
Anthony Woodley	Parent or Community Member
Adriana Aguilar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 15, 2021.

Attested:

Principal, Meghann Young on 1/15/2021

SSC Chairperson, Kim Garrido on 1/15/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 14
- Resource Inequities 16
- School and Student Performance Data 17
 - Student Enrollment..... 17
 - Diagnostic Results - Math 19
 - Diagnostic Results - Reading 22
 - EL Diagnostic Results - Math 25
 - EL Diagnostic Results - Reading 27
 - Special Education Diagnostic Results - Math 29
 - Special Education Diagnostic Results - Reading 31
 - Disclaimer 33
 - CAASPP Results..... 34
 - ELPAC Results 40
 - Student Population 44
 - Overall Performance 45
 - Academic Performance 46
 - Academic Engagement 52
 - Conditions & Climate..... 55
- Goals, Strategies, & Proposed Expenditures..... 57
 - Goal 1 57
 - Goal 2 62
 - Goal 3 68
 - Goal 4 72
 - Goal 5 78
- Centralized Services for Planned Improvements in Student Performance 80
 - Goal 1 80
 - Goal 2 81
 - Goal 3 82

Goal 4.....	83
Goal 5.....	84
Budget Summary	85
Budget Summary	85
Other Federal, State, and Local Funds	85
Budgeted Funds and Expenditures in this Plan	86
Funds Budgeted to the School by Funding Source.....	86
Expenditures by Funding Source	86
Expenditures by Budget Reference	86
Expenditures by Budget Reference and Funding Source	87
Expenditures by Goal.....	87
School Site Council Membership	88
Recommendations and Assurances	89
Instructions.....	90
Instructions: Linked Table of Contents.....	90
Purpose and Description.....	91
Stakeholder Involvement.....	91
Resource Inequities	91
Goals, Strategies, Expenditures, & Annual Review	92
Annual Review	93
Budget Summary	94
Appendix A: Plan Requirements	96
Appendix B:.....	99
Appendix C: Select State and Federal Programs	101

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Kimball uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided. Due to the COVID-19 restrictions, these have continued however all have been conducted virtually.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

*Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. Due to the COVID-19 pandemic all services are conducted virtually. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, bi-weekly collaboration, Response to Intervention (RtI) meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides universal access and focused differentiated instruction with additional monitoring specific to each child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring may receive more focused instructional support through very small groups (2-3 students).

Regular RtI meetings are scheduled to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support progress towards goals. Teachers and support staff agree on specific learning goals and next steps for intervention. In addition to these grade level meetings, we have two designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight-week progress monitoring assessment. Once again, this has continued through the pandemic in a virtual format.

Due to the pandemic, before and after school intervention classes, may begin during the 2nd half of the school year. Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

Teachers at Kimball school have had the opportunity to develop skills to meet the needs of every child in the classroom, especially our high percentage of English Learners. As a DLI (Dual Language Immersion) school, we are also charged with meeting the needs of our Spanish language learners. Our discussions revolve around how we use best practices and research proven strategies to address the needs of those whose second language is Spanish. Among these are instructional strategies using Explicit Direct Instruction, with the goal of 80% student skill mastery and Guided Learning Acquisition Design (GLAD) provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces. Use of these strategies continue to provide the foundation for all areas of instruction.

Instructional Data Teams happen on a bi-weekly basis to analyze data, discuss adult actions and improve student achievement. Every two weeks enrichment teachers provide virtual instruction in visual and performing arts and physical education allowing teachers virtual release time to meet for data teams and instructional planning. Teachers continue to meet during regularly scheduled data teams to analyze data, identify a focus area and create SMART goals, identify and agree on adult/actions and to discuss next steps. Teachers follow the Five Steps in the DATA Team Process At the forefront of their practice. That data team process is used to guide instruction, increase collective teacher efficacy and create positive academic change.

In addition, twice monthly our staff meetings are focused around writing and mathematics. Teachers bring student artifacts and have dialogue around VisibleLearning (Hattie's) strategies which will bring about gains in student achievement.

Kimball Elementary School is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We have examined the outcomes on the annual English Language Proficiency Assessment for California Test (ELPAC). Data analysis shows that our English Language Learners are making significant growth towards site and district goals. Based on our data analysis, we have identified the following areas of focus:

1) Improve Reading Comprehension for our English Language Learners through vocabulary development and wide reading, 2) Provide intensive intervention for struggling Long Term English Learners 3) Improve Writing Strategies for all students. In 2019-2020, LAS Links a computer based Spanish language assessment program was administered as a means to establish baseline Spanish language data. Our goal is to receive more on-going information on how to best serve our language learners, both in English and Spanish.

*Due to the COVID-19 pandemic all of these components will be conducted virtually until the stay at home orders have been lifted and we are able to return to in person learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to track our students using several monitoring systems to improve our processes for student learning growth and needs. The iReady system allows for a diagnostic assessment for each student in reading and math. Once students have been placed on the diagnostic, teachers will be able to analyze each child's performance by domain and across all performance areas. Students are then grouped with similar instructional priorities and resources to support differentiated instruction are put into place. Once placed, teachers monitor the instructional lessons to ensure students are responding to online instruction. The nature of the iReady program allows us to seamlessly capture metrics in a distance learning environment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

*The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, science, social studies and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Offices of Educational Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical planning groups. These processes have continued throughout the pandemic in a virtual environment.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher and through grade level peers.

*Staff development opportunities for teachers were all conducted virtually

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The LEA supports the school through professional development regarding program improvement, Common Core implementation, English Learner programs, and student monitoring using Illuminate, iReady, Synergy and School Pace.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

While in distance learning, teachers were trained in pedagogical strategies to engage students in distance learning mode. Teachers also received training on Schoology which is a Learning Management System. This platform will serve our staff and students not only during the pandemic, but in the future as well.

Kimball Elementary School provides a variety of categorical services to students who are formally identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through money provided through the Local Control Accountability Plan (LCAP). Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services, the Rtl process is started with the at risk students.

During the pandemic as part of our distance learning, credentialed “impact” teachers work with students individually and in small groups outside of the classroom in collaboration with the classroom teacher as well as the language arts specialist. How many we have from year to year depends on budget and availability of qualified impact teachers as well as student need. The primary content areas served by impact teachers include literacy skills and English Language Development. Depending on need and availability, mathematics is supported as well specifically in multi-graded classrooms. Identified long-term ELs in 4th, 5th, and 6th grades are pulled out to receive additional instruction and support in ELD and ELA. These students also work with the language arts specialist, as well as do additional computer-based learning using Imagine Learning. Impacts and support personnel give students more opportunities for direct instruction at their individual instructional level.

A Dual Language expert will be used this school year to support teachers with a hybrid environment of learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration opportunities are a priority and are provided through early release days. This collaboration time allows all grade levels an opportunity to monitor student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level with teachers to communicate progress on students at the Tier II and III level or on IEP’s. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Kimball School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kimball School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified priority as well as supporting language arts and mathematics standards at each grade level. The identified standards have been integrated into the district standards-based report card. Formal assessment takes place at least four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments. Assessments are aligned with the California Common Core Standards, iReady diagnostic system and American Reading Company's Pace assessment matrix. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. Teachers are released by the Enrichment Teachers who provide instruction in the arts and physical education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

During our data teams, teachers meet to review appropriate pacing for teaching grade level material as well as for reviewing and intervening for our at-risk students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. During the pandemic, before and after school classes may resume the second part of the school year. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices. There are two monthly staff meetings that are dedicated to looking at student artifacts of an at-risk, language learner and of an average child to see where and how we can incorporate strategies that will yield is the highest effect sizes according to John Hattie's research.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The staff at Kimball School recognize the importance of parent participation in the form of workshops, meetings, hours of volunteerism, parent recognition and committee participation. We know that parental support and involvement are key contributors of student success. Some of the key meetings organized prior to the pandemic are listed below:

- Early Literacy Workshops for Parents
- Families For Success
- Curriculum Nights
- Monthly Parent Meetings/ Coffee with the Principal.
- School Site Council
- English Learner Advisory Committee
- Dual Language Focus Group Meetings
- District Advisory Committee
- PTA
- Technology Courses for Parents

During the pandemic, most of these sessions have continued virtually. For the 2020-2021 school year, due to an overabundance of caution, volunteerism has been put on hold until it is safe.

In addition to the services provided by the school through the regular and categorical programs, a number of schools, district, and community services are accessible for students, parents, and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist that works two days a week. The psychologist provides such services as individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment on a limited basis. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Prior to the pandemic, our before and after school programs provided academic tutoring and enriched learning/recreational opportunities for our students and families. Depending on availability of funding, students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on-site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services.

Building our school community is a key factor in building a strong dual language program. Throughout the year, parents will be invited to be an integral part of the school family. While parent involvement has increased, Kimball is committed to strengthening the parent-child-school connection. Prior to the pandemic, our PTA had a strong core group of parents who sponsored Welcome Back Luaus, Fall and Spring festivals, bi-monthly book bingos, A Día del Niño celebration and many other community building opportunities for our families and community. Once it is safe to re-open and we plan to resume these important partnerships.

Approximately, 50 of our students participated in the Backpacks for Kids Food Program where every Friday. Students who qualify receive a backpack with food for the weekend.

During the pandemic, Kimball School offers to days of materials distribution per week. Teachers and other staff organize and distribute student resource materials 2 days a week. On Tuesdays, parents of students in grades K-3 are able to pick up materials that will be needed in order to maximize their

distance learning experience from 8:00-2:00pm. On Thursdays, parents in grades 4-6 do the same. Also on Thursdays, parents are able to pick up five days worth of breakfast and lunch items for any child under 18. Should parents miss a day, they are able to pick up from one of the other nine elementary schools throughout the district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and after school classes
3. iReady, STS Math, Imagine Learning, School Pace and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on student demographics.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Engagement:

- What is the process was used to consult with stakeholders in the development of the plan? Stakeholders were consulted through our school site council meetings, leadership team meetings, coffees with the principal, ELAC meetings and informally through conversations with students and staff. Following are the meeting dates where stakeholder input was sought for the 2020-2021 school year:

*School Site Council Meetings

October 2

November 6

December 4

January 8

January 15

February 5

March 5

April 9

May 7

*Coffee with the Principal Meetings

October 6

November 3

December 1

January 5

February 2

March 2

April 6

May 4

*English Language Advisory Council Meetings

November 20

December 11

January 22

February 19

March 19

April 23

May 21

- The SPSA budget as well as priorities were shared with all stakeholder groups. This included parents as well as staff members. Input was sought and included as part of the plan.
- In order for a plan to be carried out, it is important that everyone involved stand behind it and supports it. By involving everyone in the development of the plan, ensuring that

everyone know that decisions were made based on data, will ensure that the plan is carried out to the fullest of potential.

Our SPSA reflects what stakeholders listed as the five major needs:

1. Support for language development (Impact Teachers)
2. Support for students to receive additional interventions (Impact Teachers & LAS)
3. Continued supports for our PBIS plan (Counselor)
4. Opportunities for children to participate in student study trips (virtual field trips)

*ALL MEETINGS HAVE BEEN CONDUCTED VIRTUALLY DUE TO SCHOOL CLOSURES AS A RESULT OF THE COVID-19 PANDEMIC

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Inequities that have historically been the challenge at Kimball is the reduced budget given our ADA, as well as the lack of interest in the certificated ranks to commit to before/after school tutoring programs.

An analysis was conducted of the budget we had last year aimed at increasing services for students. We determined the following inequities:

1. An amount of dollars were allocated for after school interventions, and we noted that our data increased.
2. There was a lack of formal assessment to determine whether or not our students in our dual immersion program were making progress in Spanish language.
3. Opportunities for special needs to mainstream.
4. Funds were allocated for our after school program, however the staff did not come forward.
5. There is a need to focus more on the Next Generation Science Standards as well as more project based learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.46%	0.5%	0.47%	2	2	2
Asian	0.23%	%	0%	1		0
Filipino	1.86%	1.24%	1.18%	8	5	5
Hispanic/Latino	95.36%	96.27%	96.7%	411	387	410
Pacific Islander	%	%	0%			0
White	0.70%	1%	0.71%	3	4	3
Multiple/No Response	%	%	0.94%			0
Total Enrollment				431	402	424

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	72	72	72
Grade 1	61	71	72
Grade 2	65	73	73
Grade 3	60	59	59
Grade 4	50	58	58
Grade 5	49	49	49
Grade 6	74	41	41
Total Enrollment	431	402	424

Conclusions based on this data:

1. Our largest population is the Hispanic/Latino student group.
2. The Hispanic/Latino student group has increased by 1% for the past three years.
3. We have a small Asian student group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	290	259	256	67.3%	64.4%	60.4%
Fluent English Proficient (FEP)	35	44	76	8.1%	10.9%	17.9%
Reclassified Fluent English Proficient	16	27	33	6.1%	9.3%	12.7%

Conclusions based on this data:

1. Our highest population of students is our English Learner student population.
2. Ten percent of our English learners are fluent English proficient.
3. Nine percent of our English learners are reclassified fluent English proficient students.

School and Student Performance Data

Diagnostic Results - Math

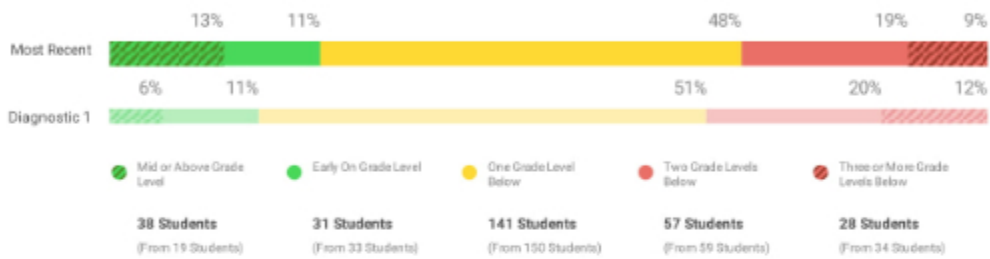
Diagnostic Results



School: Kimball Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 295/378



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		100%	0%	0%	0%	0%	2/32
	Diagnostic 1		50%	0%	50%	0%	0%	
Grade 1	Most Recent		24%	7%	59%	10%	0%	41/67
	Diagnostic 1		10%	12%	66%	12%	0%	
Grade 2	Most Recent		24%	4%	47%	25%	0%	55/60
	Diagnostic 1		11%	9%	42%	35%	4%	
Grade 3	Most Recent		6%	9%	43%	34%	8%	65/70
	Diagnostic 1		2%	5%	55%	28%	11%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Kimball Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		9%	8%	55%	17%	11%	53/57
	Diagnostic 1		4%	15%	45%	17%	19%	
Grade 5	Most Recent		11%	18%	50%	8%	13%	38/49
	Diagnostic 1		11%	21%	42%	11%	16%	
Grade 6	Most Recent		0%	22%	37%	12%	29%	41/43
	Diagnostic 1		2%	10%	56%	10%	22%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- At the beginning of the year 17% of students were early on, mid or above grade level. Most recent assessments show an increase of 7% points overall in math. Our most recent assessments show that we are at 24% in this category. Additionally, we have reduced the number of students who are 2-3 grade levels below by 4%. ** Note:

295/378 (78%) have been assessed. At the end of the 2019-2020 school year our goal was that we ended up at 10% Tier 1 and this school year we began at 18% so we surpassed our goal by 1%.

2. Sixth grade has made the biggest gain across the grade levels. They went from 12% to 22% making a ten percentile growth spurt. Second grade moved 10% of the students in the at-risk (red) categories into the yellow band demonstrating growth towards grade level goals.
3.
 1. How can we increase academic achievement?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?

School and Student Performance Data

Diagnostic Results - Reading

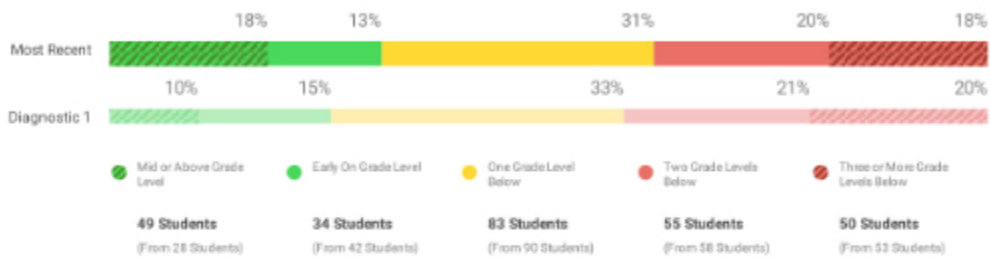
Diagnostic Results



School: Kimball Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 271/378



Switch Table View | Show Results By: Grade

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	100%	0%	0%	0%	0%	1/32
	Diagnostic 1	0%	0%	100%	0%	0%	
Grade 1	Most Recent	19%	19%	54%	8%	0%	26/67
	Diagnostic 1	23%	15%	50%	12%	0%	
Grade 2	Most Recent	22%	14%	36%	28%	0%	50/60
	Diagnostic 1	12%	12%	44%	30%	2%	
Grade 3	Most Recent	20%	11%	18%	26%	25%	61/70
	Diagnostic 1	7%	20%	23%	26%	25%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Kimball Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		16%	16%	38%	11%	18%	55/57
	Diagnostic 1		11%	15%	42%	9%	24%	
Grade 5	Most Recent		13%	11%	26%	29%	21%	38/49
	Diagnostic 1		5%	21%	21%	37%	16%	
Grade 6	Most Recent		15%	5%	23%	15%	43%	40/43
	Diagnostic 1		10%	10%	23%	13%	45%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- At the beginning of the year 25% of students were early on, mid or above grade level. Most recent assessments show an increase of 6% points overall in Reading. Our most recent assessments show that we are at 31% in this category. Additionally, we have reduced the number of students who are 2-3 grade levels below by 3%. **271/378

(72%) students completed assessments. Overall in 2018-19 we were at 39% at end of year and in 2019-20 49% at end of year. Our goal for EOY was that 30% of students ended up in Tier I. We began the school year with 26% of students in Tier 1, so we were approximately -4% away from our goal.

2. Second grade has made the most progress from Diagnostic 1 to most recent. They went from 24% to 36% making a 12% point increase. First grade moved 4% of their student population out of the 2-3 grade levels below category.
3.
 1. How can we increase academic achievement?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?

School and Student Performance Data

EL Diagnostic Results - Math

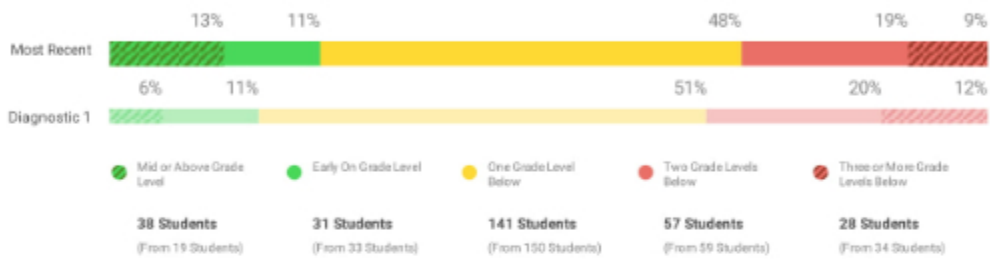
Diagnostic Results



School: Kimball Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 295/378



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	8%	8%	46%	25%	13%	167/216
	Diagnostic 1	3%	8%	49%	23%	17%	
No - English Learner	Most Recent	19%	13%	50%	13%	5%	128/162
	Diagnostic 1	11%	15%	54%	16%	5%	

Conclusions based on this data:

1. At the beginning of the year 11% of students were early on, mid or above grade level. Most recent assessments show an increase of 6% points overall in math. Our most recent assessments show that we are at 17% in this category. Additionally, we have reduced the number of students who are 2-3 grade levels below by 2%. ** Note: 167/217 (77%) have been assessed.
2. During the 2019-2020 school year we were at 22% at this time. An analysis of this data would show we are approximately 5% below at this time last year. At the end of the year in 2018-2019 our English Learners were at 26%. At the end of 2019-2020 44%. Looking at data over a 3 year period, our English learners have made good growth over time. Of note: At the end of the 2019-2020 school year our goal was to end with 10% of students at grade level. Begin that we are at 17% at mid-year, we not only met, but surpassed our goal.
3.
 1. How can we increase academic achievement? Why did more students complete math vs. reading?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?

School and Student Performance Data

EL Diagnostic Results - Reading

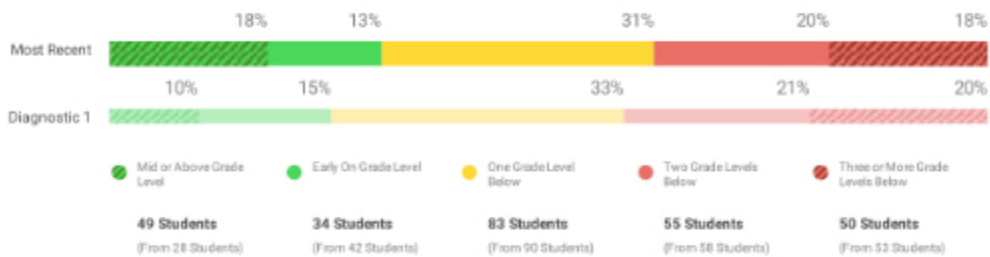
Diagnostic Results



School: Kimball Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 271/378



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent		10%	9%	32%	23%	26%	159/216
	Diagnostic 1		5%	11%	28%	28%	28%	
No - English Learner	Most Recent		29%	18%	29%	16%	8%	112/162
	Diagnostic 1		18%	21%	40%	13%	8%	

Conclusions based on this data:

1. At the beginning of the year 16% of students were early on, mid or above grade level. Most recent assessments show an increase of 4% points overall in Reading. Our most recent assessments show that we are at 20% in this category. Additionally, we have reduced the number of students who are 2-3 grade levels below by 7%. ** Note: 159/217 (73%) have been assessed.
2. End of Year Data: 2018-2019 (27%) 2019-2020 (42%) 2020-2021 (Current Score 20%.) Will we be able to meet our end of year achievements for the prior year? Of Note: Our goal for the 2019-2020 school year was to reach 15% by year's end. Since we are currently at 20%, we have already met and surpassed our goal at mid point.
3.
 1. How can we increase academic achievement?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?

School and Student Performance Data

Special Education Diagnostic Results - Math

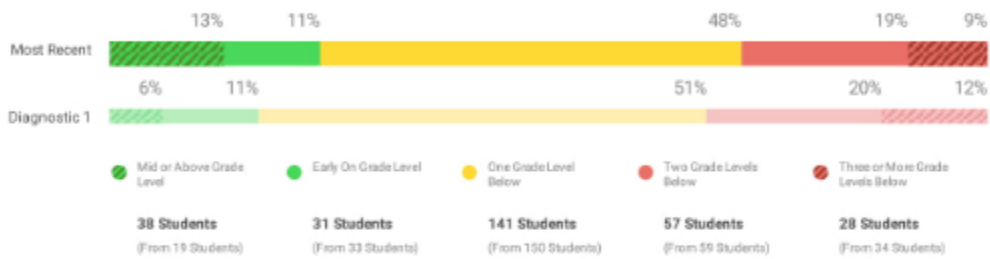
Diagnostic Results



School: Kimball Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 295/378



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	0%	0%	49%	26%	26%	35/45
	Diagnostic 1	3%	0%	26%	34%	37%	
No - Special Education	Most Recent	15%	12%	48%	18%	7%	260/333
	Diagnostic 1	7%	13%	54%	18%	8%	

Conclusions based on this data:

1. At the beginning of the year 3% of students were early on, mid or above grade level. Most recent assessments show an decrease of 3% points overall in math. Our most recent assessments show that we have no students in this category. However, of significant note the number of students who are who are 2-3 grade levels below has been reduced by 19%. This is a SIGNIFICANT change. 71% of the students were in the red field at the beginning of the year, whereas that population has dropped to 52%.
** Note: 35/45 (78%) have been assessed.
2. End of Year Data: 2018-2019 (8%) 2019-2020 *(48%) 2020-2021 (Current Score 0%.) Will we be able to meet our end of year achievements for the prior year? *iReady Notes Not Reported
3.
 1. How can we increase academic achievement?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?
 4. What can we attribute the reduced at-risk numbers for the SPED population in mathematics?

School and Student Performance Data

Special Education Diagnostic Results - Reading

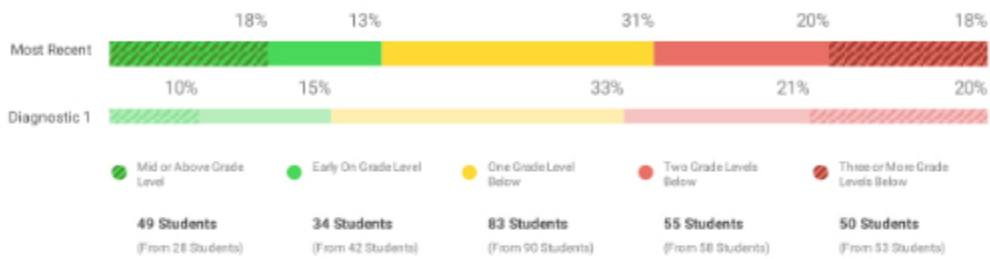
Diagnostic Results



School: Kimball Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 271/378



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	12%	0%	24%	18%	47%	34/45
	Diagnostic 1	6%	6%	24%	18%	47%	
No - Special Education	Most Recent	19%	14%	32%	21%	14%	237/333
	Diagnostic 1	11%	17%	35%	22%	16%	

Conclusions based on this data:

1. At the beginning of the year 12% of students were early on, mid or above grade level. Most recent assessments show an increase of 6% points from early on to mid or above. However overall it is still at 12%. The percentage of students who are 2-3 grade levels below grade level continues to remain at 65% ** Note: 34/45 (76%) have been assessed.
2. End of Year Data: 2018-2019 (14%) 2019-2020 *(49%) 2020-2021 (Current Score 11%.) Will we be able to meet our end of year achievements for the prior year? *iReady notes not reported.
3.
 1. How can we increase academic achievement?
 2. How can we encourage more students to complete their assessments in distance learning?
 3. Can teachers use their "live" times for students to take their assessments during those time slots to ensure more students take their assessments?

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47	59	57	47	58	57	47	58	57	100	98.3	100
Grade 4	48	50	55	43	48	51	43	48	51	89.6	96	92.7
Grade 5	65	51	50	60	45	48	60	45	48	92.3	88.2	96
Grade 6	47	77	42	47	72	42	47	72	42	100	93.5	100
Grade 7	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 8	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 11	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
All Grades	207	237	204	197	223	198	197	223	198	95.2	94.1	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2429.	2429.	4.26	31.03	28.07	25.53	22.41	28.07	36.17	24.14	22.81	34.04	22.41	21.05
Grade 4	2439.	2429.	2486.	18.60	8.33	37.25	20.93	22.92	19.61	23.26	27.08	23.53	37.21	41.67	19.61
Grade 5	2454.	2453.	2429.	10.00	13.33	4.17	23.33	13.33	27.08	28.33	22.22	16.67	38.33	51.11	52.08
Grade 6	2493.	2490.	2470.	8.51	11.11	7.14	31.91	26.39	16.67	19.15	29.17	28.57	40.43	33.33	47.62
Grade 7	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 8	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 11	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
All Grades	N/A	N/A	N/A	10.15	16.14	20.20	25.38	21.97	23.23	26.90	26.01	22.73	37.56	35.87	33.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77	25.86	24.56	46.81	41.38	49.12	40.43	32.76	26.32
Grade 4	13.95	12.50	29.41	55.81	52.08	41.18	30.23	35.42	29.41
Grade 5	10.00	13.33	8.33	45.00	33.33	39.58	45.00	53.33	52.08
Grade 6	17.02	26.39	4.76	36.17	29.17	40.48	46.81	44.44	54.76
Grade 7	n/a	n/a		n/a	n/a		n/a	n/a	
Grade 8	n/a	n/a		n/a	n/a		n/a	n/a	
Grade 11	n/a	n/a		n/a	n/a		n/a	n/a	
All Grades	13.20	20.63	17.68	45.69	38.12	42.93	41.12	41.26	39.39

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.38	24.14	24.56	51.06	39.66	52.63	42.55	36.21	22.81
Grade 4	20.93	8.33	29.41	44.19	47.92	50.98	34.88	43.75	19.61
Grade 5	11.67	17.78	10.42	51.67	40.00	45.83	36.67	42.22	43.75
Grade 6	17.02	8.33	11.90	40.43	51.39	57.14	42.55	40.28	30.95
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	13.71	14.35	19.70	47.21	45.29	51.52	39.09	40.36	28.79

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.38	22.41	21.05	80.85	68.97	57.89	12.77	8.62	21.05
Grade 4	13.95	14.58	23.53	48.84	70.83	62.75	37.21	14.58	13.73
Grade 5	5.00	2.22	6.25	66.67	62.22	54.17	28.33	35.56	39.58
Grade 6	10.64	9.72	4.76	59.57	58.33	52.38	29.79	31.94	42.86
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	8.63	12.56	14.65	64.47	64.57	57.07	26.90	22.87	28.28

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77	39.66	33.33	55.32	44.83	43.86	31.91	15.52	22.81
Grade 4	23.26	10.42	29.41	46.51	54.17	52.94	30.23	35.42	17.65
Grade 5	23.33	17.78	14.58	45.00	40.00	33.33	31.67	42.22	52.08
Grade 6	29.79	25.00	9.52	42.55	45.83	50.00	27.66	29.17	40.48
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	22.34	24.22	22.73	47.21	46.19	44.95	30.46	29.60	32.32

Conclusions based on this data:

- *Ninety-seven percent of our students participated in the statewide testing program. Overall the growth trend at Kimball School is moving in a positive direction. The number of students in the exceeded and met columns in 16-17 was 35.53%, in 17-18, it was 38.11% and in 18-19 that number increased to 42.93%. Additionally, in 17-18, 35.87% of students fell into the Not Met category in English language arts, while in 18-19, that number was reduced to 33.84%.

*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

2. Our focus on the literary and non-fictional texts paid off as well. In 17-18, 41.26% of students fell into the below standard category of the understanding literary and non-fictional texts CAASPP claim. In 18-19, that number was reduced to 39.39%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
3. We also made a concerted effort to focus on writing during the 2017-2018 school year. Our data on the writing claim on CAASPP reflects that in 17-18, 40.36% of students were below standard in producing clear and purposeful writing in this CAASPP claim. By 18-19, that number was reduced to 29.80% showing a very positive upward trend. Third grade went from 36.21% to 22.81%, 4th grade went from 43.75% to 19.61% and 6th grade went from 40.28% to 35.71%.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47	59	57	47	59	57	47	59	57	100	100	100
Grade 4	48	50	55	48	50	54	48	50	54	100	100	98.2
Grade 5	65	51	50	65	51	50	65	51	50	100	100	100
Grade 6	47	77	43	47	77	43	47	77	43	100	100	100
Grade 7	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 8	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
Grade 11	n/a	n/a		n/a	n/a		n/a	n/a		n/a	n/a	
All Grades	207	237	205	207	237	204	207	237	204	100	100	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2454.	2448.	6.38	30.51	26.32	27.66	33.90	35.09	31.91	18.64	22.81	34.04	16.95	15.79
Grade 4	2448.	2422.	2486.	4.17	6.00	25.93	25.00	10.00	33.33	39.58	42.00	20.37	31.25	42.00	20.37
Grade 5	2442.	2427.	2425.	4.62	3.92	6.00	13.85	7.84	2.00	24.62	15.69	16.00	56.92	72.55	76.00
Grade 6	2486.	2445.	2449.	4.26	5.19	4.65	31.91	10.39	6.98	19.15	31.17	30.23	44.68	53.25	58.14
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	N/A	N/A	4.83	11.39	16.67	23.67	15.61	20.59	28.50	27.00	22.06	43.00	45.99	40.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.02	47.46	45.61	51.06	33.90	35.09	31.91	18.64	19.30
Grade 4	14.58	8.00	40.74	37.50	18.00	33.33	47.92	74.00	25.93
Grade 5	12.31	5.88	8.00	18.46	15.69	10.00	69.23	78.43	82.00
Grade 6	14.89	9.09	6.98	34.04	29.87	30.23	51.06	61.04	62.79
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	14.49	17.72	26.96	33.82	25.32	27.45	51.69	56.96	45.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.89	20.34	28.07	46.81	59.32	54.39	38.30	20.34	17.54
Grade 4	10.42	8.00	29.63	52.08	44.00	35.19	37.50	48.00	35.19
Grade 5	6.15	5.88	2.00	38.46	25.49	28.00	55.38	68.63	70.00
Grade 6	10.64	5.19	2.33	48.94	25.97	34.88	40.43	68.83	62.79
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	10.14	9.70	16.67	45.89	37.97	38.73	43.96	52.32	44.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.89	47.46	36.84	61.70	40.68	43.86	23.40	11.86	19.30
Grade 4	12.50	8.00	38.89	52.08	38.00	38.89	35.42	54.00	22.22
Grade 5	7.69	3.92	4.00	35.38	33.33	22.00	56.92	62.75	74.00
Grade 6	4.26	6.49	2.33	59.57	35.06	37.21	36.17	58.44	60.47
Grade 7	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	9.66	16.46	22.06	50.72	36.71	35.78	39.61	46.84	42.16

Conclusions based on this data:

- *Ninety-nine percent of our 3-6 grade students participated in the CAASPP testing program. Overall the growth trend at Kimball School in mathematics, has finally moved in a positive direction. The number of students in the exceeded and met columns in 16-17 was 28.5%. In 17-18 there is evidence that CAASPP scores went to 27%. However, in 18-19 it increased to 37.26%. This was an increase of 10.26%. Additionally, in 17-18, in overall mathematics, 45.99% of students fell into the Not Met category, while in 18-19 that number was reduced to 40.69%. That is an increased trend of 5.3%.

***DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.**
- In taking a deeper dive into the data, a determination can be made that in 17-18, 56.96% of students fell into the below standard category of the concepts & procedures CAASPP claim. In 18-19, that number was reduced to 45.59%. This was an increased trend of 11.37%.

***DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.**
- In the problem solving & modeling/data analysis CAASPP claim, our data was the following: In 17-18, 52.32% of the students fell into the below standard category while in 18-19, only 44.61% were now there. This was an increased trend of 7.71%

***DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE SBAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.**

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1433.8	1428.0	1434.9	1436.7	1430.9	1407.5	52	45
Grade 1	1479.2	1459.7	1467.1	1462.0	1490.8	1456.9	43	54
Grade 2	1500.3	1500.7	1492.0	1498.7	1508.2	1502.2	46	39
Grade 3	1502.0	1490.5	1494.2	1489.0	1509.4	1491.5	29	26
Grade 4	1499.5	1492.8	1492.4	1486.1	1505.8	1498.9	26	23
Grade 5	1483.3	1510.2	1459.5	1503.2	1506.6	1516.9	25	22
Grade 6	1493.1	1486.5	1479.5	1481.8	1506.4	1490.6	34	17
All Grades	1465.2		1460.3		1468.2		255	226

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.54	4.44	*	53.33	38.46	42.22	*	0.00	52	45
1	53.49	11.11	27.91	38.89	*	38.89	*	11.11	43	54
2	45.65	23.08	41.30	48.72	*	28.21	*	0.00	46	39
3	*	11.54	41.38	38.46	*	46.15	*	3.85	29	26
4	*	26.09	50.00	39.13	*	17.39	*	17.39	26	23
5	*	9.09	44.00	50.00	*	18.18	*	22.73	25	22
6	*	0.00	*	47.06	*	23.53	38.24	29.41	34	17
All Grades	30.59	12.39	33.73	45.13	22.35	33.19	13.33	9.29	255	226

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.54	6.67	26.92	57.78	25.00	31.11	*	4.44	52	45
1	48.84	18.52	27.91	44.44	*	31.48	*	5.56	43	54
2	60.87	41.03	28.26	41.03	*	17.95	*	0.00	46	39
3	41.38	19.23	*	57.69	*	19.23	*	3.85	29	26
4	42.31	34.78	*	34.78	*	17.39	*	13.04	26	23
5	*	40.91	*	27.27	*	13.64	*	18.18	25	22
6	*	29.41	*	23.53	*	11.76	*	35.29	34	17
All Grades	41.18	24.78	28.24	43.81	16.08	23.01	14.51	8.41	255	226

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	4.44	26.92	42.22	40.38	51.11	*	2.22	52	45
1	51.16	9.26	27.91	37.04	*	33.33	*	20.37	43	54
2	45.65	17.95	30.43	43.59	*	35.90	*	2.56	46	39
3	*	3.85	*	42.31	41.38	46.15	*	7.69	29	26
4	*	13.04	*	34.78	50.00	26.09	*	26.09	26	23
5	*	0.00	*	9.09	*	63.64	*	27.27	25	22
6	*	0.00	*	5.88	*	52.94	58.82	41.18	34	17
All Grades	26.27	7.96	27.06	34.51	28.24	42.48	18.43	15.04	255	226

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	8.89	44.23	84.44	*	6.67	52	45
1	62.79	44.44	*	50.00	*	5.56	43	54
2	60.87	41.03	39.13	58.97	*	0.00	46	39
3	44.83	15.38	37.93	65.38	*	19.23	29	26
4	*	26.09	50.00	60.87	*	13.04	26	23
5	*	9.09	*	68.18	*	22.73	25	22
6	*	17.65	61.76	41.18	*	41.18	34	17
All Grades	45.49	26.11	41.18	62.39	13.33	11.50	255	226

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	26.67	46.15	64.44	23.08	8.89	52	45
1	48.84	5.56	41.86	85.19	*	9.26	43	54
2	67.39	30.77	28.26	69.23	*	0.00	46	39
3	44.83	61.54	37.93	34.62	*	3.85	29	26
4	61.54	39.13	*	43.48	*	17.39	26	23
5	*	63.64	52.00	22.73	*	13.64	25	22
6	*	35.29	55.88	41.18	*	23.53	34	17
All Grades	43.53	31.86	40.00	58.85	16.47	9.29	255	226

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.92	0.00	61.54	97.78	*	2.22	52	45
1	60.47	37.04	30.23	37.04	*	25.93	43	54
2	54.35	10.26	32.61	87.18	*	2.56	46	39
3	*	3.85	65.52	57.69	*	38.46	29	26
4	*	13.04	76.92	56.52	*	30.43	26	23
5	*	4.55	64.00	68.18	*	27.27	25	22
6	*	0.00	*	35.29	79.41	64.71	34	17
All Grades	29.80	12.83	46.27	65.04	23.92	22.12	255	226

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	62.22	23.08	33.33	*	4.44	52	45
1	39.53	5.56	53.49	72.22	*	22.22	43	54
2	28.26	20.51	63.04	71.79	*	7.69	46	39
3	*	7.69	62.07	84.62	*	7.69	29	26
4	*	13.04	61.54	73.91	*	13.04	26	23
5	*	4.55	56.00	86.36	*	9.09	25	22
6	*	11.76	79.41	82.35	*	5.88	34	17
All Grades	34.51	20.80	54.51	68.14	10.98	11.06	255	226

Conclusions based on this data:

1. There is a need to focus on our English Language Development program.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
2. There is a big discrepancy between the 17-18 and 18-19 results in 1st grade.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
3. There is a need to review examining methods.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	72.9	64.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	259	64.4
Homeless	35	8.7
Socioeconomically Disadvantaged	293	72.9
Students with Disabilities	31	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Filipino	5	1.2
Hispanic	387	96.3
Two or More Races	4	1.0
White	4	1.0





Conclusions based on this data:

1. The majority of the student population of 431 are of Hispanic background, 95.4%. Other ethnic groups represented are Filipino at 1.4%, White at 0.7%, African American at 0.5%, and Asian at 0.2%.
**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.
2. Although all students receive free lunch 75.2% are classified as socioeconomically disadvantaged.
**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.
3. English Learners represent 67.3% of the total population.
**DUE TO COVID-19 AND THE PANDEMIC DATA WAS NOT UPDATED DURING THE 2019-2020 SCHOOL YEAR.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Students at Kimball have an overall academic level of Yellow in English Language Arts.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
2. In Math the overall performance is in the Orange making this an area to look at to see what subgroups and specific skill areas we can address.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
3. Chronic absenteeism is in the red, showing an area we need to address since we know that when children do not regularly attend school, gaps in learning develop.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

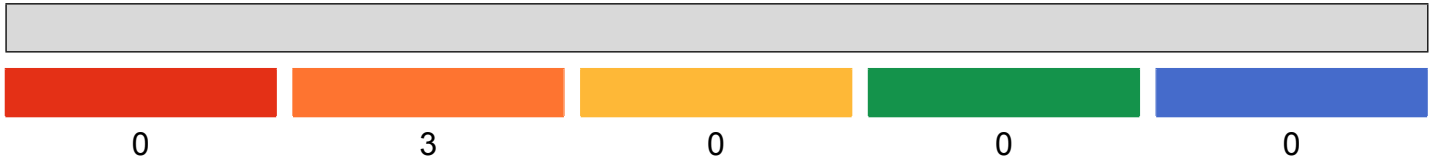
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>26.4 points below standard</p> <p>Maintained ++0.9 points</p> <p>193</p>	<p>English Learners</p> <p>Orange</p> <p>36.7 points below standard</p> <p>Maintained -0.1 points</p> <p>150</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>29.7 points below standard</p> <p>Increased Significantly ++35 points</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>34 points below standard</p> <p>Maintained -1.4 points</p> <p>135</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>88.6 points below standard</p> <p>Increased Significantly ++57.9 points</p> <p>14</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.9 points below standard Maintained ++0.6 points 186	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard Declined Significantly -26.1 points 80	15.8 points above standard Declined Significantly -38 points 70	5.5 points above standard Increased ++8.4 points 41

Conclusions based on this data:

- When we look at overall data for English Language Arts using the Dashboard all students and subgroups are in the Yellow and maintained overall below standard points.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
- Even though all subgroups showed some improvement in ELA, data shows that students and all subgroups on the ELA assessment are below standards.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
- Students with disabilities increased below standards points significantly.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

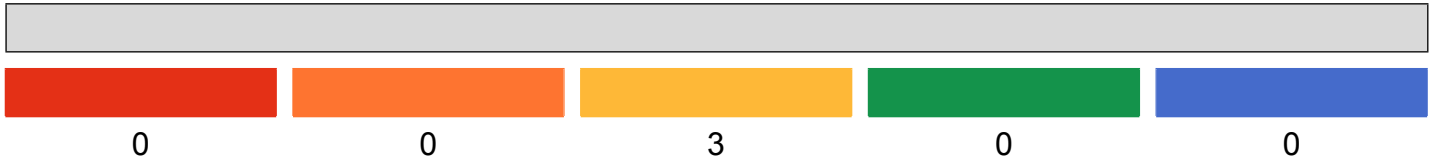
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 40.5 points below standard Increased Significantly ++15.4 points 194	<p>English Learners</p>  Yellow 47.9 points below standard Increased ++14.1 points 151	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 37.9 points below standard Increased Significantly ++58.3 points 15	<p>Socioeconomically Disadvantaged</p>  Yellow 51.2 points below standard Increased Significantly ++17.7 points 136	<p>Students with Disabilities</p>  No Performance Color 72.9 points below standard Increased Significantly ++118.3 points 14

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.4 points below standard Increased Significantly ++15.4 points 187	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.1 points below standard Declined -5.9 points 81	11.9 points below standard Maintained -0.5 points 70	18.9 points below standard Increased Significantly ++21.6 points 41

Conclusions based on this data:

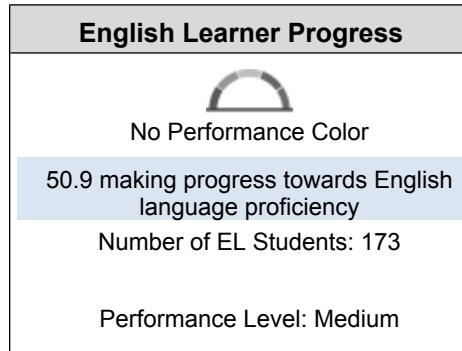
1. Kimball students increased significantly in math.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
2. From the previous year students overall and in all subgroups there was a drop in performance with English Learners subgroup showing the smallest drop of 6.6 points.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
3. Although students with disabilities stayed at the same level in ELA, in math they dropped by 34 points. We are looking at how we can provide additional support and interventions for these and other students who showed a drop in scores.
 *DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	55	9	79

Conclusions based on this data:

1. Kimball is showing 173 English language learners.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
2. Students are performing at the medium level.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.
3. Seventy - nine students progressed at least one level.
*DUE TO COVID-19 AND THE PANDEMIC STUDENTS DID NOT PARTICIPATE IN THE ELPAC PROGRAM DURING THE 19-20 SCHOOL YEAR. THEREFORE, THIS GOAL WILL STAND AS IS.

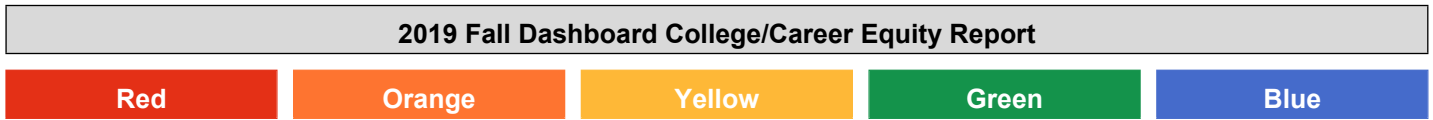
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

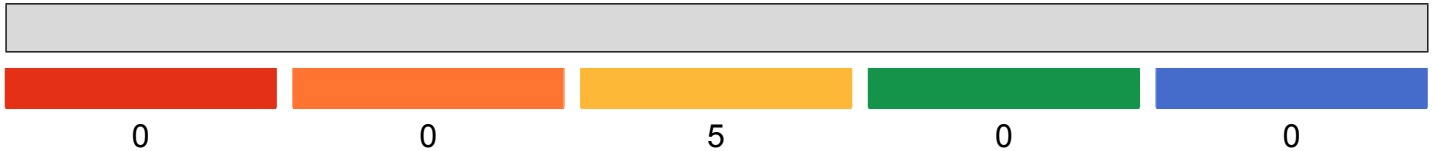
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 11.7 Declined Significantly -16.7 418	 Yellow 12.2 Declined Significantly -14.7 271	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 17.9 Declined -10.9 39	 Yellow 13.3 Declined Significantly -16.3 308	 Yellow 12.1 Declined -18.5 33

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.9 Declined Significantly -17.7 403	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

- All students declined significantly, moving chronic absenteeism in a positive direction.
 *DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.
- Continue to implement our academic engagement motivational strategies.
 *DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.
- All subgroups declined in their chronic absenteeism rates, however, socioeconomically disadvantaged and English Learners declined significantly.
 *DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

School and Student Performance Data

Academic Engagement Graduation Rate

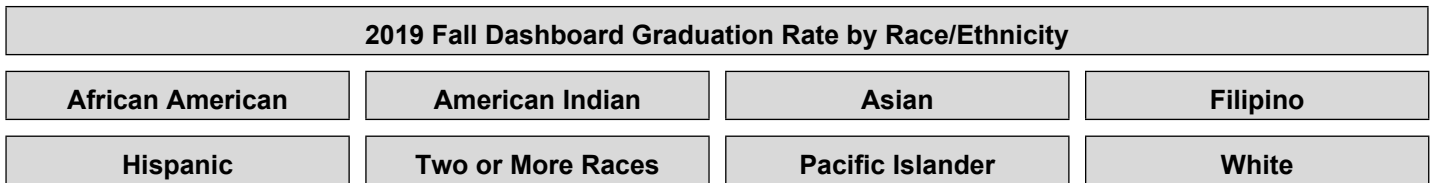
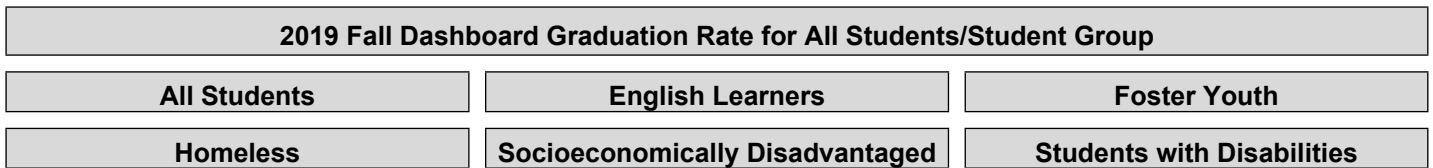
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

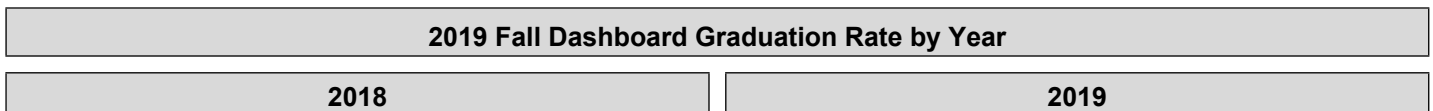
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

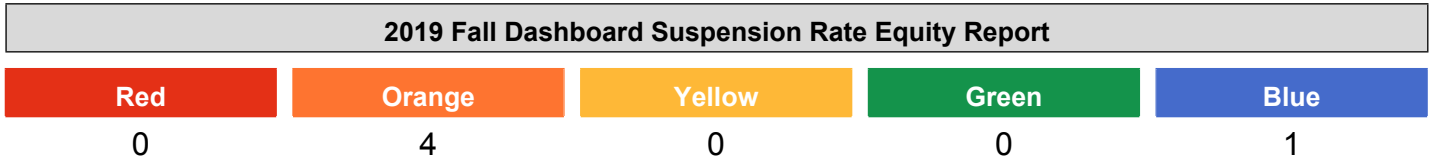
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 1.6 Increased +1.6 440	 Orange 2.1 Increased Significantly +2.1 283	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 2.5 Increased +2.5 40	 Orange 1.9 Increased +1.9 321	 Blue 0 Maintained 0 36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2			 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 2px; display: inline-block;">1.4</div> Increased +1.4 423	 No Performance Color Less than 11 Students - Data 5		 No Performance Color Less than 11 Students - Data 4

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.6

Conclusions based on this data:

1. In comparing 2018 to 2019, suspension rates increased.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.
2. Although suspension rates increased, it is important to note that suspensions that took place in 2018 were not reported.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.
3. English learners and homeless students were suspended more frequently.
*DUE TO COVID-19 AND THE PANDEMIC THIS DATA WAS NOT UPDATED IN FALL OF 2020.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to achieve at grade level expectations after five years in National School District Schools.

Goal 1

- 1A. English Learner Reclassification rate will increase by 5%.
- 1B. English Learner Distance from standard on the Dashboard will decrease by 10 points per year. English Language Arts CAASPP: From -37.4 below standard to -27.4 below standard.
- 1C. English Learner Distance from standard on the Dashboard will decrease by 10 points per year. Math CAASPP: From -47.9 below standard to -37.9 below standard.

Identified Need

According to CAASPP ELA and Math Dashboard data the following is true in regards to distance from standard for our English Language Learners:

ELA: 2017 -44.9
2018 -36.7
2019 -37.4

MATH: 2017 -55.4
2108 -62.1
2019 -47.9

In 2018-2019, 33 students were reclassified at Kimball School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	19% Meet or Exceeds Standards	21% Meet or Exceeds Standards
CAASPP Math EL Data	23% Meet or Exceeds Standards	25% Meet or Exceeds Standards
ELPAC Overall Data	57% Level 3-4	65% Level 3-4
ELPAC Oral Language Data	68% Level 3-4	75% Level 3-4
ELPAC Written Language Data	42% Level 3-4	55% Level 3-4
iReady ELA Data	16%	26%
iReady Math Data	19%	30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Data	33 students	40
Distance from standard (ELA)	-85	-65
Distance from standard (Math)	-81	-60

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

At Kimball School we will:

- Continue to review our data during our data teams and collaboration times to drive our instruction based on student needs
- Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Analyze effectiveness of ELD/SLD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.
- Ensure that our reclassification data is accurate and adequately reported to all stakeholders in order to analyze our programs.
- Ensure that we make speaking and writing (thinking output) a priority at Kimball as we are a dual language school.
- Ensure that our language arts specialist provides our impact teachers with materials and research based strategies to support our struggling learners across all areas of our curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 1000-1999: Certificated Personnel Salaries Stipend for English learner liaison
140000	District Funded 1000-1999: Certificated Personnel Salaries Language Arts Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Research indicates that differentiated instruction positively impacts student achievement when needs are targeted and specific. We will create homogeneous groups in language proficiency in English and Spanish and provide credentialed teachers to support these target groups so they are making one year's growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Impact teacher salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Retain the services of the assessment center to monitor our English language learners are making yearly adequate progress on our ELPAC assessments.
Involvement of Parents, Staff and Community:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5760

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Salaries for assessment center personnel who conduct the pupil assessments.

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide opportunities for students to participate in project based learning. While in distance learning, students need motivation to engage in learning opportunities that are interesting, relevant and hands on.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20253

Title I
4000-4999: Books And Supplies
Cost of materials purchased for home based projects.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Language Learners

Strategy/Activity

Kimball teaching staff to receive approximately 10 hours of professional development on the ELA/ELD California State Framework. The training will be designed for teachers to have a deeper understanding of the standards and the rigor needed to ensure students will make gains on ELPAC and CAASPP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teacher empowerment with regard to the English Language Arts and English Language Development California state framework will be pivotal to the overall understanding and implementation of the California common core standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The plan is to faithfully implement the goals. However, using iReady and PACE, we will modify our interventions based on metrics we will be monitoring throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance (English Language Arts & Mathematics) All Students

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

2A. CAASPP results in English Language Arts
CAASPP results in math

ELA Smarter Balanced Assessment will increase from 42.93% met/exceeded percent in 2018-2019 to 50% in 2019-2020.

Math Smarter Balanced Assessment will increase from 37.26 % in 2018-2019 to 45% in 2019-2020.

2B. By the end of the 2020 school year, Tier I iReady results will move from 15% to 30% in ELA.
By the end of the 2020 school year, Tier I iReady results will move from 10% to 20 % in Math.

Identified Need

California Dashboard data indicates the following for all students in English Language Arts and Mathematics:

ELA points below standard in 2017 (-39.6) 2018 (-27.3) which was an increase of +12.3 points. In 2019 (-27.3) which indicates a NO CHANGE status.

MATHEMATICS points below standard 2017 (-52.7) 2018 (-55.9) which was a decrease of -3.3 points. In 2019 (-40.5) which indicates an increase of (+15.4)

CAASPP Smarter Balanced Detailed Assessment Reports indicate the following in English Language Arts and Mathematics:

ELA met/exceeded standard 2017=35.53%, 2018=38.11% (+2.58), 2019 42.93% (+4.82)

MATHEMATICS met/exceeded 2017=28.50%, 2018=27% (-1.5), 2019 37.26 (+10.26)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All)	42.93%	50%
CAASPP Math Data (All)	37.26%	45%
CAASPP ELA (Socio-economically Disadvantaged)	39%	44%
CAASPP Math (Socio-economically Disadvantaged)	30%	35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA (All)	26% Tier I	36% Tier I
iReady Math (All)	18% Tier I	30% Tier I

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Research shows that when students are passionate about learning, they will engage in their studies and student achievement will invariably follow. In order to achieve this at Kimball, we will increase opportunities for students to engage in relevant and meaningful areas of study in distance learning

- Incorporate innovative instructional approaches
- Provide program supervision to ensure these areas are present in our daily dual language classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
742	LCAP 1000-1999: Certificated Personnel Salaries Salary for credentialed teacher to support after school Climate Action Club
2000	LCAP 5000-5999: Services And Other Operating Expenditures Expenditures for Virtual Field Trips in order to increase student engagement
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

According to research, small group learning opportunities have a positive influence and effect size on student achievement. The hiring of impact teachers (part time credentialed teachers) will be strategically placed where there are groups of students who are struggling in either reading and/or math. Teachers hired will be bilingual and fully credentialed to ensure they are supporting students in Spanish as well as English

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Impact Teacher Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To accomplish our promise of providing a world-class education in a dual language environment it is critical we ensure our school libraries are fully stocked and equipped with an adequate number of books and materials to keep students engaged in their learning. Given that libraries are continuously purging materials and books, it is important that multiple copies of favorite titles as well as updated relevant and appropriate reading materials be maintained in the libraries. Given that we are a dual language school it is important that quality books and titles are purchased in both English and Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,200

Source(s)

LCAP
4000-4999: Books And Supplies
Cost of library books.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through district initiatives and funding, Kimball School has been able to increase technology hardware and software to advance our students' learning achievements in the areas of mathematics, English/Spanish reading, writing listening and speaking. Although NSD has a robust technology department, which supports all our implementation efforts, on site and in the moment support is needed as well for the following technology:

- *iReady software-Provides actionable, intuitive data and assigns lessons to students which support them in their growth both in English Language Arts, as well as in mathematics.
- *SchoolPace-Dashboard by American Reading Company which allows teachers to monitor student and classroom growth
- *Wixie-Cloud based tool which allows students to showcase their digital projects
- *Illuminate-Student profile monitoring program for behavior as well as for student assessments
- *Discovery Education-Teachers can find digital content to inspire and motivate students
- *Thrively-Assesses students in an engaging way to find students strengths and passions
- *Google Classroom-Digital platform where students can engage in their learning with peers, teachers and parents at school or from home
- *ST Math-A visual math program that builds deep conceptual understanding of math through rigorous learning and creative problem solving
- *Imagine Español-Personalizes and accelerates grade-level reading and language proficiency in Spanish
- *GoMath-Digital tutorials which support lessons and set up problems

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
1000-1999: Certificated Personnel Salaries
Salary for certificated technology liaison

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase additional iPads, Chromebooks and chargers for both to keep on hand to replace damaged or lost equipment. Distance learning has required us to stockpile our hardware to ensure there is no learning loss for students. iPads, chargers and Chromebooks represent access to school and learning during this pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,000	Title I 6000-6999: Capital Outlay Cost of replacement iPads and Chromebooks
4000	LCAP 6000-6999: Capital Outlay Cost of adapters, chargers and power cords

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide after school training for teachers to participate in staff development to foment and increase their knowledge of the district's distance Learning Management System, Schoology. Schoology has all the tools necessary to create engaging content, enable communication, and assess student understanding. With Schoology teachers are able to communicate beyond the Classroom: Schoology's LMS has the capability to connect everyone 24/7 (even parents) Schoology has the potential of creating an individualized learning opportunity for each child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Title I 1000-1999: Certificated Personnel Salaries Provide stipends for teachers to participate in after school learning modules to become experts in the district's Learning Management System: Schoology.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

State of the art teaching tools are essential in order for our teachers to be able to keep students engaged in daily lessons. Through district funding, each one of our classrooms has a modern smart board. Smart boards provide classrooms with interactive ways to conduct classroom management, provide digital learning opportunities, and assessments that allow teachers to know in an instant, where students may need more support. Additionally, teachers have received training in powerful and engaging digital tools to support learning. Jamboard, PearDeck, Schoology, Google Classroom, Go Guardian and other tools are now part of the teacher Digital resource libraries. A district technology resource teacher as well as other personnel provide support to ensure that all the technologies are working at maximum capacity for teachers. Our district resource teacher

provides individualized as well as group professional learning and support to ensure teachers are maximizing the resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	District Funded 2000-2999: Classified Personnel Salaries District Technology Services

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

*Enrichment opportunities as well as intervention supports will continue to support our students in the achievement of our goals. In 17-18, 27% met or exceeded the standard, while in 18-19, 37.26% now met or exceeded the standard. In ELA, 38.11% met/exceeded the standard, while in 18-19 that number increased to 42.93%. Additionally, In 17-18, 35.87% of students fell into the Not Met category in English language arts, while in 18-19, that number was reduced to 33.84% and in mathematics, in 17-18, 45.99% of all students fell into the Not Met category, while in 18-19 that number was reduced to 40.69%. *NO DATA FOR 19-20 DUE TO THE COVID-19 PANDEMIC AND SCHOOL CLOSURES.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Using our iReady ELA and MATH monitoring program, adjustments will be made to this goal. Through consistent monitoring, teachers will be able to prescribe lessons from or iReady program in either math or ELA depending on what our metrics reveal. Changes can be found and adjusted in the SPSA in the goals section of our plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners.

Goal 3

Increase the number of parents that participate in the National School District's Parent Empowerment courses. Of these parents, a cohort of parent involvement sessions will be implemented and delivered by the parents who participate in the parent empowerment institutes.

Identified Need

There is a need for Kimball to engage parents in more ways to partner with our school in their students' education. I believe one of the positive outcomes of the pandemic, is that parents are now able to be engaged with the classroom teacher, if not directly, indirectly by monitoring their students' lessons. Interestingly enough, our most recent survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels. At Kimball we will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Studies show that regardless of income, children whose parents who are involved in their children's education and create a home environment which promotes learning are more likely to have better grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

810

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And
Operating Expenditures
Registration fees for parents to attend local
workshops for parent empowerment.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During distance learning it is crucial to keep students motivated and engaged. Virtual student recognition assemblies will be on-going on a monthly basis. Students will receive their principal awards and recognition certificates through the U.S. mail.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Title I
4000-4999: Books And Supplies
Cost of postage

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives for parents to attend district and school wide meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students who participated in the parent empowerment institutes will come back to Kimball and share their experiences and the importance of parent empowerment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Clearly, the pandemic has re-directed our intended implementations within this goal. We need to harness what we've learned from the pandemic regarding engagement and see how we will implement these newly found strategies in the future once we return to in person learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe Schools

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. Academic Engagement (Chronic Absenteeism) will go from yellow to green on dashboard data

4C. Conditions & Climate will go from Orange to Yellow

4D. Physical Fitness Test will increase from 56% to 70%

4E. Kimball School will decrease the number of Tier I and Tier II interventions by 10% for grades K through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum and a full time counselor. Through the implementation of our PBIS program Kimball School will move from a Gold status to a Platinum as measured through the Tiered Fidelity Inventory.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2018 fifth grade physical fitness assessment, only 10% of the students at Kimball received a 5 or 6 out of the six physical fitness test components: aerobic capacity, body composition, abdominal strength, trunk strength, upper body strength, and flexibility. Twenty-eight percent of students passed 4/6 components, 20% passed 3/6 components, 36% passed 2/6 components and 6% passed 1/6 components placing them at health risk.

DASHBOARD Data for Kimball indicated the following:

Suspension (Conditions & Climate)
 2017=2.8% suspended (Orange)
 2018=0% suspended (-2.8%) (Blue)
 2019=1.6% suspended (+1.6) (Orange)

Chronic Absenteeism (Academic Engagement)
 2017= 7.5%
 2018=28.4% (+20.9%) (Red)
 2019=11.7% (-16.7%) (Yellow)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	.5% Suspended	Maintain baseline outcome
Chronic Absenteeism	28.4%	15%
Tier 1 Behavior Referrals	407	Reduction of 10%
Tier 2 Behavior Referrals	6	Reduction of 1%
Students Survey on School Climate	90%	95%
Parent Survey on School Climate		
PBIS Award	Gold	Platinum
Physical Fitness Test	10%	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In 2020-2021 Kimball will:

- Continue to improve implementation of PBIS in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings.
- Support Homeless and Foster Youth, train additional personnel in Trauma Informed and Restorative Practices.
- Share school climate results with parents and students.
- School counselor will provide restorative circles, and Sanford Harmony Curriculum lessons on a weekly basis in each classroom for grades K-6

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.00	Title I 1000-1999: Certificated Personnel Salaries Counseling Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 & 3 Students

Strategy/Activity

•Provide additional resources for students who are experiencing feelings of loss, isolation and anxiety due to the pandemic and challenges with distance learning. Hire a consultant that will partner with our school counselor to teach students coping strategies through music, song and theatre.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 5800: Professional/Consulting Services And Operating Expenditures Cost of Consultant
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase structure recess equipment to ensure peaceful playgrounds during recess and lunch.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10668

Source(s)

Title I
6000-6999: Capital Outlay
Cost of playground equipment for structured recess games

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase a structure to maintain and protect our structured recess equipment and materials. This will ensure the materials are protected and secured against the elements so they yield a long shelf life for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCAP
6000-6999: Capital Outlay
Building structure to secure structure recess equipment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Kimball School will decrease the number of Tier I and Tier II interventions by 10% for grades K through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum. Through the implementation of our PBIS program Kimball School will move from a Bronze status to a Silver as measured through the Tiered Fidelity Inventory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use PBIS powerpoint presentations on a weekly basis that address positive choices around how to behave on the playground, with substitutes, on field trips, etc. All of these powerpoint presentations reflect the "be respectful," "be safe," "be responsible," "be kind" positive expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

•Encourage Kimball teachers to implement Crisis Prevention and de-escalation techniques they learned during professional development training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District funded

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student discipline has continued to be curbed in the past two years as evidenced through our illuminate data. Our positive reward system has also helped students to make positive choices in their behavior.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Using our illuminate. data, teacher observation and other metric, we will adjust our goals and strategies. Changes can be found in our goal section of our SPSA. Changes needed based on data review, will be discussed through our regularly scheduled school site council meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Salary for school counselor
--	-----------------------------

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

[Empty box for amount(s)]

LCAP

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,833.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$126,321.00
Title I Part A: Parent Involvement	\$810.00

Subtotal of additional federal funds included for this school: \$127,131.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$155,760.00
LCAP	\$23,942.00
LCFF	\$1,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$180,702.00

Total of federal, state, and/or local funds for this school: \$307,833.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	23,942	0.00
Title I	126321	0.00
Title I Part A: Parent Involvement	810	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	155,760.00
LCAP	23,942.00
LCFF	1,000.00
None Specified	0.00
Title I	126,321.00
Title I Part A: Parent Involvement	810.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	214,742.00
2000-2999: Classified Personnel Salaries	15,760.00
4000-4999: Books And Supplies	26,853.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,810.00
6000-6999: Capital Outlay	37,668.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	140,000.00
2000-2999: Classified Personnel Salaries	District Funded	15,760.00
1000-1999: Certificated Personnel Salaries	LCAP	1,742.00
4000-4999: Books And Supplies	LCAP	6,200.00
5000-5999: Services And Other Operating Expenditures	LCAP	2,000.00
6000-6999: Capital Outlay	LCAP	14,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	72,000.00
4000-4999: Books And Supplies	Title I	20,653.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
6000-6999: Capital Outlay	Title I	23,668.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	810.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,513.00
Goal 2	62,442.00
Goal 3	1,210.00
Goal 4	60,668.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Luz Vicario	Principal
Megan Padilla	Classroom Teacher
Ingrid Medrano	Classroom Teacher
Ricardo Sandoval	Classroom Teacher
Angela Franco	Other School Staff
Lorena Muñoz	Parent or Community Member
Lourdes Meza Briseño	Parent or Community Member
Lori Saldate	Parent or Community Member
Karina Morales	Parent or Community Member
Deanna Guerra	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

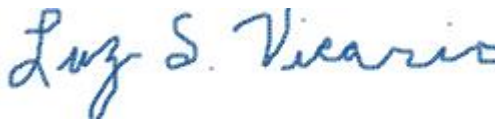
Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 21, 2019.

Attested:



Principal, Luz Vicario on 1.15.21

SSC Chairperson, Lori Saldate on 1.15.21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 11
- Resource Inequities 11
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - Diagnostic Results - Math 15
 - Diagnostic Results - Reading 18
 - EL Diagnostic Results - Math 21
 - EL Diagnostic Results - Reading 23
 - Special Education Diagnostic Results - Math 25
 - Special Education Diagnostic Results - Reading 27
 - Disclaimer 29
 - CAASPP Results..... 30
 - ELPAC Results 34
 - Student Population 38
 - Overall Performance 39
 - Academic Performance 40
 - Academic Engagement 46
 - Conditions & Climate..... 49
- Goals, Strategies, & Proposed Expenditures..... 51
 - Goal 1 51
 - Goal 2 58
 - Goal 3..... 65
 - Goal 4..... 70
 - Goal 5..... 75
- Centralized Services for Planned Improvements in Student Performance 76
 - Goal 1 76
 - Goal 2..... 77
 - Goal 3..... 78

Goal 4.....79

Goal 5.....80

Budget Summary81

 Budget Summary81

 Other Federal, State, and Local Funds81

Budgeted Funds and Expenditures in this Plan82

 Funds Budgeted to the School by Funding Source.....82

 Expenditures by Funding Source82

 Expenditures by Budget Reference82

 Expenditures by Budget Reference and Funding Source82

 Expenditures by Goal82

School Site Council Membership84

Recommendations and Assurances85

Instructions.....86

 Instructions: Linked Table of Contents.....86

 Purpose and Description.....87

 Stakeholder Involvement.....87

 Resource Inequities87

Goals, Strategies, Expenditures, & Annual Review88

 Annual Review89

 Budget Summary90

 Appendix A: Plan Requirements92

 Appendix B:.....95

 Appendix C: Select State and Federal Programs97

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Lincoln Acres uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. The District also collects data from staff and parents to measure school climate, student engagement and family engagement and shares that data with all stakeholders. Additionally, Lincoln Acres collects data virtually from focus groups of parents on student engagement while in a distance learning environment. Lincoln Acres uses this data to analyze trends and to make informed decisions regarding school policy

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to virtually visit classrooms three to four times a week. In addition, each school has two virtual visits from executive cabinet each year. During the cabinet visits, evidence of district initiatives is observed and feedback to staff and the principal is provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As a regular practice, Lincoln Acres uses CAASPP assessment results to evaluate the yearly program. However, due to the coronavirus pandemic, we used the norm-referenced assessment iReady to collect data on student progress since the CAASPP was suspended in the 2019-2020 school year. In addition to iReady, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments in math and ELA. Diagnostic and summative data from SchoolPace are also being collected by the site administrator thus allowing a longitudinal analysis of results per grade level.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lincoln Acres has a solid track record for being a data-driven school that bases instruction on student needs. In addition to our required formative and summative assessments, we rely on the reports yielded by our instructional software systems in place in order to gather multiple sources of data about student achievement.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy, grammar and vocabulary gains. Each site in the National School District has unlimited licenses. All English Learner students in grades K-2 will use Imagine Learning as well as targeted Long Term English Language Learners in grades 3-6.

iReady- iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels.

SchoolPace - diagnostic assessments on student's reading ability are given at the beginning and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Illuminate- Illuminate allows teachers and the site administrator to pull reports on a variety of data points to analyze student achievement and school-wide trends. This data informs instruction to ensure that students are making progress toward meeting or exceeding standards.

UCI Math Units - Post- Assessments provide on-going monitoring of student proficiency in the Math CCSS.

Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Lincoln Acres are highly-qualified teachers based on the Every Student Succeeds Act (ESSA) requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training in the Common Core State Standards for Math along with effective pedagogy. All teachers will also receive professional development on the ELA/ELD Framework and newly adopted ELD curriculum. All of the training will include components on how to best implement the curriculum in a virtual learning environment.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This training includes support in how to use Schoology, a learning management system, to support student achievement in distance learning. In addition, during the 2020-2021 school year, we will continue to provide professional development for teachers in math, ELA, ELD and best practices for online learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As a goal for continuous improvement of lesson delivery, Lincoln Acres teachers will work together in and across grade level teams using collective inquiry to guide instruction. The district's resource teachers facilitate these experiences and also provide online professional development and coaching for teachers in their specific content areas.

New teachers participate in the virtual BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first years of teaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Grade level teams determine the content for the collaboration meetings and share the topics with the principal.

In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for up to five hours a month for the purpose of increasing student achievement by monitoring student progress through the use of data. Site data team members analyze grade level data, create goals and select instructional strategies to increase student achievement. Instructional data teams follow the six step Data Team Process: (1) Collect and chart data, (2) Analyze data and prioritize needs, (3) Set, review and revise SMART goals, (4) Select common researched-based strategies, 5) Determine results indicators, 6) Monitor and evaluate results.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

English Language Development -

Designated English Language Development: All students participate in English Language Development (ELD) at least four days per week. Student groups are organized based on English language levels as designated by the state ELPAC assessment and formative assessments of language. Teachers work on developing the oral and written language of students at all levels of English proficiency. They provide in class(online) Designated ELD (D-ELD) that is designed to support students in accessing the core curriculum. D-ELD is differentiated for the three levels of English proficiency. Teachers focus on incorporating academic conversations as tools to ensure students are doing the majority of the “speaking” during Designated ELD and in the content areas. All Emerging and Expanding level EL students in grades K-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a regular basis to increase their language and literacy skills.

Integrated English Language Development - During the 2020-2021 school year, Lincoln Acres teachers will increase their understanding of Integrated ELD and incorporate specific instructional practices to support ELs across the curriculum. We will use the English Language Arts (ELA)/English Language Development (ELD) Framework as a guide to this work along with training and coaching provided by the site LAS and district resource teachers. During data teams, teachers will plan lessons which incorporate the recommendations from the ELA /ELD framework.

Language Arts- All teachers utilize The Common Core State Standards (CCSS) and the district resources as their guide to plan instruction during our language arts block. English language arts materials selected from a variety of resources are utilized to support the CCSS. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to guided reading, students have access to electronic individualized reading practice/instruction through iReady and have access to the online libraries ARC Bookshelf, EPIC Books! and myON. Teachers at Lincoln Acres utilize these programs very effectively in order to motivate students to read at their level on a daily basis. Additionally, SIPPS and ARC Foundational Skills units are utilized for K - 2 students at the early stages of learning to read as well as for students in the upper grades that are in need of phonics instruction. Grade level text is used to support fluency and comprehension in all grade levels.

Mathematics- During the 2020-2021 school year, National School District will continue to use our district adopted program, “Go Math” and the UCI Math Units. All students in grades K-6 receive daily mathematics instruction. Rigorous units have been adopted and will support students in mastering the grade level standards. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessments they gather while checking for understanding throughout a lesson and at the conclusion of a lesson. Teachers will receive on-going professional development this year in math content and pedagogy to support students' abilities in mathematical reasoning, computational fluency, and academic discussions in math. Through the use of formative as well as summative assessments, teachers incorporate targeted learning activities based on student need. Online math programs are also accessed by students to support their proficiency with the math standards.

Writing- Designated Writing: All students in grades K-6 are instructed daily in writing. Teachers select from a variety of resources aligned to grade level standards to plan their instruction. Emphasis in writing focuses on expository, narrative and opinion/argumentative as called for in the CCSS. Integrated Writing: In addition, writing across the curriculum is implemented where students utilize higher-order critical thinking skills by sharing their thinking via writing. Teachers incorporate math and science journals to support writing across the content areas.

Physical Education- All students at Lincoln Acres School participate in daily physical activity with a minimum of 200 minutes of physical education every 10 days. Moderate to vigorous physical activity (MVPA) is emphasized through classroom and enrichment release time.

Enrichment Instruction-All students receive Enrichment Instruction twice monthly for a total of 5 hours. Enrichment instruction is provided by credentialed teachers and focuses on Physical Education, Art, Theater and Music.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts or are given their own time for hands-on and inquiry-based projects

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units in math and ELA supply a framework for lesson pacing. All ELA and Math units vary in length, and allow for teachers to adapt the pace based on student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. All materials are aligned to the CCSS including intervention materials to ensure that all students are working towards mastery of the standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts Specialist (LAS) works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Development. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for instruction in all content areas along with a focus on English Learner support. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners creating lesson plans that adhere to best practices. In the 2020-2021 school year, teachers at Lincoln Acres will engage in professional development and coaching in ELA, ELD, math and online instruction for their grade levels.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lincoln Acres parents have access to teachers, the principal, and Language Arts Specialist to support student achievement. Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2020-2021. In addition, the District will provide classes on virtual learning for families across the district. National School District's Family Resource Center provides Lincoln Acres parents with agency contacts for crisis needs, as well as parent engagement classes. Lincoln Acres PTA sponsors numerous parent and family activities throughout the year. Additionally, Lincoln Acres uses Title I funding to provide parenting classes specifically targeted to helping parents understand the academic and emotional needs of their children.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The positive effects of parent involvement on children, families, and school when parents feel like they are a part of the educational community is outlined in Lincoln Acre's plan. We acknowledge that our parents are valuable stakeholders. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council/English Language Advisory Committee meetings, Parent and Teacher Association (PTA) and award assemblies are a few ways we engage our parents. Additionally, we hold focus groups with our parents to find ways to improve our school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Language Arts Specialist, Counselor(s), impact teachers, and professional development are funded through the SPSA. Other services include software programs and instructional materials.

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA involves a variety of stakeholders including families and the school staff. Many of the meetings happen around the same dates so all stakeholders contribute to the SPSA somewhat concurrently. The principal summarizes the input received from each meeting and shares that information at subsequent meetings to insure all parties are kept updated to be able to provide meaningful contributions that would inform revisions of the SPSA. The first step in the process is to share the i Ready assessment data from the first diagnostic in reading and math with the staff and families. For the 2020-2021 school year, this step was done with staff at two staff meetings on December 15, 2020 and January 7, 2021. Staff analyzed assessment data and provided input on strengths, areas of need, and steps for improvement at those meetings. The Site Leadership Committee further analyzed staff input to make recommendations for professional development. Families were consulted at our Title 1 Meeting on September 30, 2020. At that meeting the assessment data was shared and families were asked what they noticed about the data. They brainstormed ideas to strengthen student achievement. In addition, our SSC had more intensive discussions around the data including looking more closely at subgroups of students to determine areas of need and to consult on ways to improve student achievement. The SSC meetings took place on December 7, 2020 and January 20, 2021. Input from all of these meetings informed the development of the SPSA and the allocation of funds. The principal presented a draft of the SPSA to the SSC who reviewed and approved it in on January 20, 2021. Collecting input from all of these stakeholders was important in informing our SPSA. Each stakeholder has different perspectives and ideas on ways to improve student achievement. Without the diversity of these viewpoints, the SPSA would not represent the full community of Lincoln Acres nor be the best plan for our students.

Families and community members were provided the following opportunities to be involved in the SPSA process. They include:

- * School Site Council (SSC) meetings - 12/07/20 and 01/20/21
- * Title 1 Community Meetings - 9/30/20

Staff were provided the following opportunities for input into the SPSA:

- * Staff Meetings - 12/15/20 and 01/05/21
- * Site Leadership Meeting - 1/13/21

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities are currently being addressed based on our needs assessment. Our needs assessment revealed we lacked resources to support our student population in Literacy and Math. To provide our students with opportunities for innovation and global citizenship, we are addressing this need through the 2020-2021 budget to improve our STEAM+ program. One of the major inequities our student population faces is the amount of background knowledge and opportunities to engage in technical areas. This poses a disadvantage to our students, as they lack the experiences

and vocabulary that students in higher socio-economic status are afforded. To close the achievement gap, we need to redesign Lincoln Acres to include these opportunities by building a language, literacy and science program that is comprehensive and effective in building the background knowledge, literacy skills and science skills necessary to compete with all students.

1. Funds were allocated for a Language Arts Specialist (LAS) and Impact Teachers to provide intervention to Tier 2 and 3 students in reading. In 2019-2020, we did not have staff assigned to provide the same interventions in math. This created an inequity in support for students who require intervention in that area. We have since hired an Impact Teacher who works with Tier 2 and 3 students in math.
2. We noted that we did not have adequate resources nor the training to support our English learners in Designated ELD. Due to this resource inequity, we have acquired materials for Designated ELD for each classroom and also provided professional development to teachers in the area of ELD.
3. The opportunities for special education students to mainstream increased in 2019-2020, but we continue look for ways to increase inclusion even more. At times, classes were full which did not allow for extra students to be mainstreamed. This situation created an access inequity for our special education students. This year we capped the class sizes to allow for all special education students to be mainstreamed in general education classrooms.
4. Our students are performing worse in math than in ELA and did not make any growth in Math on the CAASPP between 2017-18 to 2018-19 (we do not have data from last year due to the school closure). In order to address this inequity and increase student achievement in math, we are allocating funds for teacher extra time so they can analyze student data and plan based on identified needs including for the needs of subgroups (LTEL, EL, SWD).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.27%	1.09%	1.31%	7	6	7
Asian	2.17%	1.99%	2.63%	12	11	14
Filipino	2.89%	3.08%	3.94%	16	17	21
Hispanic/Latino	88.97%	89.67%	87.8%	492	495	468
Pacific Islander	0.54%	0.18%	0%	3	1	0
White	1.99%	2.17%	2.44%	11	12	13
Multiple/No Response	0.54%	0.72%	1.31%	3	4	3
Total Enrollment				553	552	533

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	69	83	63
Grade 1	74	67	85
Grade 2	87	79	63
Grade 3	71	85	79
Grade 4	77	72	81
Grade 5	87	83	80
Grade 6	88	83	82
Total Enrollment	553	552	533

Conclusions based on this data:

1. Total enrollment at Lincoln Acres dropped by 20 students between 2018-19 and 2019-20.
2. Hispanic/Latino remains our largest subgroup.
3. Kindergarten had the biggest decrease in enrollment from last year, while first grade has the biggest increase in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	307	296	269	55.5%	53.6%	50.5%
Fluent English Proficient (FEP)	58	67	81	10.5%	12.1%	15.2%
Reclassified Fluent English Proficient		35	45	0	11.4%	15.2%

Conclusions based on this data:

1. There has been a decrease in EL student enrollment over the last three years. 50.5% of all students are English Learners.
2. There has been an increase in FEP students in the last three years. 15% of students are FEP.
3. The number of RFEP students increased from 2018-19 to 2019-20. 15% of students are RFEP.

School and Student Performance Data

Diagnostic Results - Math

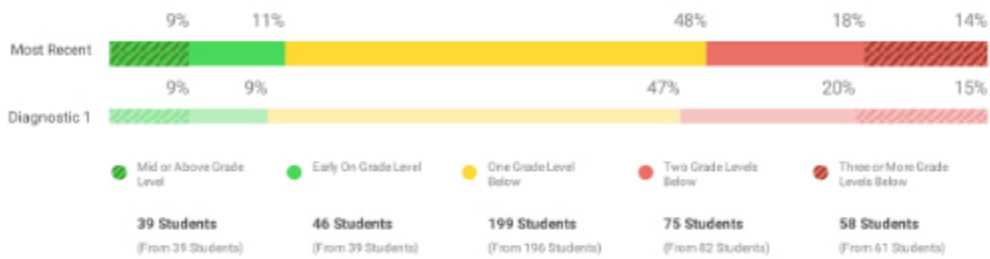
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 417/526



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		29%	13%	58%	0%	0%	31/73
	Diagnostic 1		39%	16%	45%	0%	0%	
Grade 1	Most Recent		23%	12%	52%	13%	0%	60/71
	Diagnostic 1		27%	5%	60%	8%	0%	
Grade 2	Most Recent		8%	8%	59%	21%	3%	71/87
	Diagnostic 1		7%	11%	55%	24%	3%	
Grade 3	Most Recent		4%	5%	53%	22%	16%	55/61
	Diagnostic 1		4%	5%	42%	33%	16%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		6%	17%	33%	19%	26%	54/72
	Diagnostic 1		4%	11%	37%	24%	24%	
Grade 5	Most Recent		6%	10%	48%	15%	21%	71/80
	Diagnostic 1		3%	11%	44%	17%	25%	
Grade 6	Most Recent		1%	13%	36%	25%	24%	75/82
	Diagnostic 1		0%	8%	44%	23%	25%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- Overall, students made minimal growth between Diagnostic 1 and 2. Only 2% more students are at Early on, Mid or Above Grade level compared to Diagnostic 1.

2. There was a 3% drop in students who are in the Two or More grade levels below category.
3. 4th grade and 6th grade showed the most growth between Diagnostic 1 and Diagnostic 2.

School and Student Performance Data

Diagnostic Results - Reading

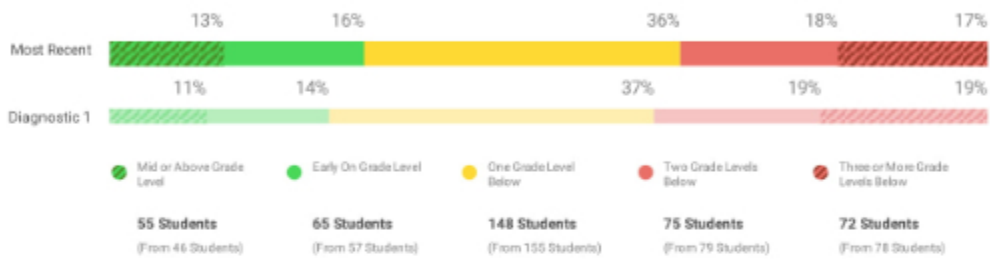
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 415/526



Switch Table View | Show Results By: Grade

Placement Summary | Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	27%	31%	42%	0%	0%	26/73
	Diagnostic 1	38%	23%	38%	0%	0%	
Grade 1	Most Recent	26%	12%	55%	7%	0%	58/71
	Diagnostic 1	24%	9%	64%	3%	0%	
Grade 2	Most Recent	14%	10%	54%	21%	1%	71/87
	Diagnostic 1	13%	8%	34%	45%	0%	
Grade 3	Most Recent	13%	30%	18%	20%	20%	56/61
	Diagnostic 1	5%	30%	18%	32%	14%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		2%	16%	39%	16%	27%	56/72
	Diagnostic 1		2%	13%	48%	9%	29%	
Grade 5	Most Recent		11%	14%	28%	24%	24%	72/80
	Diagnostic 1		10%	15%	32%	14%	29%	
Grade 6	Most Recent		9%	9%	20%	25%	37%	76/82
	Diagnostic 1		3%	7%	32%	16%	43%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- The number of students performing at early, mid or above grade level grew 4% from Diagnostic 1 to Diagnostic 2.
- There was a 3% decrease in the number of students scoring two or more grade levels below in Reading.

3. First grade and third grade showed the most growth in reading between the two diagnostics.

School and Student Performance Data

EL Diagnostic Results - Math

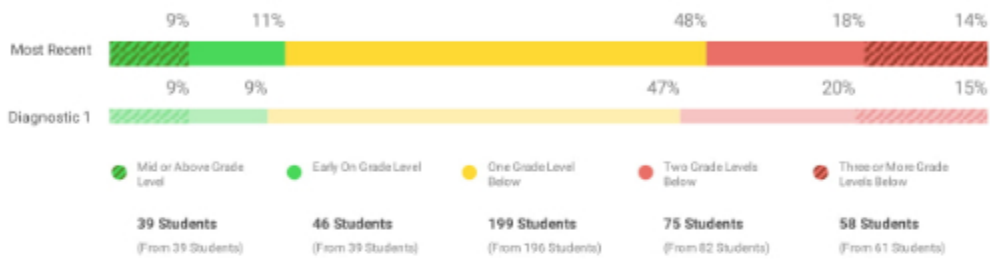
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 417/526



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner	Most Recent		8%	10%	46%	17%	18%	212/257
	Diagnostic 1		9%	7%	43%	23%	19%	
No - English Learner	Most Recent		11%	12%	49%	19%	9%	205/269
	Diagnostic 1		10%	12%	51%	17%	10%	

Conclusions based on this data:

1. 9% fewer ELs scored at two or more grade levels below from Diagnostic 1 to Diagnostic 2 showing an increase in student achievement in math.
2. 2% more English learners in math are at early, mid or above grade level compared to Diagnostic 1.
3. English learners are not significantly below their non-English learner peers in math. There are 18% of ELs at grade level compared to 23% of non-ELs.

School and Student Performance Data

EL Diagnostic Results - Reading

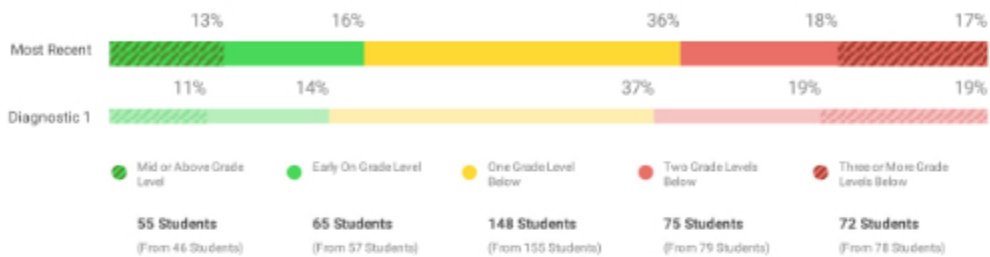
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 415/526



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement						Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	11%	9%	33%	22%	24%	215/257
	Diagnostic 1	8%	6%	39%	20%	26%	
No - English Learner	Most Recent	16%	23%	38%	14%	10%	200/269
	Diagnostic 1	14%	22%	36%	18%	11%	

Conclusions based on this data:

1. English learners grew 6% points in the early, mid or above grade level in reading between Diagnostic 1 and Diagnostic 2.
2. The number of EL students reading at two or more grade levels below remained unchanged.
3. There is 19% more non-English learners reading at early, mid or above grade level compared to English learners.

School and Student Performance Data

Special Education Diagnostic Results - Math

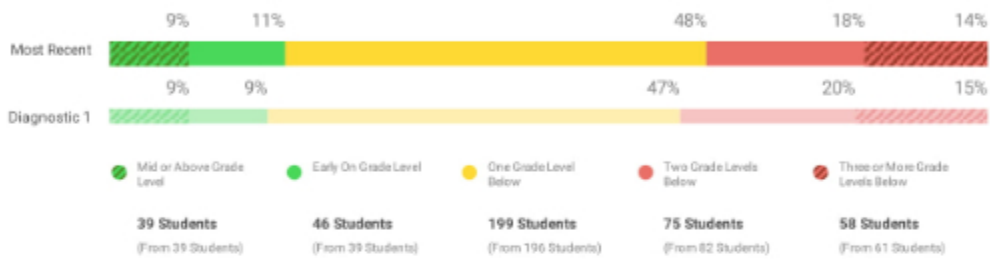
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 417/526



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	9%	10%	30%	22%	29%	69/104
	Diagnostic 1	7%	6%	35%	16%	36%	
No - Special Education	Most Recent	9%	11%	51%	17%	11%	348/422
	Diagnostic 1	10%	10%	49%	20%	10%	

Conclusions based on this data:

1. Special education students are performing approximately the same as the non-special education students in math.
2. 6% more special education students are at early, mid or above grade level compared to Diagnostic 1.
3. There is a significant percent of special education students that are two or more grade levels below in math. That percent has remain unchanged between the two diagnostic periods.

School and Student Performance Data

Special Education Diagnostic Results - Reading

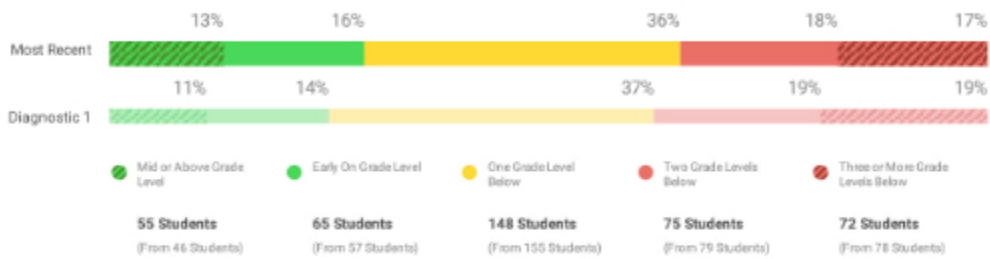
Diagnostic Results



School: Lincoln Acres Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 415/526



Switch Table View Show Results By: Special Education

Placement Summary

Showing 2 of 2

Special Education		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - Special Education	Most Recent		11%	6%	33%	16%	34%	64/104
	Diagnostic 1		8%	9%	25%	19%	39%	
No - Special Education	Most Recent		14%	17%	36%	19%	14%	351/422
	Diagnostic 1		12%	15%	40%	19%	15%	

Conclusions based on this data:

1. 17% of special education students are reading at early, mid or above grade level. This percent is unchanged from the first diagnostic period.
2. There was a decrease of 8% in special education students reading at two or more grade levels below.
3. Special education students are reading at levels below their non-special education peers.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	69	78	75	67	76	75	67	76	98.7	97.1	97.4
Grade 4	83	74	71	81	74	70	81	74	70	97.6	100	98.6
Grade 5	85	82	82	82	82	82	82	82	82	96.5	100	100
Grade 6	82	85	83	82	84	82	82	84	82	100	98.8	98.8
All Grades	326	310	314	320	307	310	320	307	310	98.2	99	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2418.	2433.	14.67	14.93	27.63	16.00	29.85	25.00	29.33	31.34	25.00	40.00	23.88	22.37
Grade 4	2432.	2408.	2425.	12.35	9.46	10.00	25.93	13.51	21.43	20.99	24.32	21.43	40.74	52.70	47.14
Grade 5	2471.	2458.	2444.	9.76	7.32	4.88	29.27	29.27	20.73	23.17	21.95	20.73	37.80	41.46	53.66
Grade 6	2509.	2502.	2519.	14.63	9.52	13.41	26.83	28.57	34.15	32.93	32.14	26.83	25.61	29.76	25.61
All Grades	N/A	N/A	N/A	12.81	10.10	13.87	24.69	25.41	25.48	26.56	27.36	23.55	35.94	37.13	37.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	11.94	26.32	30.67	59.70	46.05	56.00	28.36	27.63
Grade 4	17.28	8.11	8.57	41.98	48.65	48.57	40.74	43.24	42.86
Grade 5	10.98	13.41	6.10	50.00	51.22	43.90	39.02	35.37	50.00
Grade 6	17.07	8.33	20.73	50.00	51.19	42.68	32.93	40.48	36.59
All Grades	14.69	10.42	15.48	43.44	52.44	45.16	41.88	37.13	39.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	16.67	22.37	33.33	46.97	51.32	53.33	36.36	26.32
Grade 4	12.35	6.76	7.14	41.98	37.84	57.14	45.68	55.41	35.71
Grade 5	17.07	8.54	10.98	51.22	43.90	43.90	31.71	47.56	45.12
Grade 6	19.51	12.05	13.41	48.78	57.83	59.76	31.71	30.12	26.83
All Grades	15.63	10.82	13.55	44.06	46.89	52.90	40.31	42.30	33.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.00	17.91	19.74	62.67	61.19	65.79	25.33	20.90	14.47
Grade 4	11.11	6.76	5.71	61.73	68.92	67.14	27.16	24.32	27.14
Grade 5	13.41	7.32	10.98	62.20	63.41	53.66	24.39	29.27	35.37
Grade 6	12.20	4.82	9.76	65.85	73.49	73.17	21.95	21.69	17.07
All Grades	12.19	8.82	11.61	63.13	66.99	64.84	24.69	24.18	23.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.67	32.84	30.26	46.67	46.27	53.95	34.67	20.90	15.79
Grade 4	14.81	8.11	10.00	50.62	52.70	55.71	34.57	39.19	34.29
Grade 5	23.17	19.51	10.98	45.12	46.34	35.37	31.71	34.15	53.66
Grade 6	24.39	24.10	24.39	53.66	55.42	53.66	21.95	20.48	21.95
All Grades	20.31	20.92	19.03	49.06	50.33	49.35	30.63	28.76	31.61

Conclusions based on this data:

1. Overall achievement for All Students at the Met or Exceed Standard improved between 2017-18 at 35% to 2018-19 at 39%.
2. Fourth grade had the greatest improvement in reading, from 13% to 21%. in Above or At/Near Standard, while 5th grade had the greatest decrease in those levels, from 29% to 20%.
3. While Reading had a decrease in At/Near Standard from 52% to 45%, there was an increase of 5% of students Above Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	69	78	76	67	78	76	67	78	100	97.1	100
Grade 4	83	74	71	81	74	70	81	74	70	97.6	100	98.6
Grade 5	85	82	82	83	82	82	83	82	82	97.6	100	100
Grade 6	82	85	83	82	84	83	82	84	83	100	98.8	100
All Grades	326	310	314	322	307	313	322	307	313	98.8	99	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2437.	2422.	13.16	22.39	20.51	23.68	37.31	23.08	30.26	16.42	28.21	32.89	23.88	28.21
Grade 4	2441.	2422.	2434.	4.94	1.35	5.71	24.69	17.57	18.57	35.80	36.49	35.71	34.57	44.59	40.00
Grade 5	2445.	2432.	2440.	4.82	1.22	3.66	9.64	7.32	3.66	31.33	30.49	35.37	54.22	60.98	57.32
Grade 6	2488.	2479.	2502.	7.32	7.14	14.46	19.51	16.67	12.05	35.37	32.14	42.17	37.80	44.05	31.33
All Grades	N/A	N/A	N/A	7.45	7.49	11.18	19.25	18.89	14.06	33.23	29.32	35.46	40.06	44.30	39.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.74	38.81	24.36	39.47	34.33	41.03	40.79	26.87	34.62
Grade 4	11.11	5.41	14.29	33.33	32.43	35.71	55.56	62.16	50.00
Grade 5	9.64	4.88	3.66	16.87	18.29	34.15	73.49	76.83	62.20
Grade 6	13.41	10.71	18.07	35.37	36.90	44.58	51.22	52.38	37.35
All Grades	13.35	14.01	15.02	31.06	30.29	38.98	55.59	55.70	46.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.11	23.88	24.36	46.05	49.25	47.44	36.84	26.87	28.21
Grade 4	14.81	6.76	7.14	37.04	44.59	45.71	48.15	48.65	47.14
Grade 5	6.02	6.10	4.88	40.96	28.05	42.68	53.01	65.85	52.44
Grade 6	9.76	7.14	14.46	46.34	40.48	45.78	43.90	52.38	39.76
All Grades	11.80	10.42	12.78	42.55	40.07	45.37	45.65	49.51	41.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	34.33	23.08	42.11	49.25	55.13	32.89	16.42	21.79
Grade 4	14.81	6.76	10.00	44.44	40.54	41.43	40.74	52.70	48.57
Grade 5	9.64	1.22	3.66	38.55	40.24	40.24	51.81	58.54	56.10
Grade 6	14.63	11.90	12.05	43.90	39.29	50.60	41.46	48.81	37.35
All Grades	15.84	12.70	12.14	42.24	42.02	46.96	41.93	45.28	40.89

Conclusions based on this data:

1. Overall achievement for all students remained the same at 26% At/Near Standard or Above Standard.
2. Each of the three domains had an increase in students that were above or at/near standard.
3. The percent of students at Above or At/Near Standard in each of the domains is as follows: Concepts & Procedures 54%, Problem Solving & Modeling/Data Analysis 58%, Communicating Reasoning 59%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1399.0	1405.3	1405.0	1418.1	1384.5	1375.2	42	41
Grade 1	1441.0	1435.7	1433.5	1441.0	1448.0	1430.1	52	34
Grade 2	1496.6	1474.8	1491.5	1469.5	1501.2	1479.5	55	56
Grade 3	1486.1	1473.3	1481.1	1461.9	1490.7	1484.2	36	33
Grade 4	1485.8	1511.8	1480.5	1502.5	1490.7	1520.6	36	32
Grade 5	1498.7	1511.6	1490.7	1505.8	1506.2	1516.9	21	34
Grade 6	1472.7	1520.3	1455.1	1512.8	1489.8	1527.2	17	19
All Grades	1467.0		1466.6		1462.0		259	249

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.44	33.33	41.46	*	39.02	*	17.07	42	41
1	30.77	5.88	32.69	41.18	*	29.41	25.00	23.53	52	34
2	49.09	10.71	32.73	48.21	*	28.57	*	12.50	55	56
3	*	9.09	30.56	48.48	41.67	18.18	*	24.24	36	33
4	*	12.50	41.67	56.25	*	25.00	*	6.25	36	32
5	*	14.71	52.38	50.00	*	20.59	*	14.71	21	34
6	*	0.00	64.71	68.42	*	31.58	*	0.00	17	19
All Grades	23.17	8.43	37.45	49.00	21.62	27.71	17.76	14.86	259	249

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	9.76	*	46.34	*	29.27	*	14.63	42	41
1	28.85	20.59	32.69	29.41	*	23.53	26.92	26.47	52	34
2	58.18	17.86	32.73	53.57	*	19.64	*	8.93	55	56
3	*	21.21	38.89	36.36	*	21.21	*	21.21	36	33
4	30.56	31.25	36.11	46.88	*	15.63	*	6.25	36	32
5	*	47.06	*	32.35	*	8.82	*	11.76	21	34
6	*	21.05	*	52.63	*	26.32	*	0.00	17	19
All Grades	34.75	23.29	33.98	42.97	16.60	20.48	14.67	13.25	259	249

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.44	*	21.95	45.24	58.54	*	17.07	42	41
1	28.85	5.88	28.85	20.59	*	38.24	28.85	35.29	52	34
2	43.64	10.71	32.73	33.93	*	35.71	*	19.64	55	56
3	*	3.03	*	36.36	44.44	42.42	33.33	18.18	36	33
4	*	12.50	30.56	31.25	30.56	37.50	33.33	18.75	36	32
5	*	8.82	*	17.65	*	52.94	*	20.59	21	34
6	*	0.00	*	26.32	*	57.89	*	15.79	17	19
All Grades	19.69	6.83	26.64	27.31	30.12	44.98	23.55	20.88	259	249

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	42.86	0.00	40.48	82.93	*	17.07	42	41	
1	42.31	44.12	40.38	35.29	*	20.59	52	34	
2	67.27	21.43	29.09	71.43	*	7.14	55	56	
3	30.56	15.15	52.78	60.61	*	24.24	36	33	
4	36.11	21.88	52.78	75.00	*	3.13	36	32	
5	*	14.71	*	73.53	*	11.76	21	34	
6	*	26.32	64.71	68.42	*	5.26	17	19	
All Grades	43.63	19.68	43.63	67.47	12.74	12.85	259	249	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.95	19.51	35.71	60.98	33.33	19.51	42	41
1	25.00	0.00	46.15	70.59	28.85	29.41	52	34
2	61.82	16.07	34.55	69.64	*	14.29	55	56
3	47.22	39.39	33.33	39.39	*	21.21	36	33
4	41.67	46.88	47.22	50.00	*	3.13	36	32
5	*	67.65	*	17.65	*	14.71	21	34
6	*	36.84	*	57.89	*	5.26	17	19
All Grades	40.93	30.12	40.93	53.82	18.15	16.06	259	249

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	69.05	80.49	*	19.51	42	41
1	40.38	17.65	30.77	50.00	28.85	32.35	52	34
2	54.55	8.93	36.36	75.00	*	16.07	55	56
3	*	6.06	63.89	63.64	36.11	30.30	36	33
4	*	12.50	52.78	65.63	33.33	21.88	36	32
5	*	17.65	66.67	61.76	*	20.59	21	34
6	*	0.00	*	52.63	*	47.37	17	19
All Grades	25.48	9.24	48.65	66.27	25.87	24.50	259	249

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.71	29.27	35.71	53.66	28.57	17.07	42	41
1	28.85	8.82	40.38	52.94	30.77	38.24	52	34
2	30.91	14.29	61.82	66.07	*	19.64	55	56
3	*	3.03	50.00	78.79	38.89	18.18	36	33
4	*	18.75	63.89	65.63	*	15.63	36	32
5	*	2.94	85.71	76.47	*	20.59	21	34
6	*	10.53	64.71	78.95	*	10.53	17	19
All Grades	23.55	13.25	54.05	66.27	22.39	20.48	259	249

Conclusions based on this data:

1. Overall, there was an increase for All Students at Level 2 and Level 3 and a decrease for All Students in Level 1 and Level 4.
2. There was an increase in all grades at Level 3, except for 5th grade, where there was a slight decrease.
3. Reading and Writing Domains had the greatest decrease in Well Developed. Reading went from 25% to 9%. Writing went from 23% to 13%.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
552	80.3	53.6	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	296	53.6
Foster Youth	4	0.7
Homeless	33	6.0
Socioeconomically Disadvantaged	443	80.3
Students with Disabilities	92	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
Asian	11	2.0
Filipino	17	3.1
Hispanic	495	89.7
Two or More Races	6	1.1
Pacific Islander	1	0.2
White	12	2.2


Conclusions based on this data:

1. A majority of students are Socioeconomically Disadvantaged (80%) and/or English Learners (53%).
2. Students with Disabilities is 17% of the student population.
3. Hispanic Students are a majority at 90% of the student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. Performance in English Language Arts and Mathematics is Yellow.
2. We are in the Green tier for Conditions and Climate, Suspension Rate.
3. Chronic Absenteeism is in the Yellow Tier.

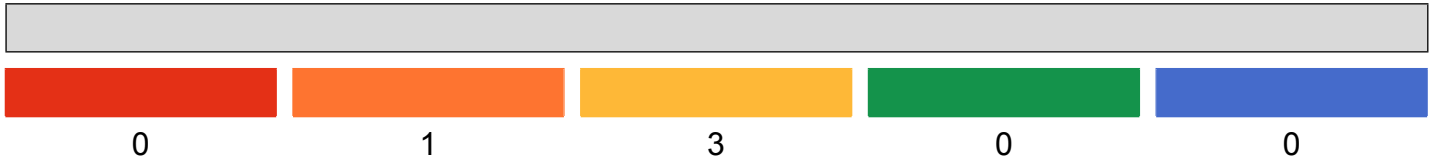
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>28.1 points below standard</p> <p>Increased ++10.2 points</p> <p>311</p>	<p>English Learners</p> <p>Yellow</p> <p>35.2 points below standard</p> <p>Increased ++3 points</p> <p>210</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>47 points below standard</p> <p>Increased ++12.5 points</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.8 points below standard</p> <p>Increased ++8.1 points</p> <p>259</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>82.8 points below standard</p> <p>Increased ++8.9 points</p> <p>54</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.1 points below standard Increased ++8.5 points 282	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.1 points below standard Declined Significantly -19.9 points 108	12.2 points above standard Declined -10.7 points 102	17 points below standard Increased Significantly ++22.6 points 94

Conclusions based on this data:

- All students and subgroups increased in English Language Arts performance.
- The following subgroups: Hispanic, English Learners, and Socioeconomically Disadvantaged students are closest to standard at Yellow.
- Reclassified English Learners declined and Current English Learners declined significantly, indicating a need to focus on English Learner instruction.

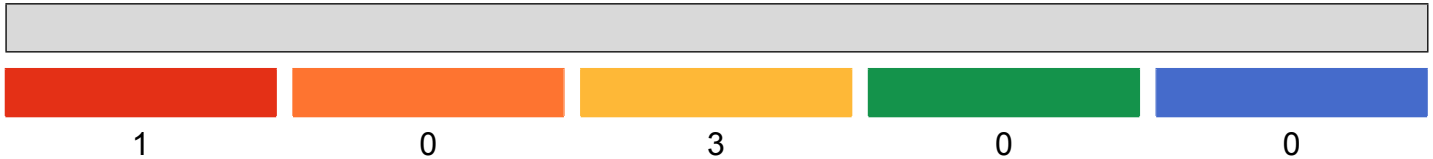
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>50.3 points below standard</p> <p>Increased ++9.9 points</p> <p>311</p>	<p>English Learners</p> <p>Yellow</p> <p>50.6 points below standard</p> <p>Increased ++7.1 points</p> <p>210</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>59.3 points below standard</p> <p>Increased Significantly ++25.6 points</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>56.6 points below standard</p> <p>Increased ++5.7 points</p> <p>259</p>	<p>Students with Disabilities</p> <p>Red</p> <p>116.2 points below standard</p> <p>Maintained ++2.9 points</p> <p>54</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.8 points below standard Increased ++9.1 points 282	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.8 points below standard Declined Significantly -18.7 points 108	10.1 points below standard Increased ++13.2 points 102	52.6 points below standard Increased ++14.4 points 94

Conclusions based on this data:

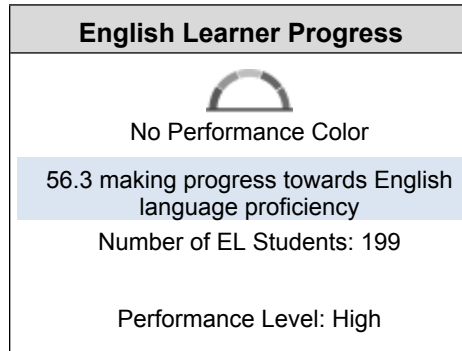
1. All students increased by 9.9 points in Math performance. Homeless students increased significantly by 25.6 points.
2. English Learners, Socioeconomically Disadvantaged and Hispanic students all increased and are at Yellow.
3. Students with Disabilities maintained at Red, indicating a need to focus on instruction for these students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	49	4	108

Conclusions based on this data:

1. English Learner performance is High at 56% making progress towards English language proficiency.
2. 108 students progressed one level in English Learner Performance Indicator level.
3. 38 students decreased on level and 49 students maintained at level 1, 2, and 3, indicating further need to address English Learner instruction.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

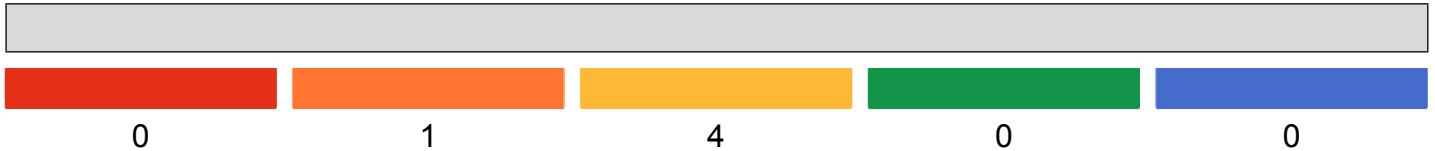
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Yellow</p>	<p>No Performance Color</p>
14	12.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.1	Declined Significantly -18	6
577	310	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p>	<p>Yellow</p>	<p>Yellow</p>
27	14.8	19.2
Declined -20.3	Declined Significantly -17.7	Declined -10.9
37	466	104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 16.7 Declined -6.4 12	 No Performance Color 0 Declined -5.6 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.7 Declined Significantly -16.3 518	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 8.3 Declined -25 12

Conclusions based on this data:

1. All students decreased significantly in Chronic Absenteeism.
2. English Learners, Socioeconomically Disadvantaged and Hispanic subgroups decreased significantly. Students with Disabilities declined and are at Yellow.
3. Homeless students also declined, but is at Orange, indicating a need to address this group's attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

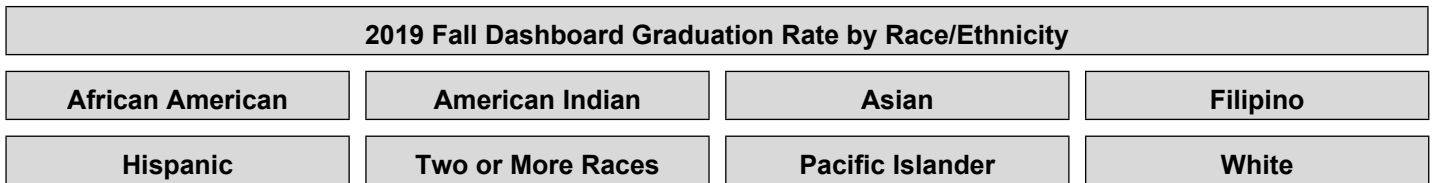
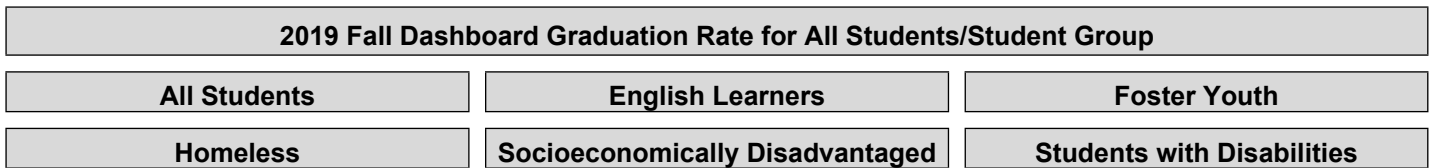
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

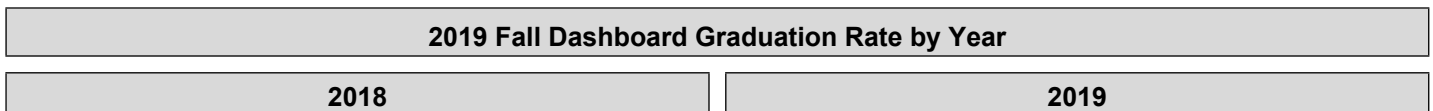
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

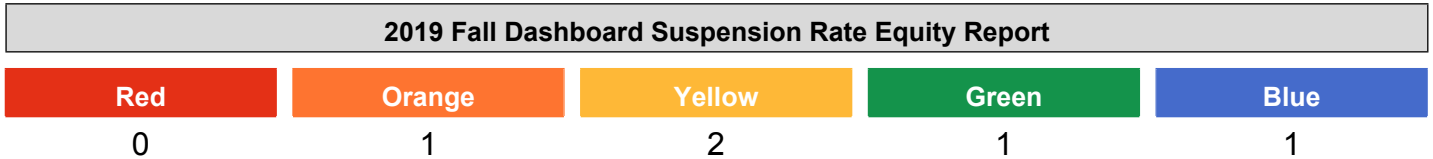
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 3 Declined Significantly -1 602	<p>English Learners</p>  Yellow 2.8 Maintained -0.2 320	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7
<p>Homeless</p>  Blue 0 Declined -7.5 40	<p>Socioeconomically Disadvantaged</p>  Green 2.9 Declined Significantly -1.6 482	<p>Students with Disabilities</p>  Orange 5.7 Increased +1.8 106

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7		 No Performance Color 0 Declined -7.7 12	 No Performance Color 0 Declined -5.3 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.8 Maintained -0.2 539	 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 12

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	3

Conclusions based on this data:

- All students and Socioeconomically disadvantaged students declined significantly in Suspension and are at Green. Homeless students declined and are at Blue.
- English Learner and Hispanic students maintained at Yellow.
- Students with Disabilities increased in Suspensions, indicating a need to address this group's support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

1A. English Learner Reclassification rate will increase 3% points each year.
English Learner reclassification rate will increase 3 percent in 2020-2021.

1B. English Learner Distance from Level 3 on the Dashboard will decrease by 10 points per year.
English Language Arts CAASPP: From -80 below level 3 to -70 below level 3 in ELA.
Math CAASPP: Decrease in 10 points From -89 points below level 3 to -79 points below level 3.

Identified Need

According to CAASPP ELA scores, the percentage of English learners at Meet or Exceed standards remained flat at 12% between 2017-18 to 2018-19. Additionally, math performance scores indicate the percentage of English learners at Meet or Exceed standards decreased from 19% to 11% from 2017-18 to 2018-19 with change of -8%. Due to the pandemic and subsequent school closure, we do not have CAASPP data for the 2019-2020 school year.

The distance from standard on ELA for EL at LA decreased from -91 to -81 for a positive change of 10 points.

The distance from standard on Math for EL at LA decrease from -92 to -89 with a positive change of 3 points.

In 2018-2019 the Lincoln Acres reclassification rate was 16%. Due to the pandemic and subsequent school closure in spring of 2020 we do not have reclassification data for the 2019-2020 school year.

The ELPAC data from 2018-19 indicate a difference between oral and written achievement with 17% less students proficient in the written domain compared to the oral domain. These results indicate a continued focus on building English learners reading and writing skills. Due to the pandemic and subsequent school closure, we do not have ELPAC data for the 2019-2020 school year.

The iReady diagnostic reading data for English learners in Fall of 2020 indicated that 20% are in Tier 1 (early, mid or above grade level). The iReady math diagnostic data show that 18% of English learners are in Tier 1 (early, mid or above grade level) in the Fall of 2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Data	20% of students in Tier 1	30% in Tier 1
iReady Math Data	18% of students in Tier 1	28% in Tier 1
CAASP Math EL Data	12% Meet or Exceed Standard	20% Meet or Exceed Standard
CAASP ELA EL Data	11% Meet or Exceed Standard	20% Meet or Exceed Standard
ELPAC overall Data	8% Level 4	12% at Level 4
ELPAC Oral Data	23% Level 4	30% at Level 4
ELPAC Written Data	6% Level 4	10% at Level 4
Reclassification Rate	16%	18%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will receive professional development in order to effectively implement the CA ELD standards during Designated ELD and Integrated ELD. They will also receive training on how to monitor the growth of English learners in English language development and in all academic areas. These opportunities will be provided by district resource teachers, the English Learner Liaison, and outside consultants after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCAP Teacher Extra Time for Professional Development
2000	LCAP Release for Substitutes
1000	Title I English Learner Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Our Language Arts Specialist (LAS) will provide support to English Learners in the area of reading and literacy. The Language Arts Specialist is highly trained in assessment and instruction in ELA. She supports ELs by providing differentiated small group instruction based on student need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3130	LCAP Books other than textbooks
0	Language Arts Specialist - District Prepaid 141,000
1,000	Title I In house production of materials and additional resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide small group or individual support for English learners after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCAP Teachers salaries for before and after school classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Impact Teachers will provide differentiated support to English learners in reading and math. The support will target content and language learning and will use differentiated resources to improve student outcomes. Teachers will also be offered time off the clock to collaborate and plan lessons to meet the needs of the different levels of English learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCAP Materials and supplies
7000	Title I Teacher Extra Time for Collaboration and Planning
45000	Title I Salary of 4 Impact Teachers

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math through technology. Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language and content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

	Imagine Learning and iReady - District Prepaid
0	
	Technology Support - District Prepaid \$10,000
20000	Title I
	Computer Purchases and reserves

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Response to Intervention (RtI). English learners performing below grade level will be part of the RtI process. Their progress will be monitored through assessment data in ELA and Math and goals will be set for periods of time. Enrichment teachers will release classroom teachers to attend RtI meetings. English learner school attendance data will also be monitored and interventions in this area will be implemented. The Assessment Center will administer the ELPAC initial and summative assessment for progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP District funds the cost of the Enrichment Teachers
2389	Title I Extra clerical to help monitor EL attendance
0	Assessment Center - District Prepaid 5,760

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide opportunities for students, including English learners, to attend field trips or virtual field trips. This activity includes the costs for entrance, transportation and online presentations. Field trips/virtual field trips provide English learners with experiences in which to acquire language and background knowledge about a variety of topics in an authentic, meaningful setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I

Entrance to or online presentations of field experiences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide differentiated texts in the general education classroom to English learners so they can build their English language skills including vocabulary and syntax. These resources may include materials copied at the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I

Books other than textbooks

2000

Title I

Copy Machine Maintenance and Supplies

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

Lincoln Acres will increase the percentage of students who Meet or Exceed Standards 5% from the base year (18-19), as measured by multiple measures including district and state assessments.

2A. CAASPP results in English Language Arts and CAASPP results in Math (no CAASPP data due to school closure)

ELA Smarter Balanced Assessment will increase in Meet/Exceed Standards from 39 percent in 2018-2019 to 44 percent in 2020-2021

Math Smarter Balanced Assessment will increase in Meet/Exceed Standards from 26 percent in 2018-2019 to 31 percent in 2020-2021

CAASPP: Distance from standard on the Dashboard will decrease by 5 points per year (no CAASPP data due to school closure)

English Language Arts CAASPP: From -28 below level 3 to -23 below level 3

Math CAASPP: From -50 points below level 3 to -47 points below level 3

2B. iReady results in English Language Arts and Math proficiency results end of year 2021

iReady results in ELA - percent of students proficient at beginning of year with goals for mid- and end-of-year 2021

Students with Disabilities: 17% will increase to 21% by mid-year and to 25% by end of year

English Learner: 14% will increase to 18% mid-year and to 22% by end of year

Foster Youth: - no data available at this time (too small a sample size)

iReady results in Math- percent of students proficient at beginning of year with goals for mid- and end-of-year 2021

Students with Disabilities: 13% will increase to 17% by mid-year and to 21% by end of year

English Learner: 16% will increase to 20% by mid-year and to 24% by end of year

Foster Youth: - no data available at this time (too small a sample size)

Identified Need

SBAC Baseline Results: CAASPP results indicate 39% percent of all students are proficient in ELA, and although this is an increase in 4%, the data indicates a near 61 percent of students not meeting the expected performance standard. No growth in proficiency in math (26% percent) indicates about 74% percent of students are not meeting proficiency. The target increase for 18-19 in ELA was 50 percent and math 40 percent. Performance data indicates that LA did not meet this goal. LA is in its sixth year of Common Core implementation, and as the CAASPP data shows there is still a need for

more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for effective implementation of the instructional strategies established in the CA ELA and math frameworks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	39% Meets or Exceeds Standards	44% Meets or Exceeded Standards
CAASPP Math All Students	26% Meets or Exceeds Standards	30% Meets or Exceeds Standards
CAASPP SWD ELA All Students	9% Meets or Exceeds Standards	11% Meets or Exceeds Standards
CAASPP SWD Math All Students	7% Meets or Exceeds Standards	10% Meets or Exceeds Standards
iReady Reading for All Students	25% Tier 1	35% Tier 1
iReady Math for All Students	18% Tier 1	28% Tier 1
iReady Reading for SWD	17% Tier 1	25% Tier 1
iReady Math for SWD	13% Tier 1	21% Tier 1

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LA will have Data Teams for each grade level on a bi-weekly interval. During this release time, teachers unpack priority standards, create pre and post-assessments, analyze student achievement, create re-teaching opportunities and differentiate instruction for English Learners and Students with Disabilities. Teachers also collaboratively plan instruction to increase student achievement in English Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Enrichment Teachers to release Classroom teachers for Data Teams - District funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students that do not meet/exceeds standards

Strategy/Activity

Response to Intervention provided by Language Arts Specialist and Impact Teachers in small groups. These staff members will provide small group, differentiated instruction to meet targeted goals established for students who are performing below grade level. Enrichment teachers will release teachers for RtI meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Enrichment Teachers - District funded

0

Title I

Impact Teachers - cost accounted for in Goal 1

0

Language Arts Specialist - District funded - see Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Each student at Lincoln Acres will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction.

Additionally, enrichment activities in literacies such as science, technology, and media will be provided by teachers before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Enrichment Teachers - District funded
10000	Title I Instructional Materials
7000	Title I Teacher Extra Time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students that need additional support per the iReady data in Reading and Math.

Strategy/Activity

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development. Successful implementation of the programs will require a site Technology Liaison to help troubleshoot problems on site, district technology personnel to help with other technology issues, replacement, and upgrade of technology and supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1469	Title I RAZ Kids Licenses
1000	Title I Technology Liaison
15766	Title I Replace aging technology such as computers and printers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide tutors (credentialed substitutes) to support students on-site while in distance learning or when hybrid instruction begins.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15000

Title I
SWING Substitutes

2870

LCAP
Materials for tutors to work with students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide experiences outside of school or virtually to build world knowledge and language. These experiences will add to students' background knowledge and language development which in turn will have a positive impact on student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	Title I Field trip admission/virtual presentations - cost allocated in Goal 1
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities; All students

Strategy/Activity

Collaboration time during the instructional day for General Education teachers to work with Special Education teachers to share strategies to support SWD while in general education class and/or collaboration with cross-grade level peers to engage in discussions on the progression of learning standards across the grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Substitute cost to release teachers for collaboration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will receive coaching and professional development in the areas of ELA and math. These opportunities will be provided by district resource teachers and consultants during, before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase the amount of high-interest library books to motivate students to read and to build background knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

Purchase new books for the library

Annual Review**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners

Goal 3

3A. Increase the amount of family and community engagement at online school events over the course of the year including Coffee with the Principal, ELAC, and student recognition assemblies.

3B. Parent Needs Survey

Track and respond to the needs of parents over the course of the year as we engage in distance learning and hybrid learning.

Identified Need

There is a need for Lincoln Acres to engage more parents to form partnerships in their students' education; this need is especially apparent in 2020-2021 during distance learning. Research shows that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels. This year, parent engagement not only enhances student achievement, but is vital to it.

In Fall 2020 parents indicated that they needed a lot of support with the online programs their children were using to receive instruction, access work and to submit work. In addition, parents indicated a need for support with troubleshooting issues on their children's devices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Needs Survey	Parent Needs Meeting in September 2020	Varied times (morning and evening)
Parent participation counts	7	20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Opportunities for families to learn about the academics and climate of the school while in distance learning including:
Coffee with the Principal
Regular English Language Advisory Committee meetings (ELAC)
Back to School Night
Open House
Parenting Classes (virtual)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1096	Title I Online Parent classes
5000	LCAP Extra Teacher Time to lead parent training
1000	Title I Refreshments for meetings and incentives for attendance at school events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Celebrations of student achievement including EL Redesignation are done at online assemblies throughout the year. All stakeholders are invited and welcomed to come. Certificates are given to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

3000	Title I Certificates and awards for student achievement
------	--

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family engagement activities before, during and after school. Examples include Family Game Night, Breakfast and Books, Math Mornings, Science Night, Back to School, and Open House (all virtual)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I Incentives for attending the events
2870	LCAP Materials for events
1000	Title I Campus Student Supervisors to provide additional support for events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe Schools

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

4A. Lincoln Acres California Healthy Kids Survey (CHKS) 71% Students feel safe at school most of the time or all of the time on CHKS.

4B. CALPADS Suspension/Expulsion Rates from 2018-19 (no data from 2019- 20 due to school closure)

Expulsion rate:0

Suspension rate: 1%

4C. The percent of chronically absent students in distance learning will decrease over time.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2019 NSD's administration of the California Healthy Kids Survey show that although 90 percent report they feel safe at school most, all or some of the time, 5 percent do not. Physical and verbal offenses of students hover around 56 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for Lincoln Acres students.

In 2018-2019, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families (no data from 2019- 20 due to school closure).

Sixty-three students with their families have attended Student Attendance Review Board (SARB) in 2018-19 (no data from 2019-20 due to school closure). School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2018 fifth grade physical fitness assessment (no data from 2019- 20 due to school closure), 46.2 percent of National School District students are not in the Healthy Fitness Zone.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	4% Suspended, 0% Expulsion	3% Suspended, 0% Expulsion
Chronic Absenteeism	14% Chronically Absent	10% Chronically Absent
Tier 1 Behavioral Referrals	448 Tier 1 Referrals	438 Tier 1 Referrals
Tier 2 Behavioral Referrals	28 Tier 2 Referrals	25 Tier 2 Referrals
Student Survey on School Climate	90%	93%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior Interventions and Support (PBIS). Implementation of PBIS will include a Tier 1 and a Tier 2 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with providing Tier 1 and 2 interventions. Counselors will also work with students in crisis and families to provide interventions and support.

PBIS in 2020-2021 will focus on attendance and engagement in online lessons and on work completion. These goals were chosen to address the most concerning behaviors to improve during distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	Title I School Counselor
250	Title I Postage to send correspondence to parents regarding attendance
382	LCAP

	Postage to mail work to students' whose families cannot pick it up from school
3000	Title I Awards and incentives for attendance and engagement in distance learning

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide flexible seating and additional resources to students who benefit from non-traditional seating and fidgets to help them focus and learn. When these students are more focused, they, along with the rest of the students, benefit from a more focused and positive learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9970	Title I Resource and materials for behavior interventions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

General education students with identified behavioral needs

Strategy/Activity

Provide a one-on-one instructional assistant to provide support for students throughout the day. This support will allow all students and the identified student to learn in a positive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCAP

Instructional assistant substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitor attendance and engagement data. Provide reports to teachers and principal. Create certificates and award prizes to students will improved attendance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

Extra clerical help to monitor attendance and generate reports

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parent trainings in the area of attendance, goal setting, and student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCAP

Cost of online or in-person trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, due to the coronavirus pandemic we were not able to complete implementation of the strategies and thus, we did not meet our goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to expend our funds as intended due to the pandemic. Therefore, we are unable to describe any differences in implementation of strategies and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goal as described as our current data from distance learning still indicate improvement is needed in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,192.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$213,940.00

Subtotal of additional federal funds included for this school: \$213,940.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$43,252.00

Subtotal of state or local funds included for this school: \$43,252.00

Total of federal, state, and/or local funds for this school: \$257,192.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF		
Title I	213940	0.00
LCAP	33,382	-9,870.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	43,252.00
Title I	213,940.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	43,252.00
	Title I	213,940.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	113,519.00
Goal 2	69,105.00
Goal 3	15,966.00

Goal 4

58,602.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kathy Melanese	Principal
Jaqueline Ma	Classroom Teacher
Marisol Rodriguez	Parent or Community Member
Rhonda Lach	Parent or Community Member
Carolina Sanchez	Parent or Community Member
Shantell Machuca	Parent or Community Member
Karla Olazabal	Other School Staff
Vanessa Maldonado	Other School Staff
David Mahlow	Classroom Teacher
Sharlena Smith	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/20/21.

Attested:

Principal, Katherine Melanese on 01/20/21

SSC Chairperson, on 01/20/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Palmas Elementary School	37-68221-6038780		February 27, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.



Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 16
- Resource Inequities 16
- School and Student Performance Data 18
 - Student Enrollment..... 18
 - Diagnostic Results - Math 20
 - Diagnostic Results - Reading 23
 - EL Diagnostic Results - Math 26
 - EL Diagnostic Results - Reading 28
 - Special Education Diagnostic Results - Math 30
 - Special Education Diagnostic Results - Reading 32
 - Disclaimer 34
 - CAASPP Results..... 35
 - ELPAC Results 39
 - Student Population 43
 - Overall Performance 44
 - Academic Performance 45
 - Academic Engagement 51
 - Conditions & Climate..... 54
- Goals, Strategies, & Proposed Expenditures..... 56
 - Goal 1 56
 - Goal 2 64
 - Goal 3..... 70
 - Goal 4..... 73
 - Goal 5..... 77
- Centralized Services for Planned Improvements in Student Performance 78
 - Goal 1 78
 - Goal 2..... 79
 - Goal 3..... 80

Goal 4.....	81
Goal 5.....	82
Budget Summary	83
Budget Summary	83
Other Federal, State, and Local Funds	83
Budgeted Funds and Expenditures in this Plan	84
Funds Budgeted to the School by Funding Source.....	84
Expenditures by Funding Source	84
Expenditures by Budget Reference	84
Expenditures by Budget Reference and Funding Source	84
Expenditures by Goal.....	85
School Site Council Membership	86
Recommendations and Assurances	87
Instructions.....	88
Instructions: Linked Table of Contents.....	88
Purpose and Description.....	89
Stakeholder Involvement.....	89
Resource Inequities	89
Goals, Strategies, Expenditures, & Annual Review	90
Annual Review	91
Budget Summary	92
Appendix A: Plan Requirements	94
Appendix B:.....	97
Appendix C: Select State and Federal Programs	99

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Las Palmas uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" conducted by National School District Educational Services. From the information gathered, several parent, teacher and student focused groups were created.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Due to the COVID 19 Pandemic, school closures required that observations and site visits to be conducted virtually through Google Classroom. At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided. During distance learning, virtual classroom visits replaced the "in person" visits.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year we were not able to use CAASP results due to COVID19 schools closures extensive district assessment data based is used to modify instruction and improve student achievement. Additionally, teachers meet in Data Teams bimonthly to monitor student progress, inform instruction, using the formative assessment provided in the math and English Language Arts Units of Study.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to Covid 19 state assessments were cancelled this year. Data collected was conducted via distance learning and asynchronous assessment to draw upon vital information to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database, as well as School Pace, CORE and Illuminate. Las Palmas Elementary School has worked with the National School District to align curriculum, instruction and materials closely to the CCSS. This year we are fully implementing the University California Irvine (UCI)Math and English Language Arts (ELA) units in all grade levels and administering pre and post assessments that are aligned to the priority standards that have been identified by the committee. Formal, diagnostic assessments which include UCI Math Assessments. Perhaps the most unique is the ability for staff to configure data through Illuminate to efficiently evaluate individual, class-wide grade level, and to develop customized programs that will fit the needs of students. In addition to the formative assessments iReady and American Reading Company's Independent Reading Level Assessment (IRLA)/Estructura para la Evaluacion del Nivel de Independiente de Lectura (ENIL), have been implemented this school year to provide valid and reliable growth measures that are tied to common core state standards.

Las Palmas School makes a full commitment to collaborating on the analysis of data through grade level through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Grade level meetings are held to discuss district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas

Students who are having difficulty performing at grade level standard at Las Palmas Elementary School are supported on several levels in the virtual classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. Research based strategies are implemented in the intervention within the classrooms and intervention groups. This model has been fully implemented in kindergarten through sixth grades. Virtual Grade level RtI meetings are held every 7 weeks to discuss specific students, discuss current interventions being implemented, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use, Running Records, IRLA data, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, counselor, classroom teacher, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. In addition to classroom interventions, additional resources may include math and reading tutoring, Imagine Learning, and supplementary intervention classes both before and after school if available.

As discussed previously, Las Palmas Elementary School makes a full commitment to collaborate on the analysis of data through grade level groups to plan instructional strategies, share ideas,

concerns and explore solutions to common problems through the Data Team process. Meetings are held bimonthly to discuss formal assessment outcomes, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, SEBT assessments, and reports provided on Imaging Learning to monitor their English Language acquisition. Upper grade teaching staff is also involved in sampling students for performance on the literacy assessments from STAR Reading and classroom assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District recruits and retains only teachers that are Highly Qualified in accordance with Every Student Succeed Act (ESSA) requirements. The staff at Las Palmas Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level CCSS. District level staff development focuses on the key areas in CCSS language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All grade level teachers have ongoing training for students in reading and math. Teachers are also provided support on an as-needed basis on Imagine Learning by our area representatives of Imagine Learning. The reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading, STAR Math, iReady, CELDT, BPST, RESULTS, teacher created formative assessments, Running Records, RCD ELA and Math assessments, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. CCSS Mathematics/ Go Math, implementation of technology, training in the use of Illuminate, Systematic English Language Development (SELD), Rigorous Curriculum Design, Data Teams, are the focus of professional development for teachers in TK through 6th grade.

Other site based staff development includes the effective teaching of Common Core State Standards in the area of Mathematics and English Language Arts. We are also providing professional development for teachers on ELD and ELA Framework and how the ELD standards are related to ELA standards.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site and the district guided. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialist help support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Choices for staff learning are informed by district data based assessments, as well as teacher survey and district provided formative assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site, for example English Language Development strategies from our District Resource Teacher team. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided through the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is available to model lessons for teachers and also co-teach lessons with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In an effort to ensure continued improvement, the faculty, with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data a prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reteaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are Students in TK - 2 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers. Both highly effective software, Success Maker and Imagine Learning, provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing (reteaching) allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

Las Palmas School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings. Teachers plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals.

Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Teachers in Kindergarten through 3rd grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and SEBT assessments. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. In writing, all teaching staff scores writing samples throughout the year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Special Day classes for grades 4th –6th utilize the program Reading Milestones to meet their unique needs of our students in special day classes in the area of ELA, and UCI Math in tandem with Touch Math. Our 2nd through 3rd grade Special Day class uses the Read Well Language Arts Program and Reading Milestones to meet the needs of our students in ELA, and Touch Math exclusively in the area of Mathematics. In our RSP program upper grades, students are receiving Scholastic's Read 180 program. RSP is supporting the primary grades using SIPPS and Read 180. RSP also provides support in Math to students with Math IEP goals using the GoMath program and supported with Kahn Academy.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance. We are launching University California Irvine Math Project lessons in every grade level. Language Arts materials are also in transitional implementation through Benchmark.

Giving our students access to technology is a new center of attention now with the implementation of CCSS. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students in 3rd through 6th 1 to 1 computing and 2 to 1 computing in grades kindergarten through 2nd.

In addition to providing education to our students, Las Palmas has made an effort to provide our parents with opportunities to learn more about distance learning. The fall, well attended parent night facilitated by our district parent liaison provided our parents with resources for distance learning. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. The winter parent night was focused on English Language Arts Standards and the shifts that have taken place in our instruction. In the spring our teachers provide our parents a better understanding of how our students are assessed with the new SBAC assessment. Our teachers informed the parents that the new assessment requires our students to take the assessment on the computer, as well as being able to provide their understanding of how to arrive at their answer. Some questions require our students to provide evidence to support their responses, and students must be able to communicate this effectively in writing.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8)
(EPC)

Las Palmas Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. ELD instruction is provided for 40 minutes 4 times a week. In the bilingual classes, additional transference reading instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 30 minutes additional instruction in language arts.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, the language arts specialist (LAS) and classroom teachers. The Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas. Impact teachers also offer support to our KnewSpace program in grades 1st, and 2nd.

Students attend school for 180 days per school year. Students in Transitional Kindergarten through sixth grades receive 302 average minutes of instruction per day. There are 37 minimum days per school year, which are used for teacher planning and program articulation. continues to be used as a motivational program to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. We also have implemented the use of Razz Kids in grades first and second grade to support literacy acquisition.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance.

Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students 1 to 1 computing and 2 to 1 computing in grades kindergarten through 2nd.

Instruction at Las Palmas reflects the belief that it is critical that each student learn to be a fluent, capable reader and writer. Classroom instruction, as well as school-wide intervention programs

such as after school Intervention classes, reflect the school's determination that no student will fail to develop proficiency in reading.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

UCI Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2019-2020. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2019-2020.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Strategic small group instruction with Impact Teachers
3. Teacher training in best practices for English Learners and under-performing children
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Involvement

Families and Community Members:

- Monthly Coffee chats with the principal
- Regular District English Language Advisory Committee Meetings (ELA).
- Regular School Site Council meetings.

The process used to gather information was through input from ELAC, community/parent survey and staff on the following dates:

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

An analysis was conducted of our school budget aimed at increasing services for students, we determined the following inequities:

Last year we focused on building first grade Early Literacy Skills, this year, we will continue to focus on first grade and add focused early foundational reading skills support in Kindergarten, first and second grade.

Funds were allocated for a Language Arts Specialist for 2019-20
Funds were available for five Impact Teachers last school year.

Opportunities for Special Needs Students to mainstream, was provided via distance learning, this year we created a schedule to provide inclusive opportunities for

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.31%	0.16%		2	1
African American	0.45%	0.62%	0.8%	3	4	5
Asian	0.91%	0.62%	0.32%	6	4	2
Filipino	9.37%	10.44%	9.79%	62	67	61
Hispanic/Latino	83.53%	83.64%	84.27%	553	537	525
Pacific Islander	0.60%	0.16%	0.32%	4	1	2
White	1.51%	1.71%	1.93%	10	11	12
Multiple/No Response	0.45%	0.31%	2.25%	3	2	1
Total Enrollment				662	642	623

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	96	91
Grade 1	92	85	81
Grade 2	89	91	89
Grade 3	94	87	92
Grade 4	90	93	89
Grade 5	97	99	89
Grade 6	101	91	92
Total Enrollment	662	642	623

Conclusions based on this data:

1. Student enrollment has declined from to 2019-2020
2. Student demographics continue to show the same percentages with no noticeable change.
3. Hispanic Latino continues to be the largest demographic group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	366	346	342	55.3%	53.9%	54.9%
Fluent English Proficient (FEP)	84	85	81	12.7%	13.2%	13.0%
Reclassified Fluent English Proficient	42	38	35	11.9%	10.4%	10.1%

Conclusions based on this data:

1. The number of English Learners has increased by one percent from 2018-19 to 2019-20
2. The number of RFEP Learners decreased by one percent from 2018-2019 to 2019-20

School and Student Performance Data

Diagnostic Results - Math

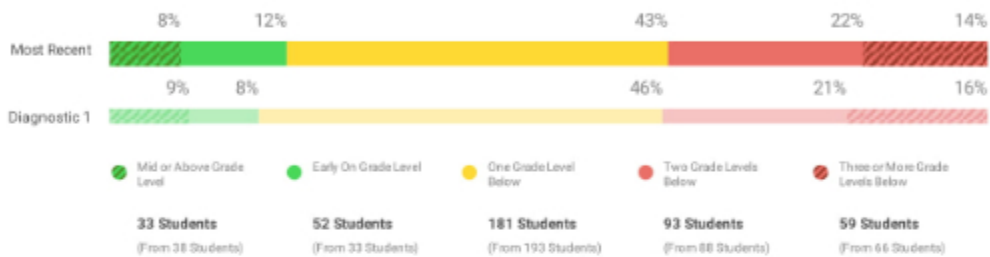
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 418/557



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		100%	0%	0%	0%	0%	1/65
	Diagnostic 1		100%	0%	0%	0%	0%	
Grade 1	Most Recent		20%	8%	59%	12%	0%	59/72
	Diagnostic 1		29%	7%	58%	7%	0%	
Grade 2	Most Recent		7%	18%	47%	26%	2%	57/80
	Diagnostic 1		7%	4%	56%	30%	4%	
Grade 3	Most Recent		6%	9%	49%	26%	10%	68/86
	Diagnostic 1		4%	6%	51%	26%	12%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		1%	10%	43%	26%	20%	81/85
	Diagnostic 1		4%	7%	41%	27%	21%	
Grade 5	Most Recent		9%	11%	34%	23%	23%	74/84
	Diagnostic 1		9%	9%	39%	20%	22%	
Grade 6	Most Recent		5%	19%	33%	19%	23%	78/85
	Diagnostic 1		4%	13%	38%	15%	29%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- At the beginning of the year, 26% of our students were Early On, Mid or Above grade level. Most Recent results show that we are at 30% in this category

2. Additionally, we have reduced the number of students two or more grade levels below by 1%.
3. All but first grade increased % in the category of Mid to On grade level comparison from beginning of the year to the most recent:
 - First Grade- dropped by 9%
 - Second grade students increased by 13%
 - Third grade students increased by 2%
 - Fourth grade students increased by 1%
 - Fifth grade increased by 9%
 - Sixth grade increased by 6%

School and Student Performance Data

Diagnostic Results - Reading

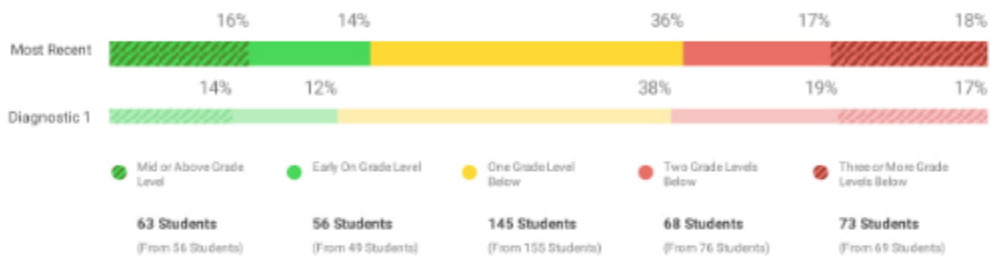
Diagnostic Results



School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 405/557



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		100%	0%	0%	0%	0%	1/65
	Diagnostic 1		0%	100%	0%	0%	0%	
Grade 1	Most Recent		18%	5%	65%	11%	0%	55/72
	Diagnostic 1		27%	5%	62%	5%	0%	
Grade 2	Most Recent		19%	24%	39%	17%	2%	54/80
	Diagnostic 1		15%	15%	44%	24%	2%	
Grade 3	Most Recent		24%	21%	34%	19%	3%	68/86
	Diagnostic 1		15%	28%	28%	22%	7%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		10%	14%	39%	5%	33%	83/85
	Diagnostic 1		12%	11%	37%	12%	28%	
Grade 5	Most Recent		14%	12%	27%	27%	20%	66/84
	Diagnostic 1		9%	8%	36%	29%	18%	
Grade 6	Most Recent		12%	8%	19%	23%	38%	78/85
	Diagnostic 1		9%	5%	29%	21%	36%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- At the beginning of the year, 26% of our students were Early On, Mid or Above grade level. Most Recent results show that we are at 30% in this category.

2. Additionally, we have reduced the number of students two or more grade levels below by 1%.
3. All but first grade increased % in the category of Mid to On grade level comparison from beginning of the year to the most recent:
 - First Grade- dropped by 9%
 - Second grade students increased by 13%
 - Third grade students increased by 2%
 - Fourth grade students increased by 1%
 - Fifth grade increased by 9%
 - Sixth grade increased by 6%

School and Student Performance Data

EL Diagnostic Results - Math

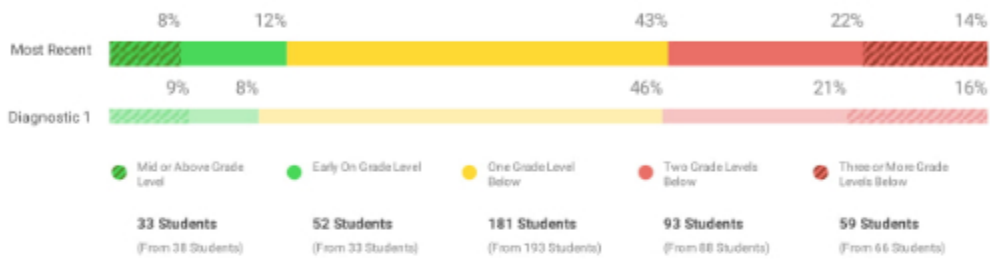
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 418/557



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner		Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	7%	8%	42%	27%	17%	195/258
	Diagnostic 1	9%	5%	42%	26%	18%	
No - English Learner	Most Recent	9%	17%	45%	18%	12%	223/299
	Diagnostic 1	9%	11%	50%	17%	13%	

Conclusions based on this data:

1. At the beginning of the year 17% of our students were At, Mid or Above grade level. The most recent diagnostic shows an outcome of 20% gain in the same category. This is 3% gain.
2. The percentage of students performing two or more grade levels below decreased from the beginning of the year diagnostic from 37% to the most recent diagnostic 36%. This is a one percent change.
3. on English Learners outperformed our English Learners.

School and Student Performance Data

EL Diagnostic Results - Reading

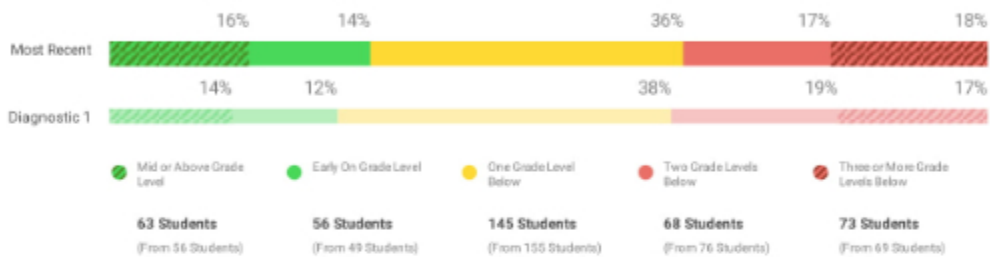
Diagnostic Results



School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 405/557



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent	11%	12%	41%	15%	22%	189/258
	Diagnostic 1	12%	9%	39%	19%	22%	
No - English Learner	Most Recent	19%	16%	31%	19%	15%	216/299
	Diagnostic 1	16%	15%	38%	19%	13%	

Conclusions based on this data:

1. The percentage of English Learners performing Mid and On grade level on iReadyReading decreased from 23% on the beginning of the year assessment to 21% to the most recent this is a 2% decline.
2. The percentage of English Learners performing two or more grade levels below decreased from the first diagnostic from 41% to diagnostic 2, to 37%. This is a slight increase of 4%.
3. Non English Learners are out performing our English Learners

School and Student Performance Data

Special Education Diagnostic Results - Math

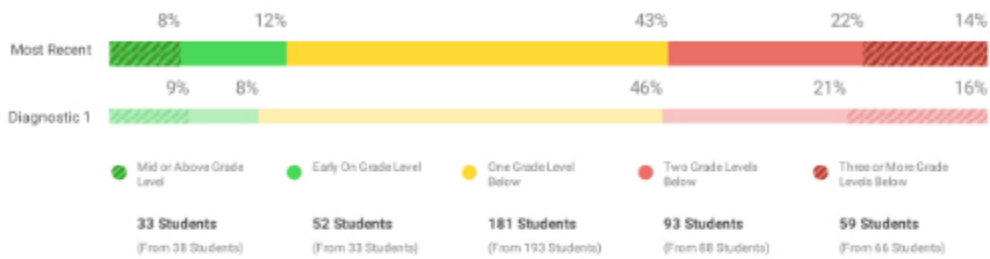
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 418/557



Switch Table View Show Results By: Special Education

Placement Summary

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	4%	7%	33%	20%	36%	55/83
	Diagnostic 1	7%	2%	24%	24%	44%	
No - Special Education	Most Recent	9%	13%	45%	23%	11%	363/474
	Diagnostic 1	9%	9%	50%	21%	12%	

Conclusions based on this data:

1. In the beginning of the year, the first diagnostic showed that Special Ed students achieved 17% for students Mid, On or Above Grade grade level. The most recent diagnostic showed a 3% gain resulting in 20% in this category.
2. At the beginning of the year, the first diagnostic for our Special Ed students showed that 37% were two or more grade levels below. The most recent showed that 36% were two or more grade levels below, this is a 1% change.

School and Student Performance Data

Special Education Diagnostic Results - Reading

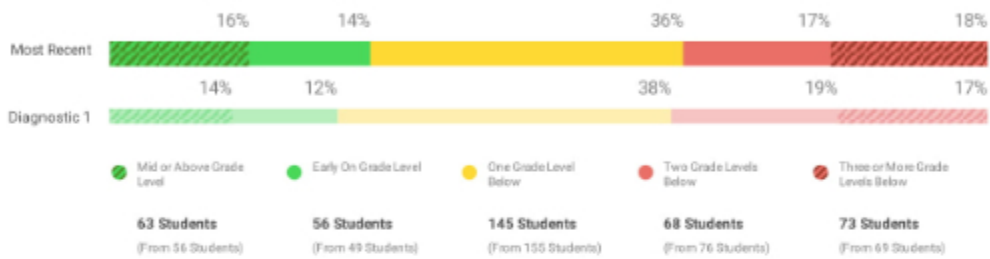
Diagnostic Results



School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 405/557



Switch Table View Show Results By: Special Education

Placement Summary

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	8%	3%	30%	22%	37%	60/83
	Diagnostic 1	10%	5%	18%	28%	38%	
No - Special Education	Most Recent	17%	16%	37%	16%	15%	345/474
	Diagnostic 1	14%	13%	42%	17%	13%	

Conclusions based on this data:

1. The beginning of the year diagnostic shows that 28% of our Special Education students were scoring Above, On or Mid grade level. The most recent diagnostic shows that 30% in this category. This is a two percent gain.
2. At the beginning of the year 66% of our Special Education students were scoring two or more grade levels below. The most recent diagnostic shows that 59% are now scoring two or more grade levels below. This is a 7% gain.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	95	87	78	92	83	78	92	83	90.7	96.8	95.4
Grade 4	89	88	92	89	88	91	89	88	91	100	100	98.9
Grade 5	90	94	93	89	92	93	89	92	93	98.9	97.9	100
Grade 6	110	95	93	109	93	89	109	93	89	99.1	97.9	95.7
All Grades	375	372	365	365	365	356	365	365	356	97.3	98.1	97.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2416.	2398.	11.54	19.57	10.84	17.95	27.17	20.48	20.51	31.52	36.14	50.00	21.74	32.53
Grade 4	2433.	2420.	2452.	6.74	11.36	18.68	23.60	18.18	29.67	35.96	20.45	16.48	33.71	50.00	35.16
Grade 5	2449.	2463.	2473.	4.49	5.43	17.20	23.60	31.52	20.43	29.21	23.91	19.35	42.70	39.13	43.01
Grade 6	2535.	2549.	2538.	19.27	18.28	14.61	35.78	40.86	42.70	24.77	29.03	25.84	20.18	11.83	16.85
All Grades	N/A	N/A	N/A	10.96	13.70	15.45	26.03	29.59	28.37	27.67	26.30	24.16	35.34	30.41	32.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.82	21.74	13.25	32.05	47.83	55.42	55.13	30.43	31.33
Grade 4	11.24	18.18	8.79	50.56	39.77	58.24	38.20	42.05	32.97
Grade 5	10.11	9.78	17.20	42.70	52.17	45.16	47.19	38.04	37.63
Grade 6	19.27	23.66	20.22	56.88	52.69	50.56	23.85	23.66	29.21
All Grades	13.70	18.36	14.89	46.58	48.22	52.25	39.73	33.42	32.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.82	15.22	6.02	35.90	42.39	50.60	51.28	42.39	43.37
Grade 4	7.87	9.09	15.38	51.69	37.50	54.95	40.45	53.41	29.67
Grade 5	10.11	13.04	17.20	43.82	46.74	48.39	46.07	40.22	34.41
Grade 6	21.10	28.26	28.09	51.38	48.91	55.06	27.52	22.83	16.85
All Grades	13.42	16.48	16.85	46.30	43.96	52.25	40.27	39.56	30.90

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	20.65	13.25	65.38	57.61	61.45	25.64	21.74	25.30
Grade 4	3.37	9.09	13.19	70.79	65.91	64.84	25.84	25.00	21.98
Grade 5	4.49	3.26	12.90	64.04	66.30	53.76	31.46	30.43	33.33
Grade 6	17.43	16.13	14.61	64.22	70.97	65.17	18.35	12.90	20.22
All Grades	9.04	12.33	13.48	66.03	65.21	61.24	24.93	22.47	25.28

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	29.35	14.46	43.59	48.91	61.45	37.18	21.74	24.10
Grade 4	14.61	12.50	18.68	60.67	48.86	50.55	24.72	38.64	30.77
Grade 5	17.98	22.83	20.43	49.44	43.48	39.78	32.58	33.70	39.78
Grade 6	44.95	49.46	35.96	39.45	40.86	47.19	15.60	9.68	16.85
All Grades	25.48	28.77	22.47	47.95	45.48	49.44	26.58	25.75	28.09

Conclusions based on this data:

1. Students increased in, Overall Achievement for All Students for Standards Exceeded and Standards Met.
2. 28% did not meet the standard in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	95	87	84	93	86	84	93	86	97.7	97.9	98.9
Grade 4	89	88	92	89	88	91	89	88	91	100	100	98.9
Grade 5	90	94	93	89	92	92	89	92	92	98.9	97.9	98.9
Grade 6	110	95	93	109	95	91	109	95	91	99.1	100	97.8
All Grades	375	372	365	371	368	360	371	368	360	98.9	98.9	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2412.	2404.	4.76	4.30	6.98	16.67	36.56	23.26	34.52	33.33	38.37	44.05	25.81	31.40
Grade 4	2437.	2425.	2442.	7.87	9.09	3.30	13.48	11.36	26.37	43.82	35.23	39.56	34.83	44.32	30.77
Grade 5	2443.	2437.	2439.	3.37	2.17	7.61	10.11	9.78	7.61	30.34	26.09	21.74	56.18	61.96	63.04
Grade 6	2539.	2560.	2538.	29.36	28.42	28.57	20.18	32.63	21.98	22.94	26.32	26.37	27.52	12.63	23.08
All Grades	N/A	N/A	N/A	12.40	11.14	11.67	15.36	22.83	19.72	32.35	30.16	31.39	39.89	35.87	37.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	13.98	11.63	41.67	49.46	48.84	50.00	36.56	39.53
Grade 4	14.61	11.36	8.79	32.58	27.27	35.16	52.81	61.36	56.04
Grade 5	10.11	3.26	8.70	22.47	25.00	16.30	67.42	71.74	75.00
Grade 6	41.28	38.95	37.36	26.61	41.05	31.87	32.11	20.00	30.77
All Grades	19.95	17.12	16.67	30.46	35.87	32.78	49.60	47.01	50.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.14	17.20	8.14	44.05	45.16	59.30	48.81	37.63	32.56
Grade 4	11.24	5.68	7.69	42.70	44.32	52.75	46.07	50.00	39.56
Grade 5	3.37	4.35	8.70	34.83	38.04	38.04	61.80	57.61	53.26
Grade 6	26.61	29.47	21.98	43.12	52.63	49.45	30.28	17.89	28.57
All Grades	12.94	14.40	11.67	41.24	45.11	49.72	45.82	40.49	38.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.90	20.43	16.28	47.62	60.22	52.33	40.48	19.35	31.40
Grade 4	10.11	14.77	8.79	51.69	39.77	58.24	38.20	45.45	32.97
Grade 5	4.49	2.17	6.52	39.33	40.22	34.78	56.18	57.61	58.70
Grade 6	25.69	24.21	26.37	48.62	57.89	48.35	25.69	17.89	25.27
All Grades	13.75	15.49	14.44	46.90	49.73	48.33	39.35	34.78	37.22

Conclusions based on this data:

1. The percentage of students meeting and exceeding standards for 2018-19 was 34%, this is an 5% increase from 2017-18 at 29% .

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1413.4	1382.2	1423.3	1395.5	1390.1	1351.1	64	59
Grade 1	1455.9	1447.9	1445.5	1456.0	1465.7	1439.4	63	56
Grade 2	1471.2	1492.8	1458.9	1489.8	1483.1	1495.2	54	62
Grade 3	1483.3	1505.6	1470.6	1493.6	1495.2	1516.9	37	54
Grade 4	1492.4	1511.4	1478.6	1510.1	1505.7	1512.1	46	43
Grade 5	1495.6	1533.9	1486.4	1536.2	1504.4	1531.1	33	48
Grade 6	1521.4	1517.7	1509.2	1517.9	1533.5	1517.0	23	30
All Grades	1469.8		1464.0		1473.0		320	352

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.56	0.00	28.13	27.12	23.44	35.59	21.88	37.29	64	59
1	36.51	12.50	26.98	39.29	19.05	32.14	17.46	16.07	63	56
2	38.89	14.52	25.93	51.61	*	22.58	22.22	11.29	54	62
3	*	24.07	54.05	46.30	*	22.22	*	7.41	37	54
4	*	20.93	54.35	55.81	*	9.30	*	13.95	46	43
5	*	25.00	54.55	50.00	*	18.75	*	6.25	33	48
6	*	10.00	*	43.33	*	36.67	*	10.00	23	30
All Grades	22.50	15.06	37.50	44.32	20.94	25.28	19.06	15.34	320	352

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.13	8.47	31.25	25.42	21.88	32.20	18.75	33.90	64	59
1	38.10	19.64	19.05	42.86	30.16	21.43	*	16.07	63	56
2	46.30	37.10	22.22	35.48	*	14.52	22.22	12.90	54	62
3	*	38.89	35.14	35.19	*	11.11	*	14.81	37	54
4	*	46.51	45.65	37.21	23.91	9.30	*	6.98	46	43
5	*	62.50	63.64	27.08	*	4.17	*	6.25	33	48
6	*	40.00	*	36.67	*	13.33	*	10.00	23	30
All Grades	30.94	34.66	34.06	34.09	20.63	15.91	14.38	15.34	320	352

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.44	0.00	*	13.56	40.63	55.93	25.00	30.51	64	59
1	36.51	8.93	30.16	35.71	*	28.57	20.63	26.79	63	56
2	33.33	9.68	25.93	48.39	*	27.42	22.22	14.52	54	62
3	*	18.52	35.14	37.04	32.43	37.04	32.43	7.41	37	54
4	*	6.98	39.13	39.53	30.43	32.56	23.91	20.93	46	43
5	7.93	6.25	48.48	22.92	*	56.25	*	14.58	33	48
6	*	0.00	*	20.00	47.83	43.33	*	36.67	23	30
All Grades	19.38	7.67	28.75	31.82	27.81	39.77	24.06	20.74	320	352

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.06	3.39	46.88	76.27	*	20.34	64	59
1	49.21	44.64	34.92	44.64	*	10.71	63	56
2	51.85	48.39	35.19	40.32	*	11.29	54	62
3	*	22.22	56.76	61.11	*	16.67	37	54
4	23.91	27.91	65.22	60.47	*	11.63	46	43
5	*	20.83	66.67	75.00	*	4.17	33	48
6	*	6.67	56.52	80.00	*	13.33	23	30
All Grades	37.19	26.42	49.06	60.80	13.75	12.78	320	352

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.56	13.56	48.44	45.76	25.00	40.68	64	59
1	34.92	5.36	41.27	75.00	23.81	19.64	63	56
2	42.59	30.65	33.33	51.61	24.07	17.74	54	62
3	29.73	55.56	45.95	31.48	*	12.96	37	54
4	30.43	55.81	54.35	39.53	*	4.65	46	43
5	45.45	79.17	45.45	14.58	*	6.25	33	48
6	47.83	50.00	47.83	36.67	*	13.33	23	30
All Grades	35.31	38.92	44.69	43.47	20.00	17.61	320	352

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.31	0.00	56.25	64.41	23.44	35.59	64	59
1	53.97	26.79	22.22	48.21	23.81	25.00	63	56
2	48.15	12.90	25.93	72.58	25.93	14.52	54	62
3	3.20	11.11	62.16	74.07	37.84	14.81	37	54
4	*	9.30	65.22	67.44	28.26	23.26	46	43
5	*	14.58	63.64	64.58	*	20.83	33	48
6	*	3.33	*	43.33	52.17	53.33	23	30
All Grades	25.63	11.65	45.31	63.35	29.06	25.00	320	352

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.19	18.64	31.25	38.98	26.56	42.37	64	59
1	25.40	14.29	57.14	58.93	17.46	26.79	63	56
2	27.78	12.90	50.00	70.97	22.22	16.13	54	62
3	*	27.78	64.86	64.81	*	7.41	37	54
4	*	11.63	63.04	76.74	*	11.63	46	43
5	*	4.17	69.70	83.33	*	12.50	33	48
6	*	16.67	86.96	76.67	*	6.67	23	30
All Grades	25.31	15.34	55.94	65.63	18.75	19.03	320	352

Conclusions based on this data:

1. We continue to learn more about the ELPAC Assessment, based on the data, this school year there the focus on Writing and Reading is expected to show positive results.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	82.4	53.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	346	53.9
Homeless	30	4.7
Socioeconomically Disadvantaged	529	82.4
Students with Disabilities	80	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	2	0.3
Asian	4	0.6
Filipino	67	10.4
Hispanic	537	83.6
Two or More Races	14	2.2
Pacific Islander	1	0.2
White	11	1.7





Conclusions based on this data:

1. 82% of our students are Socioeconomically Disadvantaged.
2. 83% are Hispanics and 53% of our students are English Learners
3. We have 12.5% students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Las Palmas is 19.8 points below standard although there was a 7.7 increase in ELA.
2. Math is 36.2 points below standard with a 4.2 increase from the previous year.
3. Chronic Absenteeism is at 28.2, an increase of 25.2.

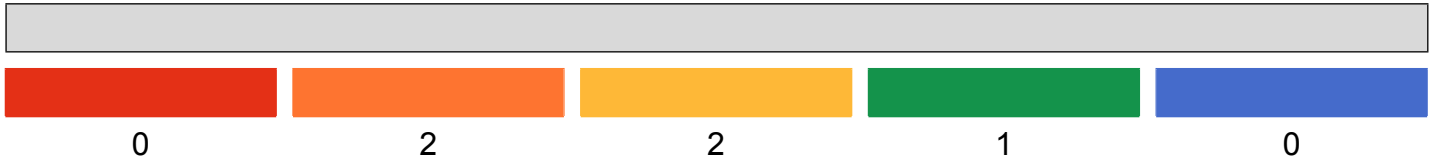
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>15.2 points below standard</p> <p>Increased ++3.8 points</p> <p>347</p>	<p>English Learners</p> <p>Yellow</p> <p>17 points below standard</p> <p>Increased ++6.8 points</p> <p>234</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>20.4 points below standard</p> <p>Maintained ++2 points</p> <p>295</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>73.2 points below standard</p> <p>Increased ++8.3 points</p> <p>43</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 25.5 points above standard Increased ++10.7 points 40
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.9 points below standard Increased ++5 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.7 points below standard Declined -14.2 points 128	41.7 points above standard Maintained -2.8 points 106	13.6 points below standard Declined -6.2 points 107

Conclusions based on this data:

1. All Students are in orange and maintained by 2.8 points.
2. English Learners are yellow with 18.1 points, and increased by 5.8 points.

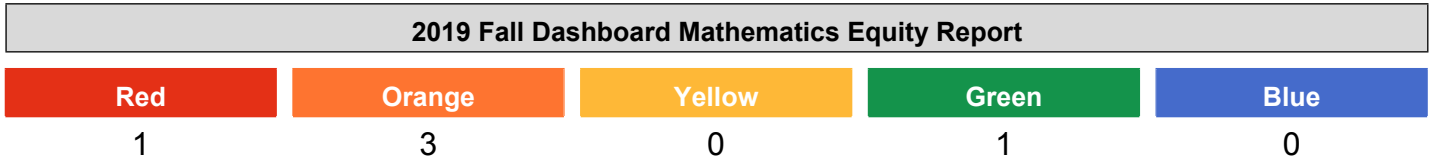
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 41.3 points below standard Maintained -1.8 points 348	<p>English Learners</p>  Orange 40.4 points below standard Maintained ++1.3 points 235	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 45.4 points below standard Maintained -1.6 points 295	<p>Students with Disabilities</p>  Red 101.5 points below standard Declined -4.8 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 10.6 points below standard Increased ++8 points 41
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.9 points below standard Maintained -0.5 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.9 points below standard Declined Significantly -18.9 points 129	15.1 points above standard Declined -6.3 points 106	43.9 points below standard Declined -11.8 points 107

Conclusions based on this data:

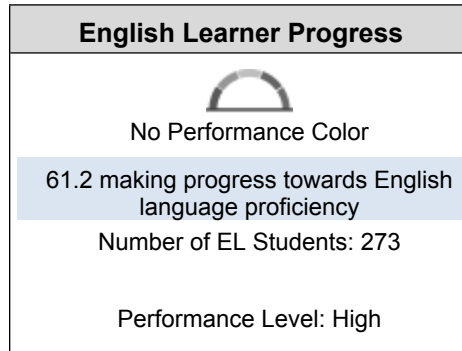
1. All Students are in Orange and maintained by 1.8 points
2. English Learners attained Orange and increased by 1.3 points

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33	73	16	151

Conclusions based on this data:

- 1.

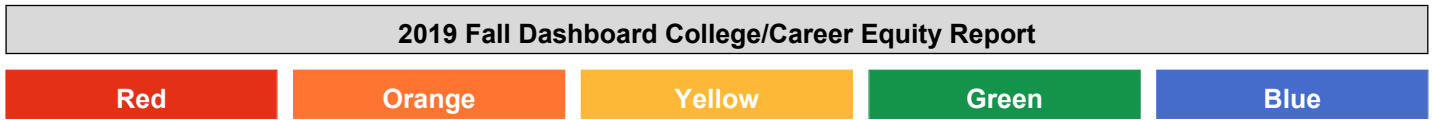
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

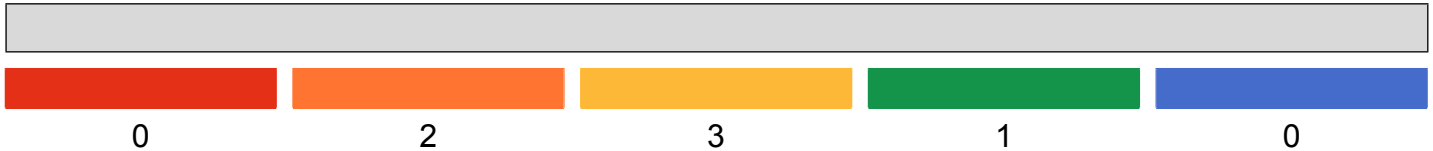
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>13.3</p> <p>Declined Significantly -14.9</p> <p>677</p>	<p>Yellow</p> <p>15.2</p> <p>Declined Significantly -13.8</p> <p>374</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>22.2</p> <p>Declined -23.9</p> <p>36</p>	<p>Yellow</p> <p>13.8</p> <p>Declined Significantly -14.3</p> <p>560</p>	<p>Orange</p> <p>22.6</p> <p>Declined -13.9</p> <p>93</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 7 Declined -10.1 71
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.7 Declined Significantly -16.8 562	 No Performance Color 11.8 Declined -9.1 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 38.5 Increased +11.2 13

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

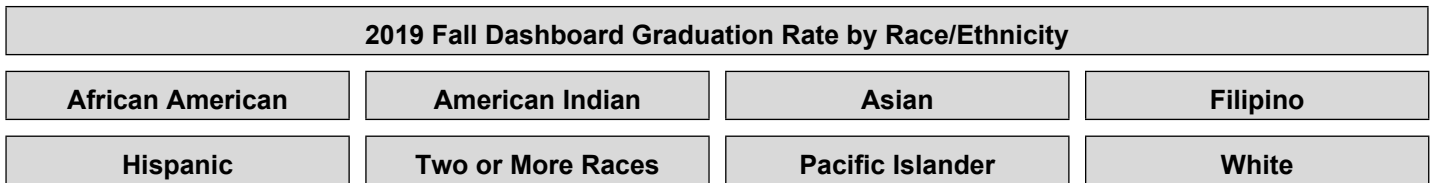
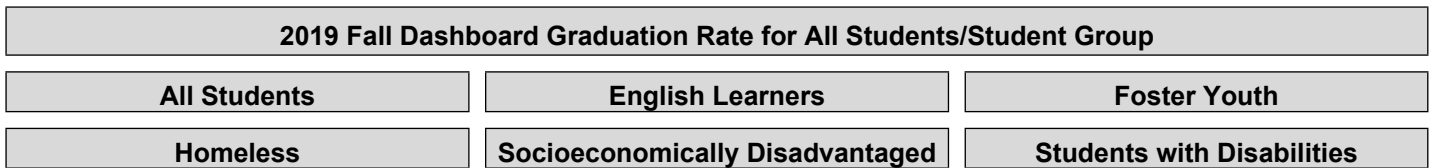
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

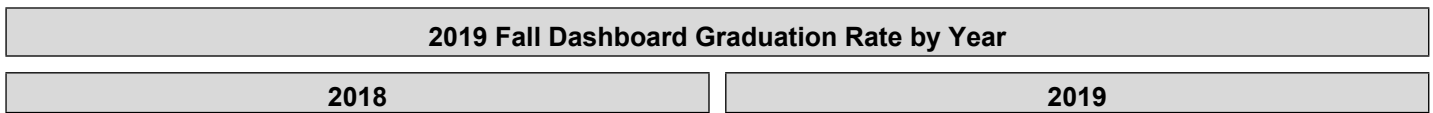
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

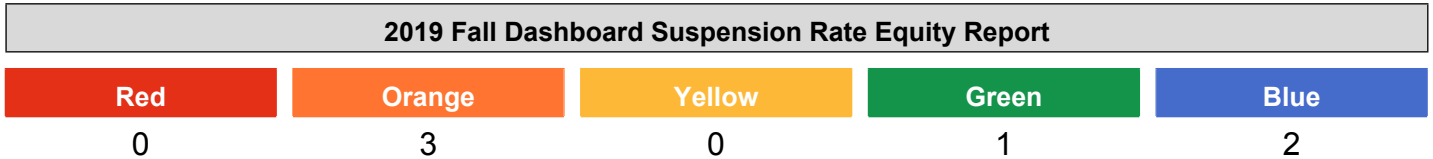
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.6 Increased +0.9 706	<p>English Learners</p>  Green 1 Maintained +0.1 390	<p>Foster Youth</p>
<p>Homeless</p>  Blue 0 Maintained 0 40	<p>Socioeconomically Disadvantaged</p>  Orange 1.6 Increased +0.8 579	<p>Students with Disabilities</p>  Orange 3.1 Increased +3.1 96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Maintained 0 72
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4 Increased +0.5 588	 No Performance Color 11.1 Increased +11.1 18	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 7.7 Increased +7.7 13

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.6

Conclusions based on this data:

1. Chronic absenteeism has decreased from the previous year, we went from red to yellow.
2. The suspension rate increased from blue to orange, systems have been in place to support positive behavior
3. Mathematics and English Language Arts have also increased one positive color from orange to yellow based on the dashboard school performance overview.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

1A.
English Learner Reclassification rate will increase 3% from 16.18% in 2018-19 to 19%
English Learner districtwide Reclassification rate will increase 5 percent from 477 in 2018-2019 to 500 in 2019-2020.

1B.
The distance from standard level 3 for ELL's' at Las Palmas changed from 83% to 89% in the area of English Language Arts
The distance from standard level 3 for ELL's at Las Palmas changed from 75% to 61% in the area of Math

The percentage of English learners performing at meet or exceed standards on the ELA SBAC will increase 3%.
The percentage of English learners performing at meet or exceed standards on the Math SBAC will increase 3%.

Identified Need

According to CAASPP ELA scores the percentage of English learners at Las Palmas from 83% to 89 % from 2017-18 to 2018-19 with change of -12% in English Language Arts with an increase of 6%. Additionally math performance scores the percentage of English learners showed an increase of 75% to 61% with a positive increase of 3%.

In 2018-19 Las Palmas Reclassification rate was 16.18% which is a decrease from 2017-18 with 18.31%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA Data	from 83% to 89%	3% additional for meeting or exceeding standards for a 92%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Math Data	from 75% to 61%	3% additional for Meet or Exceed Standards for a 64%
ELPAC Overall Data	15% level 4	18% at level
ELPAC Oral Data	34% level 4	37% at leve 4
iReady ELA Data	50% of students in Tier 1 (average grades 1-6)	53% at level 4
IReady Math Data	45% of student in Tier 1 (average grades 1-6)	48% of students in Tier 1 (average of grades 1-6)
Reclassification Rate	16.18% of students in Tier 1 (average of grades 1-6)	19% of students reclassified

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.

The ELD standards amplify and align with the ELA/ELD framework. Continued implementation and professional development will allow greater growth for English Learners. In 2018-2019, NSD provided base training on the ELA/ELD framework to assist sites with deepening ELD implementation through instructional strategies.

- Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research based instructional strategies for English learners.

NSD implemented English Language Arts adoptions and in 2019-2020, NSD will:

- Continue teacher development and and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Continue teacher training targeting ELD differentiation activities to use during instructional delivery. Analysis of student results will continue during Data Team time. Additional resource teacher support will be added to assist teacher planning and preparation, as well as lesson demonstration. (See Goal 1, Action 5)
- Analyze effectiveness of ELD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.

2.

Stakeholder feedback identified expanding current ELA/ELD framework professional development to integrate with ELA materials resources. In 2019-2020 NSD will:

- Provide ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources with the addition of two ELD resource teacher.
- Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners in ELA and math.

- Provide additional time at the District/Site early out Thursday professional development to share successful strategies.
- Analyze effectiveness of strategies specifically targeted to English Learners generated during Data Team time.

3.

NSD has designated its English Learner students as Priority 1, 2, or 3. Priority 1 students are English Learners in grade six with six or more years in U.S. schools. Priority 2 students are in grades five or six with four or more years in U.S. schools, and Priority 3 students are in grades three, four, five or six with four or more years in U.S. schools.

During the 2019-2020 school year, NSD will:

- Monitor the use of Imagine Learning licenses at each school with the goal of 20 hours per year for all English Learners.
- Analyze Imagine Learning data during principal/superintendent and Data Teams time to determine movement of Level 1, 2, and 3 English Learners.
- Work with Imagine Learning personnel to provide in-service training for all teachers on how to target specific needs of EL's and specific strategies and increased time and services to the Priority 1 Long Term English Learners.

4.

NSD will provide alternative supports to Long Term English Learners (LTELS) with Title I funding. Stakeholder feedback identified the need to provide district-wide intervention system within and outside of the school day. NSD will implement an additional system-wide intervention program after school program targeting ELs. Services include cost for teacher hourly rate (approximately \$14,400 for each school for 20 weeks per intervention teacher for four hours) and larger schools with additional funding to meet greater student numbers.

School sites intervention will support California designated LTELS and At Risk for LTEL with the goal of reclassification prior to grade six. School sites will embed these supports into their Single Plans for Student Achievement.

5.

2019-2020 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. In 2019-2020 NSD will:

- Hire an English Language Arts/ English Learner Resource Teacher(s). The resource teacher(s) would assist teachers during the Data Teams, model English Learner lessons, and provide principals with assistance to develop English Learner goals and actions at their school site.

An Bilingual Liasion

Strategy/Activity

1.

Instructional Practices consistent with Content Standards and Strategic Plan:

Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time and RTI meetings every seven weeks. Impact Teachers provide Foundational Skills program, KnewSpace o to ensure our program runs four days per week. The Las Palmas LAS provides focused workshops, schedules and small group support for our Tier II English Language Learners as she oversees the disbursement and training of our Impact Teachers.

Continue Instructional Data Teams (IDT) to monitor progress and reflect on instruction in two week cycles.

Purchase materials, production of materials, and supplies that align to common core standards for Impact Teachers.

In house production of teacher master copies for the purpose of reproducing instructional materials aligned to Common Core standards and foundational skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries EL Liaison
141,000	Title I 1000-1999: Certificated Personnel Salaries Language Arts Specialist
60,000	Title I 1000-1999: Certificated Personnel Salaries Two Bilingual Impact Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Planned Improvement for English Language Learners

Strategy/Activity

2. Professional Development and Data Team Collaboration:

Professional Development (PD) will occur during RTI meetings as a PLC, District, and Site Thursdays.

IDT meetings will target data analysis in grade level discussion. Teachers create formative assessments, analyze data from RCD pre and post assessments and target students to meet SMART goals.

Funding is available for Teachers to attend conferences and to be reimbursed for mileage.

A Language Arts Specialist (LAS) will provide ELD instruction to English learners..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

3. Extended Learning opportunities have been established to support students who are not meeting grade level expectations.

Grades fourth through sixth will participate in the program Ocean Connectors and include one field trip experience aligned to the Common Core Standards and the unit designated for the individual grade level.

Grades kindergarten through third grade will participate in at least one educational field trip throughout the year that align to the Common Core Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000	Title I 4000-4999: Books And Supplies Razz Kids, Scholastic News
3,000	Title I Teacher Extra Time for teachers for PD
10,000	LCFF 5000-5999: Services And Other Operating Expenditures F
5,000	LCFF - Supplemental

Incentives for our PBIS, Educational Field Trips for Grades TK- 6th

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

5. Parent Involvement is essential to the success of our school. Parents are involved through:

- School Site Council
- English Language Advisory Committee
- DELAC Representative
- Parent Meetings
- District Advisory Committee
- Parent Conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000

Title I

Parent Involvement Meetings- food and beverage

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF Salary of Computer Technician
2,000	LCFF Stipend for Tech Liaison
20,000	LCFF Cost of Equipment Replacement
20,000	Title I Cost of Equipment Replacement.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

9. Increased Educational Opportunity

Increased Educational Opportunities are supported by our school counselor that provides social and emotional counseling sessions for students who are referred by staff and parents. These sessions occur in small group or one on one basis. This support is to help create a safe and healthy learning environment to support student learning of the common core standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance (All Students)

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem-solving as needed for future success.

Goal 2

2A. CAASPP results in English Language Arts
CAASPP results in math
(this will also measure implementation of standards)

ELA Smarter Balanced Assessment increase from 55 percent in 2018-2019 to 60 percent in 2019-2020.

Math Smarter Balanced Assessment increase from 45 percent in 2018-2019 to 50 percent in 2019-2020.

2B.iReady results in English Language Arts and math proficiency results (mid) end of year 2020:

Students with Disabilities: 33%

English Learner: 50%

Low Income: 67%

Foster Youth: %

iReady results math proficiency results (mid) end of year 2020:

Students with Disabilities: 20%

English Learner: 45%

Low Income: 33%

Foster Youth: %

A. The percentage of all students performing at meet or exceed standards on the ELA CAASPP will increase 3%.

B. The percentage of all students performing at meet or exceed standards on the Math CAASPP will increase 3%.

Identified Need

A. The distance from standard on ELA for all students at Las Palmas increased from 44% to 45% with a change of -1% in ELA

B. The distance from standard on Math for all students at Las Palmas decreased from -29 to -54 with a change of -25 in Math

C. According to CAASPP ELA scores the percentage of all students at Las Palmas is decreasing from 34% to 32% from 2017-2018 to 2018-2019 with a change of -2%.

D. According to CAASPP Math scores the percentage of all students at Las Palmas is decreasing from 37 to 24 from 2017-2018 to 2018-2019 with a change of -13%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA	45% Meet and Exceeded Standards	48%
CAASP Math	32% Meet and Exceeds Standards	35%
CAASP Students with Disabilities	13% All Students Meet and Exceeds Standards	16%
iReadyAll Students English Language Arts	53% All Students Meet and Exceeds Standards	56%
iReady All Students Math	53% All Students Meet and Exceeds Standards	59%
iReady Students with Disabilities	3.4% Students with Disability	6%
IRLA Reading (Tk-2 All Students)		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.

In 2014-2015 first hired NSD Enrichment Teachers to release classroom teachers for Data Teams time. During this release time, teachers unpacked priority standards, created pre and post-assessments, analyzed student achievement, created re-teaching opportunities differentiated for

English Learners, Students with Disabilities, and collaboratively planned toward increased student achievement in English Language Arts.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue to fund Enrichment Teachers to release teachers for Data Teams collaboration time and professional learning.
- Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and math.
- Provide continued Data Teams and CA frameworks training for principals and instructional leaders.

COLLABORATION AND COLLECTIVE EFFICACY

2.

Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs in 2019-2020 NSD will:

- Incorporate instructional technology into the enrichment units.
- Incorporate innovative instructional approaches (project based learning, maker spaces, engineering) into enrichment units.
- Continue to provide training and curriculum development opportunities for enrichment teachers.
- Purchase and stock needed materials for the enrichment program.
- Provide program supervision to ensure continuous program improvement.

BROAD COURSE OF STUDY

3.

In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. In 2019-2020, NSD will:

- Continue class size reduction in transitional kindergarten.

Target LTELS

EARLY INTERVENTION/LITERACY

4.

Research has shown that students who attend preschool are more likely to achieve at high levels than those who don't. In order to make sure that its youngest learners have the greatest opportunity to succeed, In 2016-2017, National School District contracted with the San Diego County Office of Education (SDCOE) to provide an "embedded coach." This coach provides assistance with modeling and support of all preschool teachers. In 2019-2020 NSD will continue to:

- Cost of coaching will be paid for completely with embedded coaching funds.

Target LTELS

5.

Based on student performance and a standards audit of the ELA and math RCD units, NSD shifted to UCI math and new ELA resources. Teachers and administrators completed overview training on the ELA/ELD and math frameworks. A focus on understanding the concepts of the frameworks and how they should be implemented in the classroom was implemented. Teachers continued to collaboration time focused on how the new resources supported the standards and the framework. District resource teachers were trained as trainers on the new frameworks and assisted the implementation of the Common Core standards. Consultants from UCI were contracted to coach leadership and assist in implementation.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue in ELA and math frameworks.
- Support administrators and teachers in aligning ELA/ELD framework to NSD curriculum resources.
- Consultants or other trainers and coaches may be contracted to assist with the work.

PROFESSIONAL DEVELOPMENT

6.

In 2015-2016, NSD added five Library Media Specialists (aka: Library Media Technicians) to provide greater opportunity for students to achieve grade level competencies in the Common Core. In 2020-21, NSD will:

- Continue full-time level of Library Media Specialists (aka: Library Media Technicians).
- Provide training on Common Core standards and technology use in the library setting.
- Provide funding for additional books.

LITERACY

7.

In 2020-21 NSD will:

- Continue to employ resource teachers to assist teachers as they deepen their skills and knowledge of the Common Core State Standards. At this time, the focus will be continued support with technology and the CA ELA/ELD framework.

8.

As substitutes are not an effective approach to provide collaboration time, additional funding will be put into on the clock collaboration time. A program to release teachers for collaboration and planning time will be developed during the 2019-2020 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,000

Title I

Counselor and Arts Enrichment Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.

Professional Development and Data Team Collaboration:

Professional Development (PD) will occur during Collaboration/Site Thursdays and staff meetings. Additional PD dates will be provided to all grade level teams supported by substitutes.

In IDT meetings, teachers will conduct data analysis of UCI Math assessments, student work, and teacher created formative assessments in order to target students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Tier II supports for students in math and language arts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

57,000

Title I

Four impact teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Replace outdated hardware to support software learning programs and plan student technological skills to promote 21st century learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

LCAP
6000-6999: Capital Outlay
Purchase technology hardware, ink, and device replacements

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in student performance with an emphasis on parent and community engagement

LEA/LCAP Goal

LCAP Goal 3: Expand collaboration and engagement with parents, families, and community partners

Goal 3

A. Increase percentage of parent participation and engagement by 2% per year as measured by parent response on parent surveys.

B. Increase Community Partnership Meetings by 5%

C. Increase parent participation at community events by 10%

Identified Need

There is a need for NSD to engage more parents in more ways to partner with schools in their students' education. In 2019 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, NSD will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Pre and Post	10% gain in participation
Parent Participation Counts	Average Attendance Participation at school events.	10% gain in participation
Community Partnerships	Introduce Community Partnership Workshops	5% gain in participation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Involvement of Parents, Staff and Community:

The following parent forums are available to support student achievement:

- * School Site Council
- * English Learner Advisory Committee (ELAC)
- * Parent-Teacher Association (PTA)
- * DELAC Representative
- * District Advisory Committee
- * Parent Volunteers
- * PBIS Committee Meeting
- * Coffee with the Principal

Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parent involvement opportunities.

Topics this year focused on:

Safety and Positive Behavior Intervention Supports (PBIS) Healthy Eating Tips by Olivewood Garden Kitchenistas. Review of technological programs used in the classroom and how parents can support their children at home. Safe Routes to School safety presentation to gather parent feedback and training for our Parent Patrol.

Provide incentives, coffee, pastries to increase parent participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I

PBIS Materials for Student Recognition and Incentives

1,300

Title I

Parent Workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified

[Empty box for Amount(s)]

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Provide Equitable Learning Opportunities for All Students

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness

Goal 4

1. Chronic Absenteeism will decrease by 5%.
2. Suspension Expulsion will decrease by 5%.

Identified Need

Identified Need:

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

School attendance is a major factor in school achievement. There is a great need to support families that are struggling to connect our students to schools with Distance Learning during in school closures due to COVID19,

In 2016-2017 NSD worked with the National City Collaborative to develop a strategic plan. The plan is composed of four goals: 1) increase community outreach, 2) provide venues and actions to increase parent engagement with school sites, 3) practice informed decision making, and focus on sustainability of the collaborative. In 2019-2020 NSD will:

- Work with the Collaborative to implement the four strategic plan goals.
- Collaborate with South Bay Community Services to develop a Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative's Family Resource Center to provide services that support parents and students of NSD.

3.

In order to provide additional safety and support to the Special Education hub schools, NSD will provide additional safety and Positive Behavior Interventions through assistant principals, trained in Restorative Practices, de-escalation strategies, and Trauma Informed Care.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire a full time school counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	Title I School Counselor, partially centralized

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve classroom culture and environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,000

Title I

6000-6999: Capital Outlay

Classroom materials and resources to support an inviting and welcoming classroom community

6,000

LCFF

4000-4999: Books And Supplies

Raz Kids Literacy Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance Incentives to decrease chronic absenteeism

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4564.

Title I

Materials and Resources for Student Attendance and Resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$408,364.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$348,364.00

Subtotal of additional federal funds included for this school: \$348,364.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	\$7,000.00
LCFF	\$48,000.00
LCFF - Supplemental	\$5,000.00

Subtotal of state or local funds included for this school: \$60,000.00

Total of federal, state, and/or local funds for this school: \$408,364.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	167267.	160,267.00
Title I	381890	33,526.00
LCFF - Supplemental		

Expenditures by Funding Source

Funding Source	Amount
LCAP	7,000.00
LCFF	48,000.00
LCFF - Supplemental	5,000.00
Title I	348,364.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	202,000.00
4000-4999: Books And Supplies	9,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00
6000-6999: Capital Outlay	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	LCAP	7,000.00
	LCFF	32,000.00
4000-4999: Books And Supplies	LCFF	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00

	LCFF - Supplemental	5,000.00
	Title I	136,364.00
1000-1999: Certificated Personnel Salaries	Title I	202,000.00
4000-4999: Books And Supplies	Title I	3,000.00
6000-6999: Capital Outlay	Title I	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,000.00
Goal 2	79,500.00
Goal 3	4,300.00
Goal 4	47,564.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sonia Ruan	Principal
Janine Campos	Other School Staff
Mathew Bandy	Classroom Teacher
Ashley Trzcinsky	Classroom Teacher
Martha Garcia	Classroom Teacher
Maria Reynoso	Parent or Community Member
Angelica Pena	Parent or Community Member
Zuhuilt Bahena	Parent or Community Member
Mayra Castillo	Parent or Community Member
Cathy Pajaro	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: PTA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 1, 2018.

Attested:



Principal, Sonia Ruan on

SSC Chairperson, Ashley Trzcinski on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

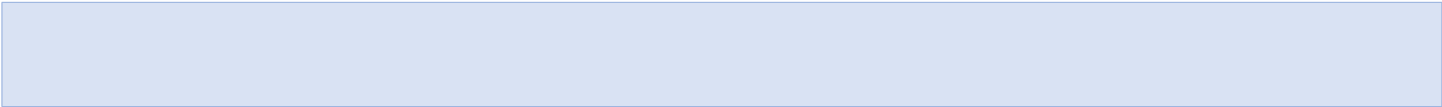


Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 15
- Resource Inequities 16
- School and Student Performance Data 17
 - Student Enrollment..... 17
 - Diagnostic Results - Math 19
 - Diagnostic Results - Reading 22
 - EL Diagnostic Results - Math 25
 - EL Diagnostic Results - Reading 27
 - Special Education Diagnostic Results - Math 29
 - Special Education Diagnostic Results - Reading 31
 - Disclaimer 33
 - CAASPP Results..... 34
 - ELPAC Results 38
 - Student Population 42
 - Overall Performance 43
 - Academic Performance 44
 - Academic Engagement 50
 - Conditions & Climate..... 53
- Goals, Strategies, & Proposed Expenditures..... 55
 - Goal 1 55
 - Goal 2 62
 - Goal 3..... 71
 - Goal 4..... 75
 - Goal 5..... 80
- Centralized Services for Planned Improvements in Student Performance 81
 - Goal 1 81
 - Goal 2..... 82
 - Goal 3..... 83

Goal 4.....	84
Goal 5.....	85
Budget Summary	86
Budget Summary	86
Other Federal, State, and Local Funds	86
Budgeted Funds and Expenditures in this Plan	87
Funds Budgeted to the School by Funding Source.....	87
Expenditures by Funding Source	87
Expenditures by Budget Reference	87
Expenditures by Budget Reference and Funding Source	87
Expenditures by Goal.....	87
School Site Council Membership	89
Recommendations and Assurances	90
Instructions.....	91
Instructions: Linked Table of Contents.....	91
Purpose and Description.....	92
Stakeholder Involvement.....	92
Resource Inequities	92
Goals, Strategies, Expenditures, & Annual Review	93
Annual Review	94
Budget Summary	95
Appendix A: Plan Requirements	97
Appendix B:.....	100
Appendix C: Select State and Federal Programs	102

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

John Otis uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement, and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. Due to COVID-19, principals are visiting classrooms remotely via Google Meets, during Distance Learning. In addition to these daily visits, each school has three visits from executive cabinet each year, which also look different due to the instruction being provided via Distance Learning. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year, schools were not able to use the CAASPP annual assessment to inform SPSA goals, since assessments were canceled due to COVID-19 and closure of in-school instruction. National School District uses iReady assessments, collected in August and December 2020, to inform SPSA goals. In addition, teachers meet in Data Teams bi-monthly to monitor student progress, inform instruction using the formative assessments provided in math and English Language Arts.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to COVID-19 and in-person school closures, all assessments have been collected via distance learning or asynchronous assessments. John A. Otis Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled in Illuminate, a district electronic database, which holds ELPAC data, Learning Headquarters Writing, behavior data, and District Assessments. Perhaps most unique is the ability for staff to configure data through Illuminate to efficiently evaluate individual, class-wide, grade level, and to develop customized programs that inform instruction. In addition, the formative assessments iReady and American Reading Company's Independent Reading Level Assessment (IRLA)/ Estructura para la Evaluacion del Nivel Independiente de Lectura (ENIL) have been implemented for the past two years to provide valid and reliable growth measures that are tied to common core state standards.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Grade level meetings are held to discuss district assessments, formative classroom assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Meetings are held bi-monthly to discuss formal assessment outcomes, ELD levels, and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Teachers can also monitor student progress via iReady reading and math lessons that are tied to CCSS. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on phonemic awareness, phonics, word recognition, reading fluency, and comprehension using iReady and IRLA assessments. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, SEBT assessments, ENIL, and reports provided on Imaging Learning to monitor their English Language acquisition. The upper-grade teaching staff is also involved in sampling students for performance on the literacy assessments from iReady Assessments, IRLA Assessments, Accelerated Reader, and classroom assessments. In writing, the Learning Headquarters and Benchmark writing programs are available. Teachers work together to ensure the rigor of the writing is a standard for their particular grade level.

John Otis Elementary School has worked with the National School District to align curriculum, instruction, and materials close to the CCSS. Two years ago we implemented the University California Irvine (UCI) Math units in all grade levels and administered assessments that are aligned to the priority standards that have been identified. In addition, iReady online lessons have been implemented to personalize instruction and provide students with the opportunity to practice skills at their level tied to CCSS. Teachers also utilize data from iReady lessons to monitor student progress.

Students who are having difficulty performing at grade level standards at John A. Otis Elementary School are supported on several levels, small group general instruction support, and Tier II/Tier III support. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Teachers meet with the Language Arts specialist and principal during Rtl meetings to monitor data, identify needs, and discuss targeted interventions to meet the needs of struggling students. Research-based strategies are implemented within the classrooms and small group intervention groups. This model has been fully implemented in transitional kindergarten through sixth grades.

We use several measures to assess whether or not students are responding to intervention and

modify the instruction based on assessment data. We use reports from our instructional software programs from iReady and IRLA assessments and document progress using School Pace. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, classroom teacher, language arts specialists, speech and language therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. In addition to interventions via distance learning, additional resources may include math and reading tutoring via REACH tutors, as well as practice using iReady lessons, Imagine Learning, ARC bookshelf, and other asynchronous activities.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District recruits and retains only teachers that are highly qualified in accordance with NCLB requirements. The staff at John A. Otis Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level CCSS. District-level staff development focuses on the key areas in CCSS language arts, mathematics, and ELD grade-level objectives and instructional practices to optimize student performance. The iReady online assessment is used during each testing window to determine students' math, phonics, reading comprehension, and vocabulary skills. In addition, online iReady instruction provides students with engaging personalized practice and support in reading and math to achieve proficiency. Illuminate data management systems provide access to past SBAC data, past CELDT data and current ELPAC, Writing, Behavior, and the full range of multiple measure assessments.

Due to COVID-19, all PD is being delivered online. Annually, a plan for staff development is designed based on the review of specific site data, including iReady Reading and Math, SchoolPace assessments, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, teaching staff along with feedback from the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade-level and in vertical (K-2, 3-4, 5-6, etc) planning groups. iReady, UCI Mathematics, ELA/ELD Curriculum/Framework, and implementation of technology are the focus of professional development for teachers in TK through 6th grade.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state-approved teacher induction program, either through the San Diego County Office of Education or the university system. Additional support is provided through grade-level colleagues.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using iReady data, IRLA/ENIL, and Illuminate NSD Data.

John Otis Elementary takes responsibility for student achievement through onsite professional development, individual and grade-level student achievement monitoring, and school-wide planning toward increased student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

John A. Otis Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. John A. Otis Elementary has a Language Arts Specialist which serves as a coach to ensure that our Impact Teachers provide targeted supports to our students.

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided by the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and grade-level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade-level standards in language arts and math, and then based on the data collected the staff reteaches the whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional small group intervention. The identified students are students in TK - 6 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers and/or Language Arts Specialist. Both highly effective software such as iReady, Imagine Learning, ARC Bookshelf, and RazKids provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing and reteaching skills allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings that are held virtually. Teachers plan instructional strategies, share ideas, concerns, and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade-level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress, and make recommendations for the next steps that need to take place to ensure optimum student achievement towards school-wide and district goals.

Primary grades staff utilize assessments related to phonemic awareness, phonics, word recognition, reading fluency, and comprehension to determine student progress. Teachers in Kindergarten through 2nd-grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and ENIL assessments. Upper-grade teachers also use iReady, IRLA, and STAR reading assessments to monitor the progress of their struggling readers. In writing, all teaching staff scores writing samples throughout the year. They identify the strengths and weaknesses of students' writing and determine the next steps for instruction in the area of writing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

John A. Otis Elementary has worked with the National School District to align curriculum, instruction, and materials closely to CCSS. John A. Otis Elementary School is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction, especially now that students are learning via distance learning. Benchmark Advance has been adopted K-6 to support reading, writing, speaking, listening, and language instruction, as well as integrated ELD support via mini-lessons. Benchmark Adelante series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd-grade bilingual program to transfer literacy skills to English and is aligned to CCSS. 2 – 6-grade students use SIPPS (Systematic Instruction of Phonics and Phonemic Awareness) as a Tier I intervention. Benchmark and Learning Headquarters are our core-writing programs in grades K – 6. Teachers use Benchmark ELD curriculum to deliver designated ELD lessons. We are using the Next Generation Science Standards. All students at John A. Otis receive a comprehensive, balanced instructional program in reading and language arts during their distance learning instruction. Students who are struggling with distance learning have been invited to participate in the Small Group Academic Support Program. A total of 56 students were invited to participate in small cohorts of 14 per class where they received tutoring support with online instruction. Students on an IEP receive services through the Resource Specialist Program, Counseling, and/or speech services as determined by the student's individual IEP. Students needing additional support are provided with Tier II or Tier III interventions by our Impact Teacher or LAS.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students attend school for 180 days per school year. There are 37 minimum days per school year, which are used for teacher planning and program articulation. Students in Transitional Kindergarten through sixth grades typically receive 302 average minutes of instruction for a regular school day. Due to COVID-19, the instructional minutes for online learning vary by grade level. The minimum instructional minutes during distance learning shall be as follows:

180 instructional minutes in kindergarten;
230 instructional minutes in grades 1 to 3, inclusive;
240 instructional minutes in grades 4 to 6, inclusive;

Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Enrichment Wheel, which provides all students enrichment classes in the areas of Art, Physical Education, and Performing Arts. The Enrichment Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings, we focus on Priority Standards from the CCSS and set SMART goals based on iReady data, IRLA/ENIL data, and discuss research-based CCSS instructional strategies that will enhance student performance.

Giving our students access to 1 to 1 technology is a center of attention especially now that we are in distance learning due to COVID-19. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment as well as give students access to synchronous and asynchronous instruction.

In addition to providing education to our students, John A. Otis Elementary School has made an effort to provide our parents with opportunities to learn more about how to support their child during distance learning during Coffee with the Principal and ELAC meetings.

John A. Otis Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. Benchmark Language Arts, UCI Math, and the GO Math programs are used to align lessons to the Common Core State Standards. A new bilingual series, Benchmark Adelante was adopted last year and has been fully implemented this school year. Benchmark Adelante series is utilized to meet the needs of students in the Kindergarten – 2nd-grade bilingual program. English Language Development (ELD) is addressed through the use of Benchmark ELD, the Systematic English Language Development, and Systematic Instruction in Phonemic Awareness (SIPPS) programs.

Teachers utilize Benchmark and Learning Headquarters curriculum to align with the district pacing guide in writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

iReady software also supports the standards-based curriculum at John Otis School by providing accurate assessment and engaging targeted instruction in language arts and mathematics. All students at John A. Otis Elementary use iReady on a daily basis. Students complete 40 hours a year of iReady software throughout the year in the areas of Reading, and Mathematics. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand in which they are having difficulty mastering.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math and language arts curriculum supply a framework for lesson pacing. ELA units are designed to add an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a regular basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Principal and Language Arts specialist work with teaching staff to provide additional support for students not reading at grade level during our RtI virtual sessions. In addition, schools are working with REACH staff to provide students with virtual tutoring support to assist students in math, language arts, and English Language Acquisition. Virtual Speech and Resource support are also available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Teachers and administrators continue to receive ELD Professional Development virtually through our ELD in Action Training provided by our District Resource Teachers. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools continue to have the support of a Parent Engagement resource teacher in 2020-2021. Also, the District will be providing parent classes virtually on best practices and how to support their children in math and ELA during Distance Learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At John Otis, parents are engaged in the process of developing the SPSA through the School Site Council and ELAC Committees. This year, all meetings have been held virtually, due to COVID-19. During these meetings, school-wide data is shared with parents and input is gathered. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council. In addition, parent input is gathered via online LCAP Parent survey sent to all families electronically.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Impact Teacher
3. Tutoring support
4. iReady, Imagine Learning, RazKids, and other computer-based learning programs
5. Teacher training in best practices for English Learners and under-performing children
6. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee. Due to COVID-19, and recommendations outlined in our Safe Re-opening Plan, we have suspended all volunteers from coming on campus; therefore all meetings are being held virtually.

To ensure effective parent and family engagement, John A. Otis Elementary include parents and the community in the decision-making process via our SSC and ELAC committees. To improve student academic achievement the School Plan for Student Achievement (SPSA) is jointly developed, reviewed, mutually agreed upon, and monitored by our SSC and ELAC committees. Committee members are involved in the decisions regarding how funds included in the SPSA will be allocated for activities that will improve student academic achievement and school performance. Academic achievement data is shared, and all activities and expenditures are reviewed, approved, and recommended by the SSC and ELAC to the local governing board. Once approved, the district publicizes the SARC by making it accessible on the District website. In addition, SSC periodically reviews and evaluates progress toward SPSA goals, and, as necessary, revises the SPSA to ensure

that all children receive a high-quality education. Data is used to monitor students' progress in efforts to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting these standards. Due to COVID-19, State Smarter Balanced assessments were canceled for the 2019-2020 school year. iReady data (collected in August and December, 2020) will be used to monitor goals and student progress.

Parents, staff, and students share the responsibility for improved student academic achievement. John A. Otis uses various methods to build and develop partnerships between parents and staff to help children achieve the state's high standards (weekly communication, parent conferences, and Student Support Team Meetings). During these meetings, parents and family members are informed that they can directly affect the success of their children's learning. Techniques and strategies are often provided to parents so they may assist their children at home in efforts to improve their children's academic success. The school ensures that teachers implement a well-rounded program of instruction to meet the academic needs of all students. Additional educational assistance is provided to individual students who need help in meeting academic standards.

The process used to gather information and input from SSC, ELAC, community/parent survey, and staff on the following dates: December 15, 2020, and January 12, 2021, School Site Council Meeting, and January 19, 2021, ELAC Committee Meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

An analysis was conducted on the budget we had last year aimed at increasing services for students. Data revealed that we had an inequity and we allocated the resources below needed to maintain services to students. We determined the following inequities:

Funds for after school interventions have been decreased this year due to COVID-19. However, we are working with REACH staff to provide additional tutoring support to students who are struggling with Distance Learning.

This year, we allocated minimal funds to Professional Development (PD) due to the number of PD sessions teachers have been receiving from the District. We are continuing to use Swing Subs to be able to complete PD offered by the District.

We continue to promote collaboration between grade-level teams. This year, all teachers are meeting virtually (Google Meets) due to in-school learning closures due to COVID-19.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.21%	%	0%	1		0
African American	2.13%	1.07%	0.7%	10	5	3
Asian	1.28%	1.72%	1.16%	6	8	5
Filipino	7.25%	5.79%	6.03%	34	27	26
Hispanic/Latino	84.65%	88.2%	89.79%	397	411	387
Pacific Islander	0.85%	0.64%	0.23%	4	3	1
White	2.99%	2.36%	1.39%	14	11	6
Multiple/No Response	%	%	0.7%			0
Total Enrollment				469	466	431

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	86	87	72
Grade 1	65	67	56
Grade 2	60	67	60
Grade3	70	62	66
Grade 4	59	64	57
Grade 5	64	54	66
Grade 6	65	65	54
Total Enrollment	469	466	431

Conclusions based on this data:

1. There has not been any significant change in student demographics.
2. Student enrollment has declined from 2018 to 2019. Enrollment at John Otis has dropped by about 35 students between 2018-2019 and 2019-2020.
3. Hispanic/Latino continues to be the largest subgroup 90% of our student population).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	272	278	279	58.0%	59.7%	64.7%
Fluent English Proficient (FEP)	61	55	49	13.0%	11.8%	11.4%
Reclassified Fluent English Proficient	41	17	21	14.3%	6.3%	7.6%

Conclusions based on this data:

1. The number of EL learners increased by 1 student from 2018-19 to 2019-2020.
2. The number of RFEP learners increased by 4 from 2018-2019 to 2019-2020 which is 7.6% of EL's enrolled.
3. John Otis EL enrollment trends indicate more EL's enrolled between 17-18 (58%) and 19-20 (65%).

School and Student Performance Data

Diagnostic Results - Math

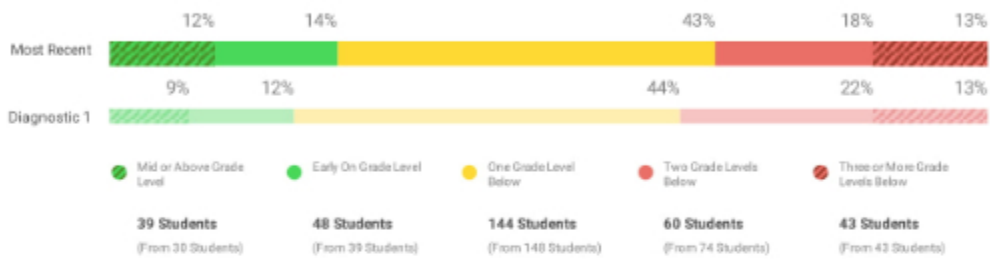
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 334/419



Switch Table View | Show Results By: Grade

Placement Summary | Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		31%	31%	38%	0%	0%	13/56
	Diagnostic 1		62%	8%	31%	0%	0%	
Grade 1	Most Recent		27%	7%	53%	13%	0%	45/54
	Diagnostic 1		18%	18%	49%	16%	0%	
Grade 2	Most Recent		16%	13%	45%	18%	9%	56/60
	Diagnostic 1		11%	11%	48%	27%	4%	
Grade 3	Most Recent		11%	5%	51%	24%	9%	55/64
	Diagnostic 1		13%	9%	38%	27%	13%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		5%	10%	47%	22%	17%	60/62
	Diagnostic 1		0%	7%	48%	28%	17%	
Grade 5	Most Recent		4%	21%	26%	21%	28%	57/59
	Diagnostic 1		2%	16%	33%	21%	28%	
Grade 6	Most Recent		6%	27%	40%	13%	15%	48/64
	Diagnostic 1		0%	13%	54%	17%	17%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- Fourth through 6th grade students showed growth from Diagnostic 1 to Diagnostic 2 in Early, Mid or Above Grade Level categories from Diagnostic 1 to Diagnostic 2. For primary students, only 2nd grade students showed growth in Early, Mid or Above Grade Level categories from Diagnostic 1 to Diagnostic 2.

2. Second and sixth grade made the most growth from Diagnostic 1 to Diagnostic 2 in math for students in the Early, Mid or Above Grade Level categories.
3. Third grade students scoring one grade level below (yellow) grew from 38% in Diagnostic 1 to 51% on Diagnostic 2.

School and Student Performance Data

Diagnostic Results - Reading

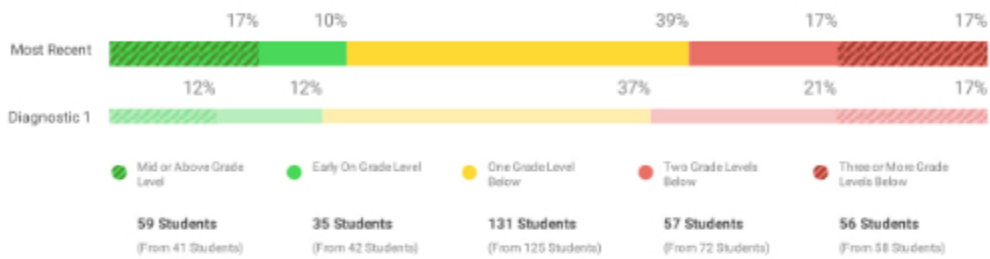
Diagnostic Results



School: Otis Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 338/419



Switch Table View | Show Results By: Grade

Placement Summary | Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		56%	11%	33%	0%	0%	9/56
	Diagnostic 1		56%	22%	22%	0%	0%	
Grade 1	Most Recent		23%	9%	50%	18%	0%	44/54
	Diagnostic 1		11%	11%	59%	18%	0%	
Grade 2	Most Recent		23%	7%	42%	23%	5%	57/60
	Diagnostic 1		11%	14%	47%	26%	2%	
Grade 3	Most Recent		21%	14%	31%	19%	16%	58/64
	Diagnostic 1		22%	16%	24%	28%	10%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Otis Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		15%	5%	53%	7%	20%	60/62
	Diagnostic 1		8%	3%	45%	12%	32%	
Grade 5	Most Recent		5%	12%	33%	21%	28%	57/59
	Diagnostic 1		5%	9%	25%	32%	30%	
Grade 6	Most Recent		13%	15%	25%	17%	30%	53/64
	Diagnostic 1		8%	21%	28%	15%	28%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- The percentage of first and second grade students performing Early, Mid, or Above Grade level on reading improved by 10 and 5 percentage points respectively between Diagnostic 1 and 2.

2. Third grade students performing Early, Mid, or Above Grade level on reading declined by 3 percentage points from 39% in Diagnostic 1 to 35% in Diagnostic 2.
3. The percentage of Fourth and Fifth grade students performing two, three, or more grade levels below on reading decreased by 17 and 13 percentage points respectively between Diagnostic 1 and Diagnostic 2.

School and Student Performance Data

EL Diagnostic Results - Math

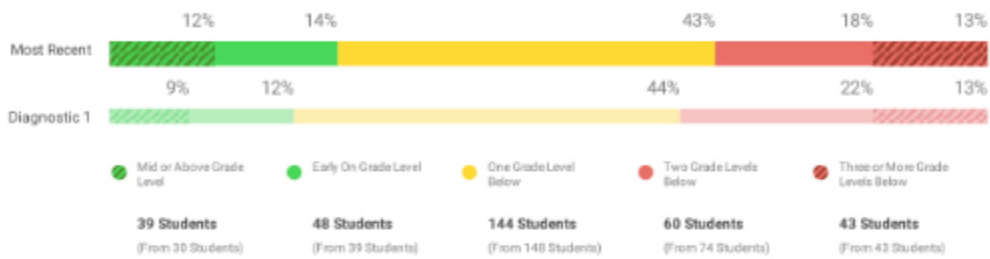
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 334/419



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner	Most Recent		9%	10%	44%	20%	16%	205/251
	Diagnostic 1		7%	8%	44%	26%	15%	
No - English Learner	Most Recent		16%	21%	41%	14%	9%	129/168
	Diagnostic 1		12%	18%	44%	16%	10%	

Conclusions based on this data:

1. The percentage of English Learners performing Early, Mid or Above Grade level on math improved from 15% in Diagnostic 1 to 19% in Diagnostic 2.
2. The percentage of English Learners performing two, three, or more grade levels below on math decreases from 41% in Diagnostic 1 to 36% in Diagnostic 2.
3. Our non-English learners are outperforming our English learners by 18% points in math for student performing Early, Mid, or Above Grade Level.

School and Student Performance Data

EL Diagnostic Results - Reading

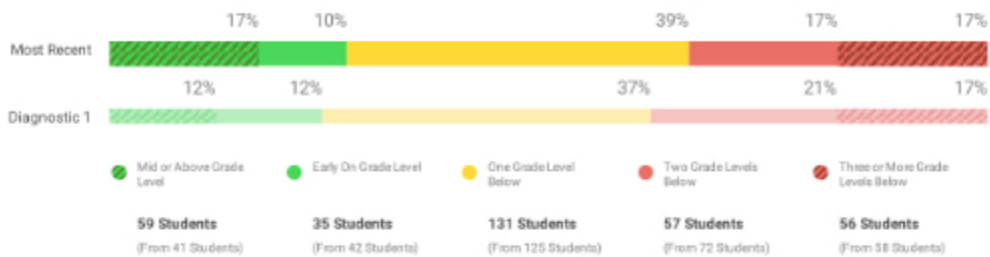
Diagnostic Results



School: Otis Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 338/419



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	14%	6%	40%	20%	21%	210/251
	Diagnostic 1	8%	7%	39%	25%	21%	
No - English Learner	Most Recent	23%	18%	37%	13%	9%	128/168
	Diagnostic 1	19%	21%	34%	16%	10%	

Conclusions based on this data:

1. The percentage of English Learners performing Early, Mid or Above Grade level on reading improved from 15% in Diagnostic 1 to 20% in Diagnostic 2.
2. The percentage of English Learners performing two, three, or more grade levels below on reading decreases from 46% in Diagnostic 1 to 41% in Diagnostic 2.
3. Our English Learners are performing substandard than our non-English Learners in reading.

School and Student Performance Data

Special Education Diagnostic Results - Math

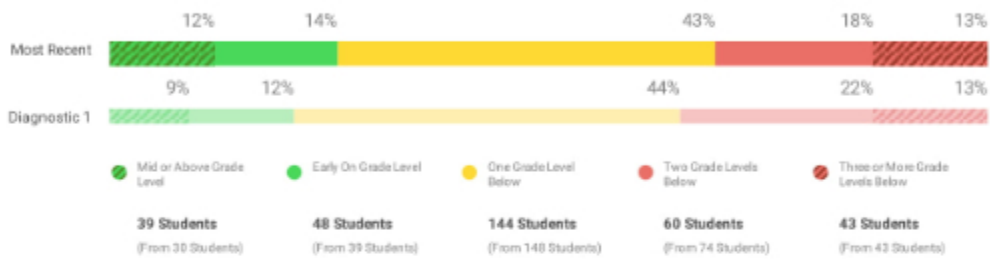
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 334/419



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent		3%	3%	25%	19%	50%	32/38
	Diagnostic 1		0%	6%	34%	19%	41%	
No - Special Education	Most Recent		13%	16%	45%	18%	9%	302/381
	Diagnostic 1		10%	12%	45%	23%	10%	

Conclusions based on this data:

1. Only 6% of our students in Special Education met the grade-level standards (students scoring At, Mid, or Above grade level) in Reading. There was no growth from diagnostic 1 to diagnostic 2.
2. Only 6% of Special Education students scored At, Mid, or Above Grade-Level standards in Reading, as compared to 29% of non-Special Education students.
3. The percentage of students in Special Education scoring Below or Severely below Grade-Level standards increased from diagnostic 1 (60%) to diagnostic 2 (69%).

School and Student Performance Data

Special Education Diagnostic Results - Reading

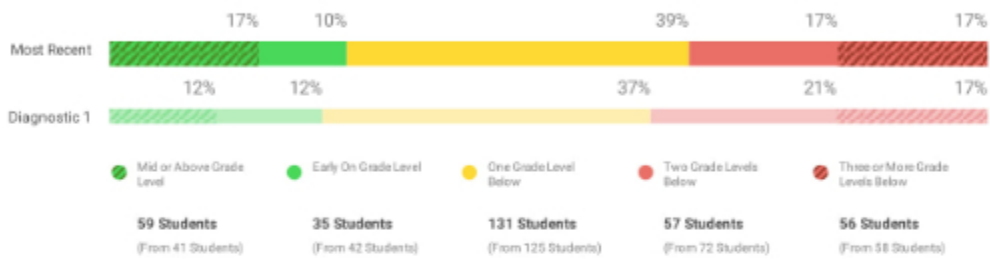
Diagnostic Results



School: Otis Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 338/419



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	3%	9%	15%	15%	58%	33/38
	Diagnostic 1	0%	6%	18%	15%	61%	
No - Special Education	Most Recent	19%	10%	41%	17%	12%	305/381
	Diagnostic 1	13%	13%	39%	22%	12%	

Conclusions based on this data:

1. Twelve percent of our students in Special Education met the grade-level standards (students scoring At, Mid, or Above grade level) in Reading. This was a 6% increase from diagnostic 1 (where only 6% met the grade-level standards) to diagnostic 2.
2. 73% of our students in Special Education are scoring below or severely below grade level standards. There was no significant decrease from diagnostic 1 (76%) to diagnostic 2 (73%).
3. Twelve percent of Special Education students scored At, Mid, or Above grade level, as compared to 29% of non-Special Education students.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	72	64	65	70	64	65	70	64	94.2	97.2	100
Grade 4	65	58	64	64	58	64	64	58	64	98.5	100	100
Grade 5	66	66	56	64	66	53	64	66	53	97	100	94.6
Grade 6	64	66	62	62	64	61	62	64	61	96.9	97	98.4
All Grades	264	262	246	255	258	242	255	258	242	96.6	98.5	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.	2388.	2389.	7.69	8.57	12.50	26.15	21.43	18.75	24.62	34.29	29.69	41.54	35.71	39.06
Grade 4	2420.	2437.	2445.	7.81	13.79	18.75	21.88	24.14	29.69	25.00	20.69	15.63	45.31	41.38	35.94
Grade 5	2509.	2495.	2499.	15.63	19.70	18.87	40.63	33.33	32.08	26.56	21.21	22.64	17.19	25.76	26.42
Grade 6	2531.	2543.	2529.	19.35	17.19	14.75	35.48	50.00	40.98	27.42	17.19	21.31	17.74	15.63	22.95
All Grades	N/A	N/A	N/A	12.55	14.73	16.12	30.98	32.17	30.17	25.88	23.64	22.31	30.59	29.46	31.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.85	10.00	10.94	41.54	50.00	50.00	44.62	40.00	39.06
Grade 4	12.50	13.79	14.06	45.31	55.17	60.94	42.19	31.03	25.00
Grade 5	18.75	18.18	13.21	65.63	51.52	60.38	15.63	30.30	26.42
Grade 6	20.97	23.44	18.03	54.84	57.81	55.74	24.19	18.75	26.23
All Grades	16.47	16.28	14.05	51.76	53.49	56.61	31.76	30.23	29.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.85	14.29	10.94	38.46	35.71	34.38	47.69	50.00	54.69
Grade 4	9.38	10.34	12.50	43.75	41.38	53.13	46.88	48.28	34.38
Grade 5	26.56	28.79	18.87	54.69	39.39	45.28	18.75	31.82	35.85
Grade 6	24.19	26.56	26.23	46.77	48.44	49.18	29.03	25.00	24.59
All Grades	18.43	20.16	16.94	45.88	41.09	45.45	35.69	38.76	37.60

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.31	12.86	12.50	69.23	67.14	57.81	18.46	20.00	29.69
Grade 4	10.94	17.24	10.94	60.94	56.90	68.75	28.13	25.86	20.31
Grade 5	14.06	9.09	18.87	64.06	69.70	64.15	21.88	21.21	16.98
Grade 6	16.13	20.31	16.39	61.29	67.19	62.30	22.58	12.50	21.31
All Grades	13.33	14.73	14.46	63.92	65.50	63.22	22.75	19.77	22.31

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.77	10.00	15.63	52.31	57.14	50.00	36.92	32.86	34.38
Grade 4	12.50	20.69	15.63	56.25	50.00	56.25	31.25	29.31	28.13
Grade 5	29.69	33.33	30.19	48.44	45.45	52.83	21.88	21.21	16.98
Grade 6	33.87	29.69	37.70	51.61	59.38	42.62	14.52	10.94	19.67
All Grades	21.57	23.26	24.38	52.16	53.10	50.41	26.27	23.64	25.21

Conclusions based on this data:

1. The overall percentage of students at Met or Exceeding Language Arts achievement is at 45% .
2. 55% did not meet the standards in ELA.
3. Although the percent of students at Met or Exceed Standards decreased by 1% from 2017-18 to 2018-19, the distance from standard also decreased -1 from -20 to -21. This indicates that more students are getting closer to proficiency in the standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	72	64	68	71	64	68	71	64	98.6	98.6	100
Grade 4	65	58	64	65	58	64	65	58	64	100	100	100
Grade 5	66	66	56	64	66	53	64	66	53	97	100	94.6
Grade 6	64	66	62	63	65	61	63	65	61	98.4	98.5	98.4
All Grades	264	262	246	260	260	242	260	260	242	98.5	99.2	98.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2400.	2402.	8.82	2.82	7.81	20.59	26.76	31.25	23.53	33.80	23.44	47.06	36.62	37.50
Grade 4	2424.	2454.	2454.	3.08	8.62	6.25	15.38	22.41	29.69	43.08	39.66	37.50	38.46	29.31	26.56
Grade 5	2503.	2461.	2492.	17.19	9.09	15.09	21.88	7.58	28.30	34.38	37.88	20.75	26.56	45.45	35.85
Grade 6	2530.	2544.	2519.	22.22	23.08	16.39	17.46	33.85	27.87	38.10	26.15	27.87	22.22	16.92	27.87
All Grades	N/A	N/A	N/A	12.69	10.77	11.16	18.85	22.69	29.34	34.62	34.23	27.69	33.85	32.31	31.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.24	18.31	15.63	36.76	39.44	46.88	50.00	42.25	37.50
Grade 4	7.69	24.14	23.44	30.77	34.48	37.50	61.54	41.38	39.06
Grade 5	26.56	13.64	22.64	35.94	31.82	33.96	37.50	54.55	43.40
Grade 6	30.16	33.85	31.15	42.86	41.54	34.43	26.98	24.62	34.43
All Grades	19.23	22.31	23.14	36.54	36.92	38.43	44.23	40.77	38.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.29	8.45	15.63	50.00	50.70	45.31	39.71	40.85	39.06
Grade 4	6.15	10.34	9.38	43.08	50.00	46.88	50.77	39.66	43.75
Grade 5	17.19	7.58	9.43	50.00	45.45	50.94	32.81	46.97	39.62
Grade 6	17.46	23.08	8.20	39.68	47.69	60.66	42.86	29.23	31.15
All Grades	12.69	12.31	10.74	45.77	48.46	50.83	41.54	39.23	38.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	11.27	15.63	48.53	60.56	51.56	39.71	28.17	32.81
Grade 4	10.77	15.52	18.75	50.77	46.55	43.75	38.46	37.93	37.50
Grade 5	23.44	10.61	16.98	50.00	45.45	52.83	26.56	43.94	30.19
Grade 6	20.63	24.62	18.03	39.68	46.15	52.46	39.68	29.23	29.51
All Grades	16.54	15.38	17.36	47.31	50.00	50.00	36.15	34.62	32.64

Conclusions based on this data:

1. The percentage of students meeting the standards on CAASPP math data for 2018-19 was 40%, this was a 7% increase.
2. The Distance from Standard for Math increased 3 points between 2017-18 and 2018-19 from -37 to -34 which indicates more students are approaching proficiency in the math standards.
3. Most grade levels showed positive growth in math and are at or above the district average.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1403.7	1403.1	1408.6	1414.3	1392.1	1376.5	65	58
Grade 1	1465.0	1443.8	1450.8	1442.2	1478.6	1445.0	50	47
Grade 2	1488.8	1483.4	1481.0	1487.7	1496.0	1478.6	41	47
Grade 3	1493.4	1480.5	1485.7	1473.9	1500.7	1486.6	38	31
Grade 4	1494.6	1522.3	1493.7	1519.2	1495.2	1524.8	26	35
Grade 5	1501.2	1510.1	1499.3	1504.5	1502.6	1515.4	15	19
Grade 6	1503.6	1507.9	1488.9	1509.8	1517.8	1505.8	12	12
All Grades	1466.9		1459.5		1471.3		247	249

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.00	3.45	24.62	32.76	23.08	43.10	32.31	20.69	65	58
1	38.00	8.51	28.00	27.66	24.00	38.30	*	25.53	50	47
2	41.46	6.38	43.90	61.70	*	27.66	*	4.26	41	47
3	*	0.00	44.74	48.39	31.58	32.26	*	19.35	38	31
4	*	22.86	65.38	40.00	*	31.43	*	5.71	26	35
5	*	10.53	*	21.05	*	63.16	*	5.26	15	19
6	*	0.00	*	50.00	*	25.00	*	25.00	12	12
All Grades	23.48	7.63	38.06	40.16	23.08	36.95	15.38	15.26	247	249

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.15	10.34	23.08	32.76	18.46	34.48	32.31	22.41	65	58
1	44.00	14.89	22.00	29.79	*	34.04	*	21.28	50	47
2	53.66	29.79	31.71	48.94	*	19.15	*	2.13	41	47
3	*	19.35	42.11	41.94	*	22.58	*	16.13	38	31
4	*	42.86	57.69	40.00	*	11.43	*	5.71	26	35
5	*	15.79	*	73.68	*	5.26	*	5.26	15	19
6	*	33.33	*	41.67	*	16.67	*	8.33	12	12
All Grades	34.82	22.09	32.39	40.96	17.81	23.69	14.98	13.25	247	249

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	16.92	1.72	*	24.14	40.00	56.90	29.23	17.24	65	58
1	38.00	8.51	32.00	21.28	*	42.55	*	27.66	50	47
2	34.15	2.13	39.02	42.55	*	42.55	*	12.77	41	47
3	*	0.00	*	29.03	42.11	41.94	28.95	29.03	38	31
4	*	20.00	*	28.57	*	34.29	*	17.14	26	35
5	*	5.26	*	5.26	*	68.42	*	21.05	15	19
6	*	0.00	*	8.33	*	41.67	*	50.00	12	12
All Grades	19.43	5.62	27.13	26.10	28.34	46.59	25.10	21.69	247	249

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46	8.62	38.46	75.86	23.08	15.52	65	58
1	56.00	27.66	30.00	61.70	*	10.64	50	47
2	73.17	34.04	*	65.96	*	0.00	41	47
3	*	12.90	63.16	64.52	*	22.58	38	31
4	*	25.71	65.38	62.86	*	11.43	26	35
5	*	0.00	*	89.47	*	10.53	15	19
6	*	16.67	*	75.00	*	8.33	12	12
All Grades	44.94	19.68	42.51	69.08	12.55	11.24	247	249

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.54	18.97	41.54	50.00	36.92	31.03	65	58
1	42.00	6.38	44.00	65.96	*	27.66	50	47
2	48.78	23.40	41.46	72.34	*	4.26	41	47
3	47.37	35.48	42.11	48.39	*	16.13	38	31
4	46.15	62.86	50.00	31.43	*	5.71	26	35
5	*	63.16	*	31.58	*	5.26	15	19
6	*	33.33	*	50.00	*	16.67	12	12
All Grades	39.68	29.72	43.32	53.01	17.00	17.27	247	249

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.62	77.59	23.08	22.41	65	58
1	54.00	23.40	30.00	46.81	*	29.79	50	47
2	51.22	8.51	36.59	76.60	*	14.89	41	47
3	*	3.23	52.63	58.06	36.84	38.71	38	31
4	*	14.29	65.38	62.86	*	22.86	26	35
5	*	10.53	*	63.16	*	26.32	15	19
6	*	0.00	*	41.67	*	58.33	12	12
All Grades	27.13	9.24	47.77	64.26	25.10	26.51	247	249

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46	34.48	41.54	41.38	20.00	24.14	65	58
1	24.00	8.51	64.00	59.57	*	31.91	50	47
2	34.15	6.38	65.85	78.72	22.64	14.89	41	47
3	*	6.45	76.32	83.87	*	9.68	38	31
4	*	14.29	65.38	71.43	*	14.29	26	35
5	*	5.26	*	89.47	*	5.26	15	19
6	*	0.00	100.00	75.00	*	25.00	12	12
All Grades	22.27	14.06	61.94	66.67	15.79	19.28	247	249

Conclusions based on this data:

1. Based on the 2018-19 ELPAC data, 8% of students scored a level 4 for the overall category. 22% scored a level 4 in the Oral domain with only 7% scoring at a level 4 in the Written domain.
2. Students performed the best in the Speaking domain with 30% scoring at a level 4.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
466	84.3	59.7	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	59.7
Homeless	47	10.1
Socioeconomically Disadvantaged	393	84.3
Students with Disabilities	40	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
Asian	8	1.7
Filipino	27	5.8
Hispanic	411	88.2
Two or More Races	1	0.2
Pacific Islander	3	0.6
White	11	2.4





Conclusions based on this data:

1. John Otis students predominately come from low socio-economic homes and identify as Hispanic.
2. Another large subgroup of students at John Otis is English Learners. Approximately 88% of students enrolled belong to this subgroup.
3. Students with disabilities make up about 9% of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="766 506 854 537">Yellow</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1247 506 1334 537">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="289 705 376 737">Yellow</p>		

Conclusions based on this data:

1. John Otis' scores for ELA are Orange and for math they are Yellow.
2. Chronic absenteeism is also Yellow.
3. The suspension rate is in Orange which indicates a need to improve in that area.

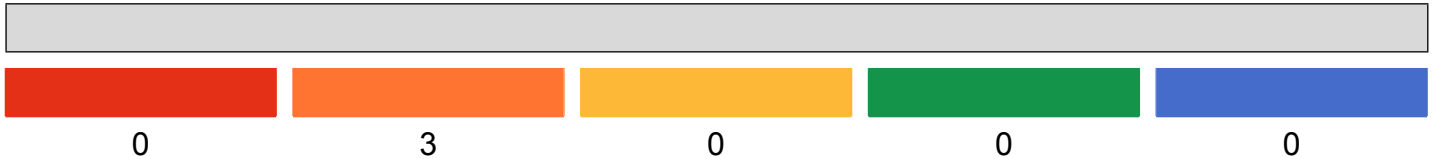
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>20.8 points below standard</p> <p>Maintained -0.6 points</p> <p>233</p>	<p>English Learners</p> <p>Orange</p> <p>27.5 points below standard</p> <p>Maintained -0.2 points</p> <p>162</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>53.4 points below standard</p> <p>Declined -4.2 points</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>22.7 points below standard</p> <p>Maintained ++1.8 points</p> <p>211</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>100.2 points below standard</p> <p>Increased Significantly ++24.2 points 28</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 38.1 points above standard Maintained ++1.1 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.2 points below standard Maintained -1.1 points 195	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 36.9 points below standard Increased ++5.2 points 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76 points below standard Declined -5 points 96	43 points above standard Declined -14 points 66	7 points below standard Maintained -0.4 points 68

Conclusions based on this data:

1. All students and subgroups of students maintained performance in English Language Arts (ELA). Homeless students declined their performance -4.2 points in ELA while students with disabilities significantly increased their performance by 24.2 points.
2. Hispanic and Filipino students maintained ELA performance while White students increased by 5.2 points.
3. Our current English learners and Reclassified English learners declined significantly in their performance in ELA, -5 and 14 points, respectively. These scores indicate a strong need to improve instruction for these subgroup of students.

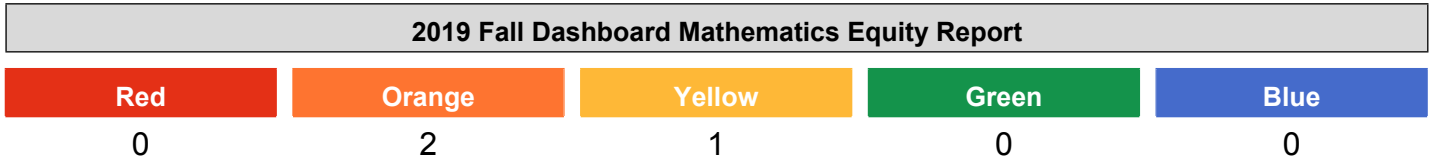
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 33.4 points below standard Increased ++3.6 points 232	<p>English Learners</p>  Orange 36 points below standard Maintained ++2.6 points 161	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 73.6 points below standard Declined -3.9 points 21	<p>Socioeconomically Disadvantaged</p>  Yellow 36 points below standard Increased ++6.8 points 211	<p>Students with Disabilities</p>  No Performance Color 115.5 points below standard Increased Significantly ++20.6 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 16.8 points above standard Increased ++12.1 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.7 points below standard Maintained ++1.5 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 56.2 points below standard Declined -8.1 points 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.8 points below standard Declined -4.6 points 95	15.7 points above standard Maintained -1.1 points 66	28.1 points below standard Increased ++5 points 68

Conclusions based on this data:

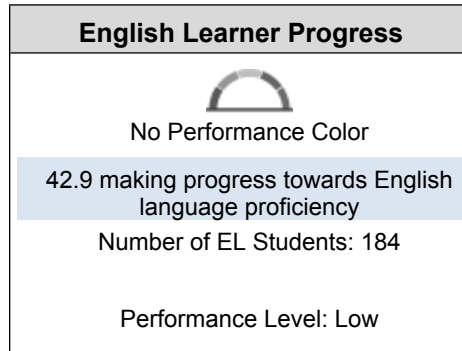
1. All students and subgroups of students increased significantly or maintained in the area of math except for homeless students who declined by -3.9 points.
2. Filipino students are scoring about 17 points above standard. All other subgroups are about 36 points below standard with exception of homeless and students with disabilities that are approximately 74 and 115 points below standards, respectively.
3. Reclassified English learners are performing at 15.7 points above standard. The other groups of English learners performed below standard; however, our English only students increased by 5 points. Our current English learners declined by 4.6 points scoring 72 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41	64	4	75

Conclusions based on this data:

1. Approximately 43% of English learners are making progress toward English language proficiency indicating a need for more intensive English language development.
2. The majority of English learners progressed at least one ELPI level with 75% showing growth. 64% maintained their ELPI level.
3. 41% of ELs decreased one ELPI Level.

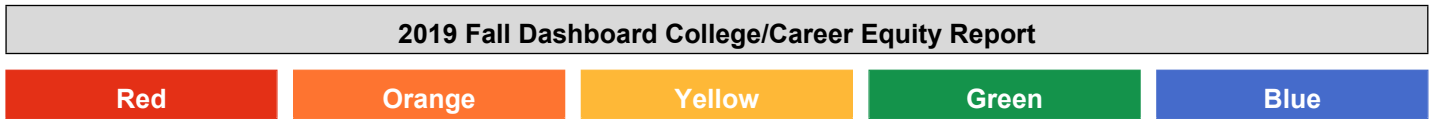
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

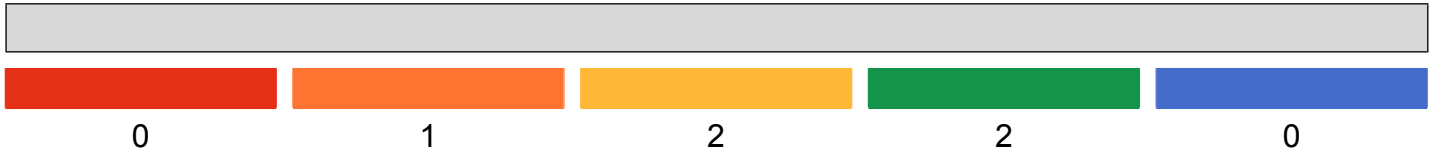
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Green</p>	<p>No Performance Color</p>
10.5	8.1	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.8	Declined Significantly -15.9	1
496	297	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p>	<p>Green</p>	<p>Yellow</p>
21.6	9.5	12.2
Declined -16.5	Declined Significantly -17.3	Declined -15.2
51	420	49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 3.4 Declined -12.8 29
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8 Declined Significantly -17.3 437	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 9.1 Declined -30.9 11

Conclusions based on this data:

1. All subgroups showed a decline in chronic absenteeism.
2. English learners and socioeconomically disadvantage students subgroup showed a significant decline in chronic absenteeism.
3. Chronic absenteeism for Hispanic subgroup declined significantly by-17.3.

School and Student Performance Data

Academic Engagement Graduation Rate

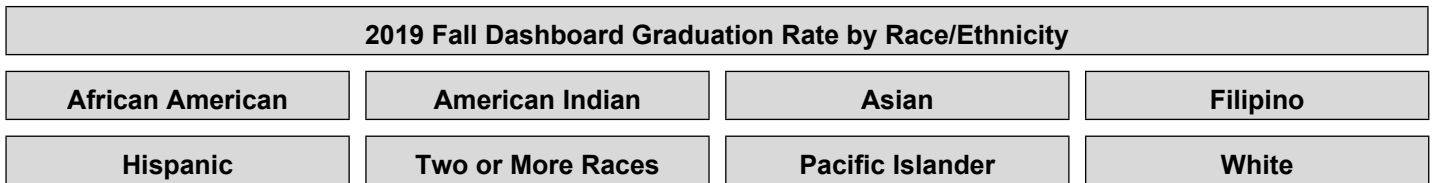
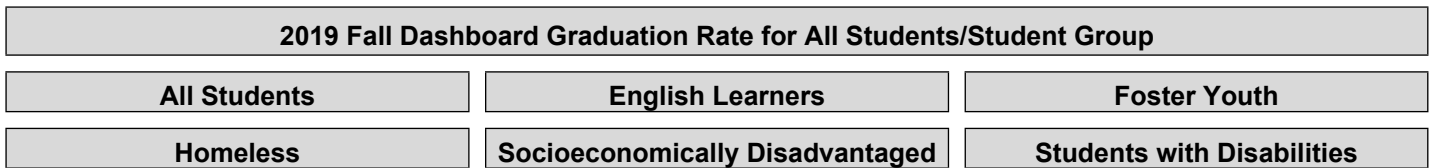
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

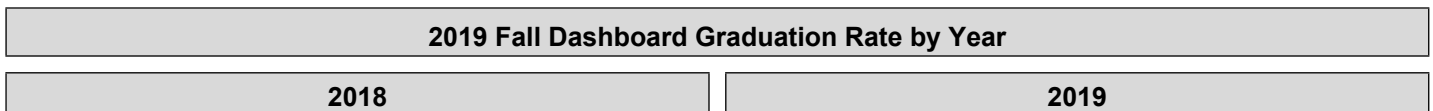
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

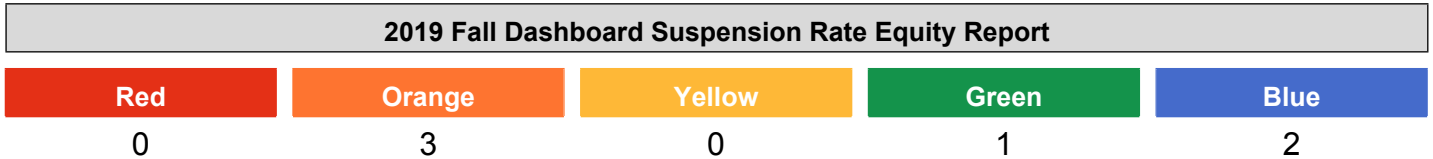
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.5 Increased +1.5 523	<p>English Learners</p>  Green 0.3 Increased +0.3 310	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  Blue 0 Maintained 0 55	<p>Socioeconomically Disadvantaged</p>  Orange 1.8 Increased +1.8 439	<p>Students with Disabilities</p>  Orange 1.9 Increased +1.9 54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> 11	 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">1.5</div> Increased +1.5 458	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 3	 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Maintained 0 11

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.5

Conclusions based on this data:

1. John Otis's suspension data increased 1.5% in 2018-2019.
2. Homeless students maintained while students with disabilities, English learners, and socioeconomically disadvantaged showed the greatest increase in suspensions with an increase of 1.9, 0.3, and 1.8 respectively.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to achieve at grade level expectations after five years in National School District Schools.

Goal 1

As a result of school closures due to the COVID-19 pandemic, all 2019-2020 State assessments were suspended, therefore 2018-2019 CAASPP and ELPAC scores will be used. At John Otis, the percentage of English learners performing at Meet or Exceed standards on CAASPP will increase in ELA by four percent and in math by two percent. The Distance from Standard for ELA for English Learners at John Otis Increased from -91 to -76 with a change of 15. The Distance from Standard for Math for English Learners at John Otis Increased from -81 to -72 with a change of 9. English Learner Reclassification rate will increase by 3% in 2020-2021 from 7.6% in 2019 to 10% in 2020-2021.

Identified Need

According to CAASPP ELA scores the percentage of English learners at JO is increasing from 84 to 93 from 2017-18 to 2018-19 with a change of +9%. In 2018-2019 John Otis's reclassification rate was 15.83%, this is a decrease from 19.12% in 2017-18. Additionally, on the math performance scores, the percentage of English learners increased from 86 to 90 from 2017-18 to 2018-19 with a change of +4%. This indicates a continued focus on math language and academic vocabulary to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	21% Meet or Exceed Standards	25% Meet or Exceed Standards
CAASPP Math EL Data	19% Meet or Exceed Standards	21% Meet or Exceed Standards
ELPAC Overall Data	7% Level 4	10% Level 4
ELPAC Oral Data	22% Level 4	25% Level 4
ELPAC Written Data	5% Level 4	7% Level 4
iReady ELA EL data	20% of students in Tier 1 (average of grades K-6)	23% of students in Tier 1 (average of grades K-6)
iReady Math EL data	19% of students in Tier 1 (average of grades K-6)	22% of students in Tier 1 (average of grades 1-6)
Reclassification Rate	7.6% students reclassified in 2019-2020	10% students reclassified

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

NSD implemented English Language Arts adoptions in 2019-2020. John Otis will:

- Continue teacher development and implementation of the CA ELA standards with the Common Core math and ELA/ELD frameworks to assist with deepening ELD implementation through instructional strategies. Continued professional development, held virtually, will allow greater growth for English Learners.
- Continue virtual teacher training targeting ELD differentiation activities to use during instructional delivery. Analysis of student results will continue during Data Team time. Data team meetings are monitored and follow a continuous cycle of improvement, including Data analysis, goal setting, results assessment, and next steps planning
- Additional resource teacher support will be added to assist teacher planning and preparation, as well as lesson demonstration.
- Analyze the effectiveness of ELD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links to determine student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Bilingual Liaison
140,000	District Funded LAS
5,760	District Funded Assessment Center Support
0	Title I Textbooks (Cost embedded in Goal 2)
0	Title I Materials and resources (Cost embedded in Goal 2)
0	Title I

	In House Production (Cost embedded in Goal 2)
0	Title I Materials for Classrooms (Cost embedded in Goal 2)
0	Title I Books other than textbooks (Cost embedded in Goal 2)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Stakeholder feedback identified expanding current ELA/ELD framework professional development to integrate with ELA materials resources. In 2019-2020 John Otis will:

- Provide virtual ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources with the addition of two ELD resource teachers.
- Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners in ELA and math.
- Provide additional time at the District/Site early out Thursday virtual professional development to share successful strategies.
- Analyze the effectiveness of strategies specifically targeted to English Learners generated during Data Team time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded District Resource Teachers
0	District Funded Enrichment Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

During the 2019-2020 school year, John Otis will:

- Monitor the use of Imagine Learning licenses at each school with the goal of 20 hours per year for all English Learners.
- Analyze Imagine Learning data during principal/superintendent and Data Teams time to determine the movement of Level 1, 2, and 3 English Learners.
- Work with Imagine Learning personnel to provide in-service training for all teachers on how to target specific needs of ELs and specific strategies and increased time and services to the Priority 1 Long Term English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Technology Liaison (Cost embedded in Goal 2)
0	Title I Technology Support (Cost embedded in Goal 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

2019-2020 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. English Language Arts/ English Learner Resource Teacher(s) would assist teachers during the Data Teams, model English Learner I lessons, and provide principals with assistance to develop English Learner goals and actions at their school site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Materials, Supplies, and Resources (Cost embedded in Goal 2)
0	District Funded DRT (English Learner)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Instructional Technology- Students at John Otis are prescribed software usage depending on their needs.

- All EL students work towards a minimum usage on iReady ELA or Math.
- Students who have been identified as Beginning, Early Intermediate, and Intermediate on ELPAC assessments will use Imagine Learning.
- Accelerated Reader
- Raz Kids

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Title I

Other Computer Apps and Software (Raz Kids, and Scholastic -Cost embedded in Goal 2)

0

LCAP

Other Computer Apps and Software (Raz Kids, and Scholastic -Cost embedded in Goal 2)

0

District Funded

Imagine Learning

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Extended Learning Time:

Extended learning opportunities have been established to support students who are not meeting English Language growth expectations. These include:

- Impact Teacher and Language Arts Specialist (LAS) will provide ELD instruction to English learners. LAS is highly qualified in

assessment and instruction in ELA. She supports students by providing differentiated small group instruction in English language

development.

- After School Intervention Program:
- REACH personnel collaborates with site principal and school staff to ensure REACH program supports school goals.
- After school classes that provide small group support through the SES program for our Long Term English Language Learners.
- Additional materials and resources will be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

Impact Teachers (Cost embedded in Goal 2)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is a need to support students with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction. Providing students an opportunity to practice their English Language Development during Distance Learning has also been challenging.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for many of our students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance

LEA/LCAP Goal

LCAP GOAL #2: Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem-solving as needed for future success. As a result of school closures due to the COVID-19 pandemic, all 2019-2020 State assessments were suspended, therefore 2018-2019 CAASPP and ELPAC scores will be used.

Goal 2

- 2A.
ELA Smarter Balanced Assessment will increase from 45 percent in 2018-2019 to 50 percent in 2019-2020.
Math Smarter Balanced Assessment will increase from 40 percent in 2018-2019 to 45 percent in 2019-2020
- 2B. iReady results in English Language Arts results (mid) end of year 2020:
Students with Disabilities: 12%
English Learner: 20%
All students: 27%
- iReady results in math proficiency results (mid) end of year 2020:
Students with Disabilities: 6%
English Learner: 19%
All students: 26%
- A. The percentage of all students performing at Meet or Exceed standards on the ELA CAASPP will increase by 5% in 2019-2020.
- B. The percentage of all students performing at Meet or Exceed standards on the Math CAASPP will increase by 5% in 2019-2020.

Identified Need

CAASPP data was not updated for the 2019-2020 school year, because of the cancelation of SBAC due to COVID-19 and in-person school closures.

According to CAASPP ELA scores the percentage of students at JO is increasing from 84 to 93 from 2017-18 to 2018-19 with a change of +9%. Additionally, math performance scores the percentage of English learners at JO is increasing from 86 to 90 from 2017-18 to 2018-19 with a change of +4%. This indicates a continued focus on math language and vocabulary to support student achievement.

SBAC Baseline Results: CAASPP results indicate 45 percent of all students at John Otis are proficient in ELA, and although an increase the data indicates a near 55 percent of students are not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (40 percent) indicates about 60 percent of students are not meeting proficiency. The target increase for 17-18 in ELA was 46 percent and math 33 percent, performance data

indicates that John Otis met the goal for ELA but did not meet the goal for math. NSD is in its sixth year of Common Core implementation, and as the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for greater support for the instructional implementation of the expectations established in the CA ELA and math frameworks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	45% Meet or Exceed Standards	48% Meet or Exceed Standards
CAASPP Math All students	40% Meet or Exceed Standards	42% Meet or Exceed Standards
iReady Reading All students	27% of students at Tier 1 (average of grades K-6)	30% of students in Tier 1 (average of grades 1-6)
iReady Math All students	26% of students at Tier 1 (average of grades K-6)	29% of students in Tier 1 (average of grades 1-6)
CAASPP ELA SWD	11% Meet or Exceed Standards	14% Meet or Exceed Standards
CAASPP Math SWD	11% Meet or Exceed Standards	13% Meet or Exceed Standards
iReady Reading SWD	12% of students at Tier 1 (average of grades K-6)	15% of students in Tier 1 (average of grades 1-6)
iReady Math SWD	6% of students at Tier 1 (average of grades K-6)	9% of students in Tier 1 (average of grades 1-6)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue to fund Enrichment Teachers to release John Otis teachers for Data Team collaboration time. During this release time, teachers will monitor progress and reflect on instructional practices, unpack priority standards, create pre-and post-assessments every two weeks to analyze student growth. This time will allow teachers to create re-teaching opportunities differentiated for English Learners, Students with Disabilities, and collaboratively planned toward increased student achievement in English Language Arts.
- Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and math.
- Provide continued Data Teams and CA frameworks training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Supplemental Materials & Textbooks
1,000	LCAP Supplemental Materials & Textbooks
1,000	Title I Teacher Extra Time
2,000	LCAP In-house Production
2,000	Title I In-house Production

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs in 2019-2020 NSD will:

- Incorporate instructional technology into enrichment units and classrooms.
- Incorporate innovative instructional approaches (project-based learning, maker spaces, engineering, outdoor learning environments, independent reading areas) into enrichment units.
- Continue to provide training and curriculum development opportunities for teachers and enrichment teachers to support student achievement.
- Purchase and stock needed materials for the enrichment program and classrooms.
- Provide program supervision to ensure continuous program improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

TK Students

Strategy/Activity

EARLY INTERVENTION/LITERACY

3. In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. In 2019-2020, NSD will:

- Continue class size reduction in transitional kindergarten.
- Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time and data team process.
- Purchase materials for TK classrooms to individualize instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

818

Source(s)

LCAP
Materials, Supplies, and Resources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Preschool Students

Strategy/Activity

Transition plans for assisting preschool children in the successful transition to the school-wide program

1. TK and Kindergarten letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.
2. TK and Kindergarten readiness meeting at John Otis Elementary is conducted each year during April/May. Information provided to parents regarding the transition from preschool on school readiness, social-emotional, Math, English Language Arts, and ELD needs
3. Mail kinder readiness packets to families for Kinder students who do not attend preschool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCAP

Stamps/Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5. Based on student performance and a standards audit of the ELA and math RCD units, NSD shifted to UCI math and new ELA resources. Teachers and administrators completed overview training on the ELA/ELD and math frameworks. A focus on understanding the concepts of the frameworks and how they should be implemented in the classroom was implemented. Teachers continued to collaboration time focused on how the new resources supported the standards and the framework. District resource teachers were trained as trainers on the new frameworks and assisted the implementation of the Common Core standards. Consultants from UCI were contracted to coach leadership and assist in implementation.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue in ELA and math frameworks.
- Support administrators and teachers in aligning ELA/ELD framework to NSD curriculum resources.
- Consultants or other trainers and coaches may be contracted to assist with the work.
- Teachers will use collaboration time to plan instruction in efforts to increase student achievement.

- Funding is available for Teachers to attend conferences and to be reimbursed for mileage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Travel & Conference
3,000	Title I Professional/Consulting & Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Technology- Students at John Otis are prescribed software usage depending on their needs.

- iReady-All Students work towards a minimum usage on iReady software (40 hours combined usage for Reading and Math a year) and meet an acceptable performance (65%

or better).

- Imagine Learning-ELL students who have been identified as Beginning, Early Intermediate and Intermediate on the ELPAC assessment use Imagine Learning.
- Accelerated Reader
- Raz Kids
- First in Math

The site Administrator will monitor student achievement via monthly progress reports. Data is shared with teachers during Rtl meetings as well as via shared Google Folder.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Title I

	Other Computer Apps and Software (Raz Kids, Scholastic, Mystery Science)
6,000	LCAP Other Computer Apps and Software (Raz Kids, Scholastic, Mystery Science)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Learning Time:

Extended learning opportunities have been established to support students who are not meeting grade-level academic growth expectations. These include:

- Language Arts Specialist and Impact Teacher Support in and outside the Classroom
- After School Intervention Program
- REACH personnel collaborates with site principal and school staff to ensure the REACH program supports school goals.
- After school classes that provide small group support through the SES program for our Long-Term English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I Impact Teachers
9,000	Title I Teacher Extra Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure services of technology department so that hardware and software are running smoothly for minimal interruptions of learning software.

- District Technology Support
- Technology Liaison to support teachers with all of our learning software systems.

- Technology Upgrade for classrooms-In order to ensure access to up to date equipment for our students and staff (teacher computers, docucams, printers, equipment to prepare materials), an equipment replacement line item on our budget is available.
- Classroom technology
- Equipment replacement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	District Funded Technology Support
1,000	Title I Technology Liaison
1,000	LCAP Equipment, Replacement (Reserve)
1,000	LCAP Computer Repair & Agreement

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended learning opportunities have been established to support students who are not meeting grade-level growth expectations.

- Monthly logs from LAS and Impact teachers to document student progress.
- Foundation training opportunities will be offered by the Language Arts Specialist.

Students in all extended learning intervention classes receive a pre/post-assessment. Student results are analyzed regularly to ensure that students are making progress toward their goals.

Grade level teams will monitor and follow a continuous cycle of improvement:

- Goal setting
- Instruction designed through data reflection
- Results Assessment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

LAS (\$140,000-Cost embedded in Goal 1)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is a need to support families that are struggling to support their children with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for some of our families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

LCAP Goal 3: Expand collaboration and engagement with parents, families, and community partners.

Goal 3

Planned improvements in student performance with an emphasis on parent and community engagement. As a result of school closures due to the COVID-19 pandemic, all 2019-2020 all parent engagement meetings are being held virtually via Google Meets.

Identified Need

Even though 2018-2019 has shown a tremendous growth with parent engagement at JO there is a need for John Otis to engage more parents in more ways to partner with our school in their child's education. In the 2019 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, NSD will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Pre and Post Surveys	10% gain in participation
Parent Participation Counts	We currently have an average attendance of 9 parents per meetings	We will have at least 12 parents at each coffee with the principal.
Parent/Teacher Conference Attendance	60% attendance rate	65% attendance
School wide attendance	28.3 % of students were chronically absent for the 2019-2020 School Year	We will improve our attendance rate by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. In 2019-2020 John Otis will:

- Hold Rtl and SST meetings with parents for students who are struggling academically, socially, or behaviorally.
- Continue to work in partnership with the Family Resource Center to Connect Families to Resources

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCAP

Teacher Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Involvement of Parents and Community is essential to the success of our school. In 2019-2020 NSD will:

- Continue with parent engagement programs at John Otis as outlined in the Single Plans for Student Achievement.
- Continue to work with our district resource teacher to assist John Otis with the development of parent engagement programs, and support to our English Learners and their parents.

The following parent forums are available to support student achievement:

* School Site Council

* English Learner Advisory Committee (ELAC)

* Parent-Teacher Association (PTA)

* DELAC Representative

* District Advisory Committee

* Parent Volunteers

* PBIS Committee Meeting

* Coffee with the Principal

Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parent involvement opportunities.

Topics this year focused on:

Safety and Positive Behavior Intervention Supports (PBIS) Healthy Eating Tips by Olivewood Garden Kitchenistas. Review of technological programs used in the classroom and how parents can support their children at home. Safe Routes to School safety presentation to gather parent feedback and training for our Parent Patrol.

Provide incentives, coffee, and pastries to increase parent participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

930

Source(s)

Title I

Parent Training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Parent attendance at all workshops was low because those workshops were held during the time that parents were at work.

- Although vital information was provided to parents at SSC / ELAC / PTA / DELAC meetings, not enough parents participated and therefore did not have an opportunity to gain from strategies/information shared.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Provide workshops at varying times so that more parents can attend.
- Request time at SSC / ELAC / PTA / DELAC meetings to allow the parent liaison to provide multiple opportunities to explain information to parents.
- We recommend continuing this activity.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Provide Equitable Learning Opportunities for All Subgroups

LEA/LCAP Goal

LCAP Goal #4: Provide safe environments that promote social, emotional, and physical wellness

Goal 4

4A. At the end of 2021, the number of Tier I and Tier II behavior referrals and suspensions will decrease by 3%. In addition, review of parent and student survey data will show at least 90% of students feel safe at John Otis most of the time or all of the time as measured by NSD California Healthy Kids Survey (CHKS). To achieve this goal, classroom teachers, Language Arts Specialist, Resource Specialist, Impact Teachers will work in collaboration with the school counselor to design, deliver, and differentiate optimal academic and social-emotional lessons to support all students.

4B. CALPADS Suspension/Expulsion Rates 4B. Expulsion rate:0
Suspension rate: 1%

4C. Chronic Absenteeism rate (LCAP 5x5 color)

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2019 NSD's administration of the California Healthy Kids Survey show that although 75 percent report they feel safe at school, 25 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

School attendance is a major factor in school achievement. There is a need to support families that are struggling to support their children with Distance Learning during in-school closures due to COVID-19. Due to school closures, the needs of our school have changed. This year, teachers are no longer submitting Tier I Behavior Referrals. Instead, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for some of our families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1.5% Suspended, 0% Expulsion	0.2% Suspended, 0% Expulsion
Chronic Absenteeism	20% Chronically Absent	17% Chronically Absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tier 1 Behavior Referrals	345 Tier I Referrals	10% decrease in Tier I Referrals
Tier 2 Behavior Referrals	8 Tier II Referrals	10% decrease in Tier II Referrals

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. In 2017-2018, NSD reinforced Positive Behavior Intervention and Support (PBIS) systems in all its schools Single Plans for Student Achievement. Also, NSD provided training for all principals and teacher leaders in Restorative Practices and Trauma-Informed Practices.

In 2019-20120 John Otis will:

- Continue to improve implementation of PBIS in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings.
- All staff will implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations, and using data-based decision making.
- John Otis PBIS Handbook has been created and approved by PBIS Committees and School Site Council. Handbook has been shared with staff to refer to as needed.
- John Otis PBIS Parent Information TriFold is shared with parents at the beginning of the school year
- Our school counselor supports students, teachers, and parents.
- PBIS Tier I & Tier II committee meets monthly to analyze behavioral data and best practices in efforts to improve the social and emotional wellbeing of all students.
- Data-based decision-making is utilized within PBIS to make informed decisions about interventions and supports, evaluate the current status of implementation and revise action plans, and evaluate student outcomes.
- To support Homeless and Foster Youth, train additional personnel in Trauma-Informed and Restorative Practices.
- Counselor to assist with the implementation of Positive Behavior Intervention Supports at schools, focusing on Tier I and Tier II level referrals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. School Counselor will work with all students via distance learning (Tier I interventions and supports) by implementing social-emotional curriculum in every classroom.

For students who may need more intense support, the school counselor will provide Tier II, virtual small group interventions or one-on-one counseling supports based on student needs.

The School Counselor will support families virtually and refer families to Family Resource Center when necessary. In 2016-2017 NSD worked with the National City Collaborative to develop a strategic plan. The plan is composed of four goals: 1) increase community outreach, 2) provide venues and actions to increase parent engagement with school sites, 3) practice informed decision making, and 4) focus on sustainability of the collaborative. In 2019-2020 NSD will:

- Work with the Collaborative to implement the four strategic plan goals.
- Coordinate and host a “retreat” in the fall to gather parent and community support for the plan.
- Collaborate with South Bay Community Services to develop a Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative’s Family Resource Center to provide services that support parents and students of NSD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I School Counselor- Cost embedded above
500	Title I Certificates/Awards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. In order to provide additional safety and support to the Special Education hub schools, NSD will provide additional safety and Positive Behavior Interventions through assistant principals, trained in Restorative Practices, de-escalation strategies, and Trauma-Informed Care. Campus Student Supervisors (CSS) have been trained in PBIS practices. Follow up PBIS and Restorative Practices training will be provided to CSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and staff members reward students with Tiger Tickets when students engage in the behavior that is the focus of the week.
Teachers first correct minor student behaviors by either verbally or visually referring back to the expectations (respectful, on task, always safe, and responsible) or implementing the following: PBIS lessons, social-emotional learning, restorative circles, affective statements, active supervision, structured recess, classroom management systems, a school referral system, and an organized and safe learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCAP

Certificates/Awards

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Based on the feedback from students and teachers 75 % of students feel safe at school on CHKS survey. 76% of JO students reported they feel safe (PBIS Student survey).
- Weekly PBIS lessons allowed all staff to implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations.
- PBIS Tier I & Tier II committee met monthly to analyze behavioral data and best practices in efforts to improve the social and emotional wellbeing of all students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We met our goal; however, COVID-19 has had an impact on student's social emotional wellbeing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

John Otis staff continued to support our students, family, and staff during distance learning. We continue to reach out to students and families to provide social and emotional support. We were awarded the CA PBIS Coalition Community Cares Award for all of our efforts.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$311,883.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$129,305.00

Subtotal of additional federal funds included for this school: \$129,305.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$155,760.00
LCAP	\$26,818.00

Subtotal of state or local funds included for this school: \$182,578.00

Total of federal, state, and/or local funds for this school: \$311,883.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	26,818	0.00
Title I	129,305	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	155,760.00
LCAP	26,818.00
Title I	129,305.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	155,760.00
	LCAP	26,818.00
	Title I	128,305.00
	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,760.00

Goal 2	121,193.00
Goal 3	1,930.00
Goal 4	42,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Leticia Segura	Principal
Amber Lozano	Classroom Teacher
Alexia Lopez	Classroom Teacher
Elizabeth Munoz	Classroom Teacher
Miriam Ramirez	Other School Staff
Marilou Zepeda	Parent or Community Member
Betty Lopez	Parent or Community Member
Esmeralda Cisneros	Parent or Community Member
Liliana Maceda	Parent or Community Member
Angelica Mungaray	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/12/2021.

Attested:

	Principal, Dr. Leticia Segura on 01/12/2021
	SSC Chairperson, Marilou Zepeda on 01/12/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

All stakeholder input and meetings have been done virtually due to Covid-19 Pandemic.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 16
- Resource Inequities 17
- School and Student Performance Data 18
 - Student Enrollment..... 18
 - Diagnostic Results - Math 20
 - Diagnostic Results - Reading 23
 - EL Diagnostic Results - Math 26
 - EL Diagnostic Results - Reading 28
 - Special Education Diagnostic Results - Math 30
 - Special Education Diagnostic Results - Reading 32
 - Disclaimer 34
 - CAASPP Results..... 35
 - ELPAC Results 39
 - Student Population 43
 - Overall Performance 44
 - Academic Performance 45
 - Academic Engagement 51
 - Conditions & Climate..... 54
- Goals, Strategies, & Proposed Expenditures..... 56
 - Goal 1 56
 - Goal 2 62
 - Goal 3 68
 - Goal 4 72
 - Goal 5 77
- Centralized Services for Planned Improvements in Student Performance 79
 - Goal 1 79
 - Goal 2 80
 - Goal 3 81

Goal 4.....82

Goal 5.....83

Budget Summary84

 Budget Summary84

 Other Federal, State, and Local Funds84

Budgeted Funds and Expenditures in this Plan85

 Funds Budgeted to the School by Funding Source.....85

 Expenditures by Funding Source85

 Expenditures by Budget Reference85

 Expenditures by Budget Reference and Funding Source85

 Expenditures by Goal.....86

School Site Council Membership87

Recommendations and Assurances88

Instructions.....89

 Instructions: Linked Table of Contents.....89

 Purpose and Description.....90

 Stakeholder Involvement.....90

 Resource Inequities90

Goals, Strategies, Expenditures, & Annual Review91

 Annual Review92

 Budget Summary93

 Appendix A: Plan Requirements95

 Appendix B:.....98

 Appendix C: Select State and Federal Programs100

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Olivewood school community believes in collaboration. At this time, all our collaboration is virtual. All stakeholder input is valuable and on going. Olivewood uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" , iReady, and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Olivewood, we believe in continuous improvement. In order to move forward, we must continuously assess our practices and reflect on what is working and what needs refining. At all schools in the National School District, the expectation is for principals to be in classrooms daily. Currently, we have access to all virtual classrooms and can go from one room to the next instantly. In addition to these daily visits, each school has two visits from executive cabinet each year for a total of six cabinet walk-throughs. During the cabinet virtual walk-throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to using the iReady Data and the previous CAASPP assessment results to evaluate the yearly program, teachers meet virtually in Data Teams twice monthly to monitor student progress on the formative assessments provided by the district.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Olivewood School relies upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. State standardized tests (5th grade Science) and a wide variety of assessment results based on a series of comprehensive criterion-referenced school and district level tests are collected, analyzed, and used to modify instruction and improve student achievement at Olivewood School. Local assessment data is collected and stored in the Illuminate student data system.

In addition to standardized and local assessments, Olivewood uses universal screening tools such as the iReady Diagnostic to identify students who are in need of strategic and intensive support. These tools are also used to monitor the progress of at-risk students.

Teachers are able to access data and configure various reports by individual student or by class assessment results through the Illuminate data management system, Renaissance Place, Imagine Learning and SuccessMaker management program. Teachers are able to analyze and evaluate individual, class, and grade level performance on an assessment efficiently, as well as identify particular skills that need re-teaching or remediation.

Students who are having difficulty meeting grade level standards are supported on several levels through classroom differentiated instruction, Language Arts Specialist, Response to Intervention and Instruction (RtI2) tiered instruction, Impact Teachers, and supplemental computer programs.

For students who continue to experience difficulties despite regular classroom interventions, RtI and the school Student Study Team (SST) meet virtually to involve the expertise of the principal, language arts specialists, school psychologist/counselor, resource specialist, classroom teacher, and speech therapist in determining more prescriptive academic and/or behavioral interventions. The school staff, parent, and student collaborate on creating a learning plan emphasizing individualized instruction, student/parent accountability and ongoing communication. Teachers maintain RtI instructional documentation on a web-based RTI Management database.

Olivewood School is continuing to focus on utilizing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. Teachers implement Benchmark and the UCI Math Units to analyze the student assessment information from their exit slips during their data team meetings. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

Olivewood School is committed to refining instructional practices to support English Language Learners (ELs). Careful attention is taken to review their performance on all assessments using Data Team 4 Learning 5-Step Process. Olivewood School has prioritized three areas of focus: 1) consistent and systematic instruction in English Language Development, 2) Mathematics, and 3) English Language Arts.

To motivate students toward academic success, Olivewood community is committed to providing experiences and opportunities through virtual educational field trips such as Ocean Connectors (grades 4) and science museum visits. We also provide character building incentives along with educational and inclusive monthly contests and assemblies that focus on being world-citizens and problem solvers.

Additional resources and opportunities for students may include the Recreation, Education, Academics for Children (REACH) before and after school programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

(Alignment of staff development to standards, assessed student performance and professional needs)

The staff at Olivewood School is involved in a program of ongoing professional development linked to California's Common Core State Standards and student success. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level standards through Rigorous Curriculum Design and Data Teams. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. Staff members have the opportunity to attend a variety of district-organized staff development events – such as ELA/Math/ELD and Technology Shop Talks and trainings, as well as Teacher Created Materials workshops. The district and Olivewood School has identified the following as priorities for staff development:

ELD: All teachers are receiving ongoing support and professional development using RALLI ELD Component.

Technology/Software: Teachers receive ongoing inservice and support in the following software or web-based programs to ensure students are on track in terms of showing growth and achievement and meeting required hours of usage of software and/or for progress monitoring:

* Illuminate

- iReady ELA/Math

*. PearDeck

*. SeeSaw

*. ARC (School Pace)

- Imagine Learning (IL) – all teachers in grades K through 5
- Accelerated Reader
- ActivInspire – Promethean Board software
- Google docs

* Wixie

* Discovery Learning

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Responsibility for improvement will be distributed as follows:

o The State will provide technical assistance to district leadership to implement corrective actions needed at the school.

o The District will provide professional development for the principal and staff, facilitate the Supplemental Educational Services, draft and send program improvement letters, and provide coaching to leadership. The District will also assist with

appropriate and effective uses of Title I and other compensatory education funding.

o The school will be responsible for attending to the professional growth needs of the teachers, specifically providing training that will enable teachers to better instruct the student groups that are not achieving adequate yearly progress.

Family, school, district and community resources available to assist all of our students.

National School District has established a Thursday minimum day schedule which includes district, site and collaboration for grade level professional discussions on common curriculum issues. Thursday minimum days are utilized to discuss implementation of iReady assessments, IRLA, SELD (Systematic English Language Development, Writing (scoring using rubrics), etc.

The Administrative Instructional Leadership Team meets every other week and receives leadership training on common core standards and other curriculum matters. Language Arts Specialists and Resource Specialists receive ongoing training during monthly meetings on common core English Language Arts standards through professional readings/discussions.

In addition, the Olivewood Leadership Team during their monthly meetings identifies school wide staff development needs based on prioritized student needs.

Additional services are provided by the school, district, or community that are accessible to students, parents and families to optimize the school experience.

- A school counselor works with students experiencing problems at school (in the classroom as well as on the playground), as well as provides support with crisis counseling, teacher consultation, family counseling, and school conflict resolution training.
- A variety of medical staff and programs are available to support students and parents in the areas of health, nutrition, vision/hearing, and other health-related issues.
- Operation School Bell provides uniform assistance to needy families.
- Family Resource Center(s) provides onsite support and services for families needing health care, social services, and job training or those who need guidance with academic, social, emotional, or developmental issues, as well as provides families with referrals to a variety of community-based agencies
- REACH before and after school programs provides homework support, sports/recreational activities, academic support, and enrichment activities
- Two speech therapists (one Spanish bilingual) provide speech and language support
- Kiwanis – provides uniforms, shoes, and other needed clothing items
- Lions Club “Gift of Sight” – provides eye exams and glasses to needy students

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Olivewood School provides a variety of services to students who are formally identified as performing below grade-level. Olivewood School participates in a school-wide program to assess and deliver services to students under the Title 1 and Title 3 federally funded programs. Additionally, struggling students are supported through the LCFF Economic Impact Aid (EIA) program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services.

Olivewood School has one Language Arts Specialist who provides instructional assistance and support for teachers in the areas of ELA and ELD, support students in a reading lab setting and small Rtl groups as well as providing instructional support to teachers in ELA.

Credentialed impact teachers (the number is dependent on the school's categorical budget) work with students individually and in small groups in the classroom ("push in model") and outside the classroom ("pull out model"). The priority content areas served include literacy skills, mathematics and English Language Development. Additionally, an Impact Teacher works with students who are in combination classrooms, providing support in math and/or reading/language arts.

Alternative Student Supports are provided to eligible students. Eligible students are ensured access to research-based curriculum, supplemental materials, grade-level content or supplemental enrichment services to support their needs.

To support the Rtl process classroom teachers meet with grade level liaisons to discuss student progress and instructional strategies, and prescribe strategic and/or intensive interventions to support at-risk students.

Promethean Boards have been installed in all classrooms. Teachers create flipcharts and lessons using the ActivInspire software. They share flipcharts and their expertise with each other thus building a bank of lessons from which to draw upon.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As stated previously, Olivewood School makes a full commitment to collaborate for the improvement of student outcomes. Staff collaborates during grade level Data Teams 4 Learning meetings to plan instructional strategies based on student needs using the UCI math units which include pre- and post-assessments. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. Through the weekly bulletin, staff meetings, early release days, leadership team meetings, and on-the-clock release days, the Olivewood staff has frequent opportunities to analyze and discuss student data which includes SBAC, iReady ELA and Math scores, IRLA, Benchmark interim assessments, grade-level common formative assessments based on priority standards and on-demand writing pieces.

The Illuminate student data system offers the ability for staff to configure data in order to evaluate individual, class, and grade level student performance for instructional planning. The National School District continues a “Data Warehouse” to house and sort a variety of data to support schools in their efforts to improve student achievement. This data warehouse allows principals and teachers to analyze many sets of data including iReady assessments, District Benchmarks, ELCAP, and attendance to drive our data-driven decision making regarding our instructional programs.

Using reports from all of these sources, areas of strengths and weaknesses are identified. Grade level Data Teams meet regularly every two weeks using release time to review and analyze student data from the UCI math units and/or Benchmark ELA units to identify areas of need, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

Although our resources are limited, we constantly review the services we provide to our students. Impact Teachers, differentiated instruction, small group instruction, a school wide coordinated ELD time, reading labs, computer labs, additional counseling time and purchase of technology to support instructional practices are some of the benefits provided to our students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Olivewood School has worked with the National School District to align curriculum, instruction and materials to Common Core State Standards. Through the district's Curriculum Consultation Committee, teachers, resource staff and administrators have identified priority language arts and mathematics standards at each grade level. The priority standards will be integrated into the district standards-based report card. Pre- and post-assessments are included in each of the Rigorous Curriculum Design units for both math and English Language Arts and are administered to students as determined in the units. Assessments are aligned with the California Common Core State Standards. In addition to the informal CCSS assessments, Olivewood uses iReady Reading and Math which take place three times per year and is based on a series of comprehensive, criterion-referenced tasks and tests. Teacher-created assessments are also utilized to monitor progress. Grade level Data Teams meet during the school day to analyze data, select instructional strategies, and create action plans to meet the needs of all learners.

Olivewood School's instruction is based on the Common Core State Standards (CCSS) for all students through the combination of published and computer based instruction.

Language Arts: Benchmark units are utilized by teachers for ELA. Supporting the Benchmark units are supplemental materials that have been purchased by the district. Small group reading instruction provides differentiated instruction for students at their instructional level. A variety of guided reading materials are utilized such as, American Reading Company books, Reader's Library and Theme books from Houghton Mifflin, supplemental books from Read 180, Scholastic, Scholastic Sprint, as well as nonfiction texts from National Geographic, Reading Essentials, and the district-adopted Social Studies and Science programs. To supplement phonics and fluency, Olivewood uses Systematic Instruction in Phonemic Awareness and Phonics, Read Naturally, Benchmark Education Reader's Theaters, and Isabel Beck's Vocabulary. Students also use software and web-based programs on a daily basis (iReady, Successmaker, Imagine Learning, Starfall, Reading A to Z, and Accelerated Reader) as a supplemental support in all areas of literacy.

English Language Development: Olivewood uses the Systematic English Language Development (SELD) program by EL Achieve, which focuses on developing oral and written language skills at the different language proficiency levels. Students are grouped according to their grade level and their ELCAP proficiency levels and/or ADEPT scores for ELD "chaining." Support staff is part of the chaining to reduce group sizes and to provide for frequent structured active participation. All students in K and 1st grades; students in 2nd grade Spanish component classes and 3rd grade transitioning components; plus, students in grades 4-6 who have been identified as long-term English Learners or newcomers are expected to use the Imagine Learning software for individualized ELD instruction on a daily basis. Long-term English Learners have been identified and receive alternative student supports.

Mathematics: UCIrvine units are utilized by teachers to teach math conceptually. Students receive mathematics instruction using the district adopted Go Math! math program, UCI math, and supplemental research-based materials that support student learning. Teachers include all components of the program into their instructional time. Students also use iReady Math to strengthen and improve student math skills. UCI Math was piloted last year (2018-2019) by several teachers at Olivewood School and was the math series selected by the District. The selection was based on its alignment to the California Common Core Math Standards.

Writing: All students in grades K through 6 are instructed daily in writing through the district adopted writing program Learning Headquarters. Teachers are incorporating the Common Core Writing standards strategies into their writing instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

English Language Arts: Olivewood complies with the district-required instructional minutes
Math: 75 minutes daily using the UC Irvine math units and Go Math! as resources
ELD: SELD - 40 minutes per day 4 days/week
Writing: 45 minutes to 1 hour daily using Learning Headquarters
Social Studies and Science: taught as a single subject and/or integrated in language arts
Physical Education: 200 minutes every 10 days

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

UC Irvine Math Project and Benchmark Language Arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the school to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and/or after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers at Olivewood have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement Resource Teacher in 2020-2021. In addition, the District will be providing parent classes on technology, math, science and ELA at each school. At Olivewood, we have provided various committees and workshops to support parent learning of education best practices.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. We also have an ELAC committee. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and/or after school classes
3. iReady, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to be involved in the school by attending monthly virtual Coffee with the Principal meetings, ELAC meetings, Parent Teacher Association meetings, school assemblies, and parent workshops. Parents give valuable input on their ideas, goals, needs, and how money should be spent to benefit our students.

The process used to gather information was through input from ELAC, community/parent survey and staff on the following dates: December 8, 2020 and January 15, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We reviewed last year's budget and did an analysis to aim at increasing services for students. We determined the following inequities;

Last year we budgeted funds for additional intervention. We implemented an After School Intervention program where students stayed after school for additional support. However, we did not have enough teachers seeking to work additional hours and that impacted our after school classes. Therefore, we had inequities based on Human Resources and teacher volunteers. As a consequence, students maintained or had a very slight decrease on their state assessments.

Based on the needs assessment, last year we budgeted for impact teachers during the regular classroom day. We budgeted for 4 impact teachers to provide push-in and pull out small group support. Unfortunately, we were not able to hire the staff necessary for the positions. It was a Human Resources scarcity. As a result of not having the staff, we budgeted for more up to date standards-based resources for our classrooms.

Furthermore, Covid-19 Pandemic is worldwide and our students are the most vulnerable with additional concerns for entire families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	0.17%	0.17%	1	1	1
African American	1.28%	1.52%	1.05%	8	9	6
Asian	0.96%	1.52%	1.39%	6	9	8
Filipino	3.21%	4.05%	4.18%	20	24	24
Hispanic/Latino	92.13%	90.73%	91.11%	574	538	523
Pacific Islander	0.48%	0.51%	0.52%	3	3	3
White	0.80%	0.34%	0.52%	5	2	3
Multiple/No Response	0.16%	0.17%	0.87%	1	1	1
Total Enrollment				623	593	574

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	89	95
Grade 1	83	74	64
Grade 2	86	88	72
Grade 3	96	86	86
Grade 4	70	97	82
Grade 5	83	71	100
Grade 6	100	88	75
Total Enrollment	623	593	574

Conclusions based on this data:

1. Olivewood school enrollment has continuously declined slightly. In 2020 we decreased by 19 students.
2. Enrollment decline is across San Diego County and we are too being affected by various factors such as high cost of living.
3. Olivewood is committed to providing excellent education and hoping to attract families to enroll their children in our school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	358	311	301	57.5%	52.4%	52.4%
Fluent English Proficient (FEP)	79	100	103	12.7%	16.9%	17.9%
Reclassified Fluent English Proficient	41	47	48	11.2%	13.1%	15.4%

Conclusions based on this data:

1. The number of English Learners has slightly decreased at Olivewood school. From 311 to 301 in 2019-2020.
2. However, we have increased our number of students reclassifying from 47 students to 48 during the 2020 pandemic.
3. Olivewood student percentage for reclassification(RFEP) has also increase by 2% from the previous year.

School and Student Performance Data

Diagnostic Results - Math

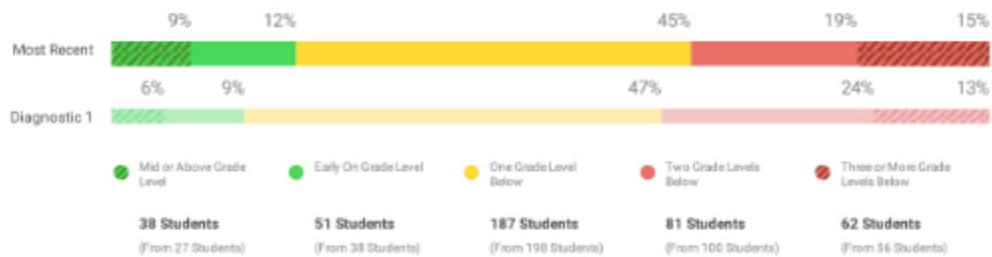
Diagnostic Results



School: Olivewood Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 419/526



Switch Table View | Show Results By: **Grade**

Placement Summary

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	-	-	-	-	-	-	0/60
	Diagnostic 1	-	-	-	-	-	-	
Grade 1	Most Recent		21%	4%	66%	9%	0%	56/69
	Diagnostic 1		21%	9%	61%	9%	0%	
Grade 2	Most Recent		7%	14%	43%	36%	0%	56/62
	Diagnostic 1		2%	9%	45%	41%	4%	
Grade 3	Most Recent		6%	14%	38%	32%	11%	66/77
	Diagnostic 1		8%	5%	58%	24%	6%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Olivewood Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		4%	8%	52%	18%	17%	71/82
	Diagnostic 1		4%	4%	59%	21%	11%	
Grade 5	Most Recent		6%	11%	44%	13%	27%	85/86
	Diagnostic 1		2%	12%	35%	21%	29%	
Grade 6	Most Recent		12%	20%	32%	13%	24%	85/90
	Diagnostic 1		5%	14%	34%	27%	20%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- For the first diagnostic, all grade levels show a need for improvement in their mathematics. 70% of students are below grade level standards. This excludes Kindergarten as they did not take the first diagnostic.

For the second diagnostic 21% of students were at grade level overall. This is an increase of 6% from Diagnostic 1. A positive step in the right direction as we know that with Covid-19 Pandemic, additional factors come into play.

2. In the first diagnostic, first grade students show the most progress with 30% at grade level or above. Fourth grade students are the lowest level with only 8% of students at grade level. We have a large number of students that are one grade level behind. These students have the potential to move to "at grade-level" with targeted support.
3. In the second diagnostic, 34% of students are two grade-levels or more below. Versus 37% of students from Diagnostic 1. A 3% positive increase. Our 6th graders show the most understanding in Math and that also reflects that they have strong foundations and a good understanding of our technology currently being used.

School and Student Performance Data

Diagnostic Results - Reading

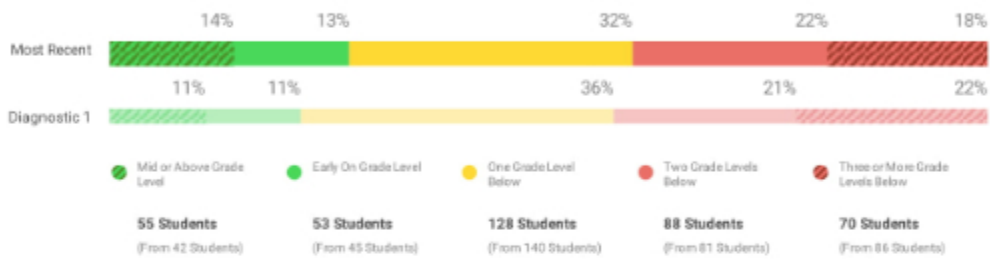
Diagnostic Results



School: Olivewood Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 394/526



Switch Table View Show Results By: **Grade**

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total	
Grade K	Most Recent		70%	10%	20%	0%	0%	10/60
	Diagnostic 1		20%	50%	30%	0%	0%	
Grade 1	Most Recent		15%	10%	67%	8%	0%	52/69
	Diagnostic 1		15%	10%	71%	4%	0%	
Grade 2	Most Recent		15%	17%	32%	37%	0%	60/62
	Diagnostic 1		8%	3%	57%	30%	2%	
Grade 3	Most Recent		12%	27%	18%	37%	7%	60/77
	Diagnostic 1		18%	23%	15%	30%	13%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Olivewood Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 4	Most Recent		4%	15%	42%	15%	23%	52/82
	Diagnostic 1		8%	8%	33%	23%	29%	
Grade 5	Most Recent		6%	9%	30%	24%	30%	82/86
	Diagnostic 1		5%	10%	28%	26%	32%	
Grade 6	Most Recent		22%	8%	18%	15%	37%	78/90
	Diagnostic 1		10%	9%	22%	13%	46%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- We see growth from Diagnostic 1 to Diagnostic 2 overall. This is a positive step in the right direction.

2. 2nd grade went from 11% at grade-level to 32%. This is a 21% gain. This shows that many of our students are making progress.
3. 6th grade also showed great progress with moving from 19% at grade level to 30% and positive moved and all other colored areas.
The grade level that decreased by 2% is 3rd grade. This could be one student that was not having a great day.

School and Student Performance Data

EL Diagnostic Results - Math

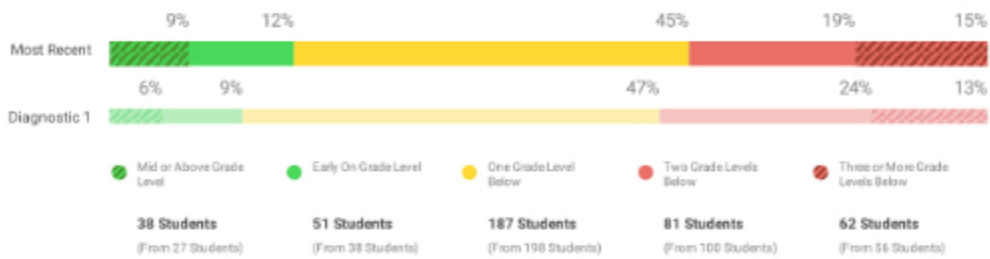
Diagnostic Results



School: Olivewood Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 419/526



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	7%	7%	43%	26%	16%	230/281
	Diagnostic 1	7%	6%	45%	27%	14%	
No - English Learner	Most Recent	11%	18%	46%	11%	14%	189/245
	Diagnostic 1	6%	13%	50%	20%	12%	

Conclusions based on this data:

1. In the second assessment, 14% of ELL students performed at grade level. A 1% increase from the prior diagnostic.
2. Currently, 42 % of ELL students are at least two grade-levels behind. This is a significant amount of children that need additional targeted ELD support.
3. For our English Language Learners, there was no significant change from Diagnostic 1 to Diagnostic 2. However, in comparison to non-English learners, our students need more ELD to access the curriculum. English Only students are doing better than ELLs.

School and Student Performance Data

EL Diagnostic Results - Reading

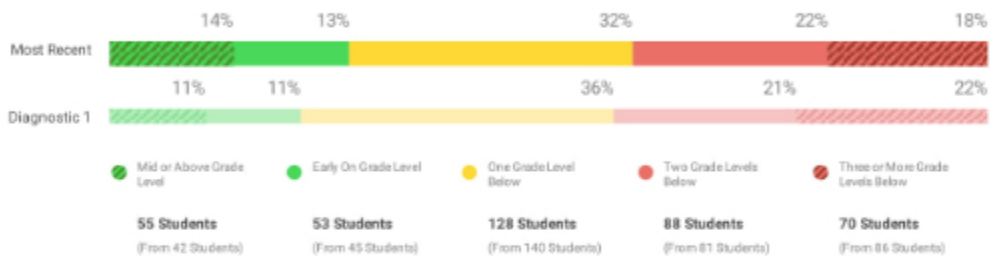
Diagnostic Results



School: Olivewood Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 394/526



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement						Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent						211/281
	Diagnostic 1						
No - English Learner	Most Recent						183/245
	Diagnostic 1						

Conclusions based on this data:

1. Our English learners need support in their reading. However, our English Learners showed a small gain from Diagnostic 1 to 2. As a group, ELLs went from 19% to 22 % at grade level.
2. ELL Students performing below two grade-levels went from 50% to 48% of students.
3. This data is still significantly lower than non English-learners. 34% of non English-Learners are at grade-level. There is a lot of strategic interventions that need to take place to support our ELL students.

School and Student Performance Data

Special Education Diagnostic Results - Math

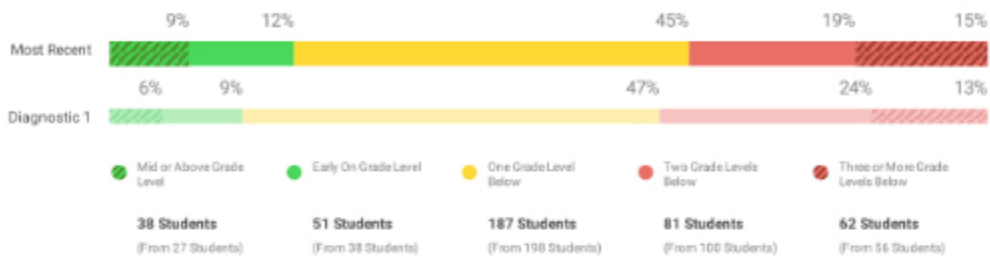
Diagnostic Results



School: Olivewood Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 419/526



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	0%	5%	30%	20%	45%	40/57
	Diagnostic 1	3%	0%	18%	33%	48%	
No - Special Education	Most Recent	10%	13%	46%	19%	12%	379/469
	Diagnostic 1	7%	10%	50%	23%	10%	

Conclusions based on this data:

1. 5% of students that receive Special Education services are at “Early On” Grade- Level. Compared to 23% of students that are not in Special Education.
2. 65% of students in Special Education are at least two grade-levels below. This is a positive comparison to the 81% from the first diagnostic. a 16% growth.
3. 30% of Students with an IEP are one grade level below math standards. This is an increase from 18% in Diagnostic 1. Students moved from the red to the yellow category, making it a positive transition.

School and Student Performance Data

Special Education Diagnostic Results - Reading

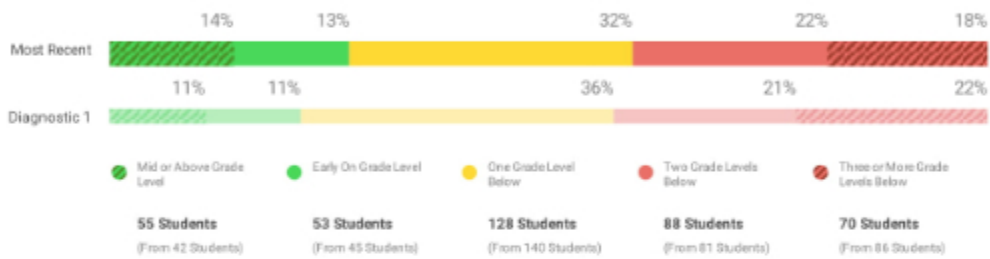
Diagnostic Results



School: Olivewood Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 394/526



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	3%	5%	15%	33%	45%	40/57
	Diagnostic 1	0%	0%	23%	25%	53%	
No - Special Education	Most Recent	15%	14%	34%	21%	15%	354/469
	Diagnostic 1	12%	13%	37%	20%	18%	

Conclusions based on this data:

1. We see progress from Diagnostic 1 to Diagnostic 2. From 0% at meet standards to 8% meets grade-level standards.
2. 78% of students in Diagnostic 1 and Diagnostic 2 are at least two grade levels below. This is a very high number of students not able to access the curriculum on their own. They are still learning to read.
3. Our Special Education students are still far below our general education students. We need to continue our work around effective teaching practices and checking for understanding.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	95	84	72	94	83	72	94	83	100	98.9	98.8
Grade 4	82	74	97	82	73	97	82	73	97	100	98.6	100
Grade 5	95	86	71	94	86	70	94	86	70	98.9	100	98.6
Grade 6	90	101	98	90	101	97	90	101	97	100	100	99
All Grades	339	356	350	338	354	347	338	354	347	99.7	99.4	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2409.	2398.	2391.	22.22	15.96	13.25	22.22	20.21	19.28	20.83	21.28	25.30	34.72	42.55	42.17
Grade 4	2450.	2432.	2440.	14.63	20.55	19.59	29.27	15.07	21.65	26.83	16.44	17.53	29.27	47.95	41.24
Grade 5	2470.	2485.	2482.	12.77	10.47	12.86	23.40	36.05	30.00	21.28	23.26	24.29	42.55	30.23	32.86
Grade 6	2504.	2510.	2508.	6.67	12.87	9.28	31.11	32.67	36.08	30.00	28.71	27.84	32.22	25.74	26.80
All Grades	N/A	N/A	N/A	13.61	14.69	13.83	26.63	26.55	26.80	24.85	22.88	23.63	34.91	35.88	35.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	18.09	14.46	37.50	42.55	37.35	36.11	39.36	48.19
Grade 4	23.17	24.66	13.40	48.78	38.36	46.39	28.05	36.99	40.21
Grade 5	15.96	16.28	12.86	47.87	55.81	54.29	36.17	27.91	32.86
Grade 6	11.11	19.80	13.40	52.22	45.54	50.52	36.67	34.65	36.08
All Grades	18.64	19.49	13.54	47.04	45.76	46.97	34.32	34.75	39.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.28	9.57	10.84	41.67	36.17	46.99	43.06	54.26	42.17
Grade 4	9.76	19.18	13.40	59.76	36.99	53.61	30.49	43.84	32.99
Grade 5	19.15	17.44	14.29	45.74	52.33	52.86	35.11	30.23	32.86
Grade 6	12.22	10.89	10.31	45.56	54.46	62.89	42.22	34.65	26.80
All Grades	14.20	13.84	12.10	48.22	45.48	54.47	37.57	40.68	33.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	11.70	13.25	65.28	69.15	65.06	18.06	19.15	21.69
Grade 4	8.54	9.59	15.46	62.20	67.12	60.82	29.27	23.29	23.71
Grade 5	10.64	9.30	8.57	65.96	65.12	67.14	23.40	25.58	24.29
Grade 6	10.00	12.87	12.37	68.89	68.32	71.13	21.11	18.81	16.49
All Grades	11.24	11.02	12.68	65.68	67.51	65.99	23.08	21.47	21.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	22.34	9.64	45.83	46.81	53.01	27.78	30.85	37.35
Grade 4	19.51	24.66	13.40	58.54	35.62	56.70	21.95	39.73	29.90
Grade 5	19.15	25.58	24.29	46.81	48.84	42.86	34.04	25.58	32.86
Grade 6	22.22	25.74	21.65	55.56	59.41	51.55	22.22	14.85	26.80
All Grades	21.60	24.58	17.00	51.78	48.59	51.59	26.63	26.84	31.41

Conclusions based on this data:

1. Olivewood staff and students are working hard to have a quality education and rigorous learning activities. From 2018 to 2019 we showed a slight decrease in scores of met and exceed of about 1% total.
2. Olivewood 3rd grade students continue to show that they need the most support with this assessment. It is important that our third grade team and students have opportunities to learn and practice rigorous English Language Arts lessons.
3. Olivewood students that moved from 3rd to 4th grade had an increase of 6% on standards met. 5th grade students also increased their scores from the previous school year. We are committed to improving best practices and having formative and summative data that will support academic achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	95	84	72	95	84	72	95	84	100	100	100
Grade 4	82	74	97	82	73	97	82	73	97	100	98.6	100
Grade 5	95	86	71	94	86	71	94	86	71	98.9	100	100
Grade 6	90	101	98	90	101	97	90	101	97	100	100	99
All Grades	339	356	350	338	355	349	338	355	349	99.7	99.7	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2417.	2403.	13.89	9.47	8.33	29.17	30.53	27.38	26.39	31.58	27.38	30.56	28.42	36.90
Grade 4	2446.	2437.	2440.	3.66	6.85	9.28	25.61	26.03	18.56	46.34	27.40	36.08	24.39	39.73	36.08
Grade 5	2474.	2462.	2480.	15.96	3.49	11.27	8.51	9.30	18.31	32.98	43.02	35.21	42.55	44.19	35.21
Grade 6	2493.	2500.	2479.	8.89	16.83	6.19	16.67	17.82	16.49	37.78	27.72	32.99	36.67	37.62	44.33
All Grades	N/A	N/A	N/A	10.65	9.58	8.60	19.23	20.85	20.06	36.09	32.39	32.95	34.02	37.18	38.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	18.95	16.67	34.72	47.37	36.90	40.28	33.68	46.43
Grade 4	8.54	16.44	17.53	43.90	28.77	29.90	47.56	54.79	52.58
Grade 5	15.96	5.81	15.49	31.91	34.88	42.25	52.13	59.30	42.25
Grade 6	16.67	22.77	13.40	36.67	32.67	32.99	46.67	44.55	53.61
All Grades	16.27	16.34	15.76	36.69	36.34	34.96	47.04	47.32	49.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.44	13.68	16.67	50.00	51.58	48.81	30.56	34.74	34.52
Grade 4	6.10	8.22	7.22	58.54	42.47	43.30	35.37	49.32	49.48
Grade 5	11.70	6.98	7.04	43.62	46.51	54.93	44.68	46.51	38.03
Grade 6	13.33	17.82	7.22	42.22	41.58	37.11	44.44	40.59	55.67
All Grades	12.43	12.11	9.46	48.22	45.63	45.27	39.35	42.25	45.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	22.11	22.62	54.17	50.53	51.19	23.61	27.37	26.19
Grade 4	6.10	15.07	11.34	57.32	41.10	44.33	36.59	43.84	44.33
Grade 5	18.09	4.65	7.04	38.30	47.67	52.11	43.62	47.67	40.85
Grade 6	10.00	14.85	10.31	43.33	43.56	42.27	46.67	41.58	47.42
All Grades	13.91	14.37	12.89	47.63	45.92	46.99	38.46	39.72	40.11

Conclusions based on this data:

1. When looking at the overall math achievement for students grades 3rd-5th, the number of students meeting and exceeding the math standards has decreased from 2017-2018 to 2018-2019 by about 2%. Mathematics is a clear focus moving forward across all grade levels. We have reflected on our current resources and have added curriculum that will lift our student conceptual learning.
2. Students in grade 5th showed significant gains. In 2017-2018 students that met or exceeded standards were at 12%. For the 2018-2019 school year, students that met or exceeded standards were at 29%.
3. Students that were in 5th grade in 2017-2018 scored higher in 6th grade. Students meeting and exceeding math standards went up by 10%. The data shows that the new math curriculum is supporting the learning in upper grades.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.5	1419.3	1432.1	1434.1	1383.1	1384.8	74	47
Grade 1	1450.2	1444.1	1449.6	1455.2	1450.3	1432.5	57	51
Grade 2	1491.2	1493.1	1491.5	1489.6	1490.3	1496.1	59	57
Grade 3	1486.9	1470.3	1481.3	1469.8	1491.9	1470.3	40	26
Grade 4	1495.4	1521.8	1483.9	1525.0	1506.3	1517.9	29	40
Grade 5	1518.1	1533.9	1500.4	1527.0	1535.4	1540.1	17	25
Grade 6	1502.1	1524.2	1485.0	1527.1	1518.8	1520.8	20	18
All Grades	1464.1		1459.3		1466.8		296	264

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.57	4.26	32.43	40.43	40.54	40.43	*	14.89	74	47
1	40.35	7.84	21.05	35.29	*	35.29	22.81	21.57	57	51
2	57.63	19.30	22.03	49.12	*	28.07	*	3.51	59	57
3	*	11.54	47.50	19.23	30.00	38.46	*	30.77	40	26
4	*	27.50	51.72	50.00	41.38	15.00	*	7.50	29	40
5	*	12.00	76.47	68.00	*	16.00	*	4.00	17	25
6	*	11.11	*	44.44	*	33.33	*	11.11	20	18
All Grades	25.68	13.64	34.46	43.56	27.03	29.92	12.84	12.88	296	264

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.08	17.02	41.89	42.55	18.92	29.79	*	10.64	74	47
1	42.11	19.61	22.81	35.29	*	31.37	22.81	13.73	57	51
2	66.10	36.84	20.34	38.60	*	21.05	*	3.51	59	57
3	*	23.08	40.00	30.77	*	26.92	*	19.23	40	26
4	*	52.50	41.38	37.50	*	7.50	*	2.50	29	40
5	*	48.00	*	40.00	*	8.00	*	4.00	17	25
6	*	33.33	*	55.56	*	11.11	*	0.00	20	18
All Grades	39.53	31.82	32.09	39.02	18.58	21.21	9.80	7.95	296	264

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.26	14.86	14.89	51.35	68.09	21.62	12.77	74	47
1	35.09	7.84	22.81	19.61	*	39.22	28.07	33.33	57	51
2	45.76	17.54	25.42	42.11	*	26.32	20.34	14.04	59	57
3	*	3.85	27.50	19.23	32.50	30.77	40.00	46.15	40	26
4	*	5.00	*	40.00	51.72	37.50	*	17.50	29	40
5	*	8.00	*	16.00	*	68.00	*	8.00	17	25
6	*	5.56	*	11.11	*	50.00	*	33.33	20	18
All Grades	21.28	8.33	23.99	25.76	30.41	43.94	24.32	21.97	296	264

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.49	12.77	56.76	78.72	*	8.51	74	47
1	50.88	39.22	36.84	45.10	*	15.69	57	51
2	74.58	38.60	20.34	59.65	*	1.75	59	57
3	27.50	15.38	65.00	57.69	*	26.92	40	26
4	*	47.50	72.41	42.50	*	10.00	29	40
5	*	12.00	*	84.00	*	4.00	17	25
6	*	16.67	80.00	72.22	*	11.11	20	18
All Grades	42.91	29.17	49.66	60.61	7.43	10.23	296	264

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.84	29.79	47.30	57.45	14.86	12.77	74	47
1	42.11	5.88	38.60	76.47	19.30	17.65	57	51
2	62.71	26.32	28.81	61.40	*	12.28	59	57
3	35.00	30.77	45.00	42.31	*	26.92	40	26
4	48.28	57.50	44.83	40.00	*	2.50	29	40
5	*	84.00	*	12.00	*	4.00	17	25
6	*	50.00	55.00	44.44	*	5.56	20	18
All Grades	44.26	35.23	42.23	52.65	13.51	12.12	296	264

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.13	70.27	72.34	17.57	25.53	74	47
1	42.11	23.53	33.33	41.18	24.56	35.29	57	51
2	47.46	14.04	33.90	75.44	18.64	10.53	59	57
3	*	7.69	57.50	46.15	42.50	46.15	40	26
4	*	7.50	72.41	72.50	*	20.00	29	40
5	*	8.00	70.59	80.00	*	12.00	17	25
6	*	5.56	*	44.44	70.00	50.00	20	18
All Grades	22.64	10.98	51.01	63.26	26.35	25.76	296	264

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.08	25.53	41.89	48.94	27.03	25.53	74	47
1	26.32	3.92	50.88	60.78	22.81	35.29	57	51
2	35.59	17.54	45.76	68.42	18.64	14.04	59	57
3	*	3.85	57.50	53.85	32.50	42.31	40	26
4	*	10.00	79.31	72.50	*	17.50	29	40
5	*	20.00	*	68.00	*	12.00	17	25
6	*	5.56	80.00	77.78	*	16.67	20	18
All Grades	26.01	13.26	52.70	63.26	21.28	23.48	296	264

Conclusions based on this data:

1. This is the first year that we have official data for the ELPAC assessment. Olivewood data shows that we had 264 students take the English Language Proficiency Assessment for California. 32 less students than the prior year.
2. Olivewood data shows that we have a large number of students at a level 3 in English proficiency.
3. Data shows that 3rd grade needs to be monitored closely. We have over 30% of students in Level 1. It is essential that we meet and have quality lessons around English Language Development Standards.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
593	83.3	52.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	311	52.4
Homeless	38	6.4
Socioeconomically Disadvantaged	494	83.3
Students with Disabilities	54	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	1	0.2
Asian	9	1.5
Filipino	24	4.0
Hispanic	538	90.7
Two or More Races	6	1.0
Pacific Islander	3	0.5
White	2	0.3





Conclusions based on this data:

- Olivewood has a wonderful population of students. We have almost 600 students and of those over 83% are socioeconomically disadvantaged.
- The majority of students that attend Olivewood are Hispanic. They make up over 90% of our population.
- Olivewood school has about 9% of students with an active Individualized Educational Program (IEP). It is imperative that we support all of our students and differentiate to meet everyone's needs.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 480 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 948 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Yellow</p>	<p data-bbox="1179 426 1398 457">Suspension Rate</p>  <p data-bbox="1260 506 1323 537">Blue</p>
<p data-bbox="253 623 415 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. 40% of students at Olivewood met ELA standards according to the CAASPP assessment of 2018-2019. We must continue to provide professional development on effective teaching and provide students with the best instruction possible to excel student achievement.
2. 28.66% of students at Olivewood met or exceeded Math standards according to the CAASPP assessment of 2018-2019. We must continue to use appropriate resources to provide conceptual knowledge and key vocabulary to improve student achievement.
3. Student suspension in 2018-2019 was very low. We must continue to provide a safe and restorative school setting to maintain our suspension rate at a successful level for students.

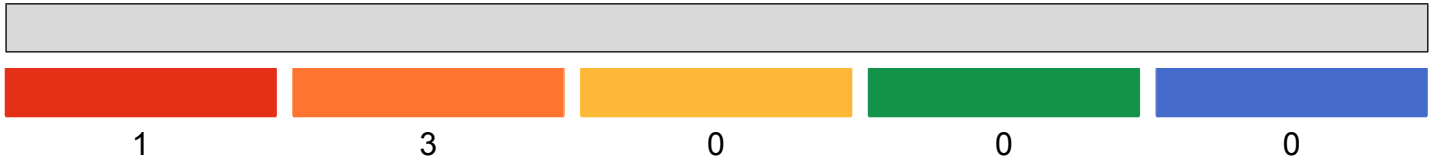
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>27.5 points below standard</p> <p>Maintained -1.7 points</p> <p>328</p>	<p>English Learners</p> <p>Orange</p> <p>29.5 points below standard</p> <p>Maintained -1.1 points</p> <p>229</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>62.3 points below standard</p> <p>Declined Significantly -35.4 points</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>31.1 points below standard</p> <p>Maintained -2.7 points</p> <p>284</p>	<p>Students with Disabilities</p> <p>Red</p> <p>136.6 points below standard</p> <p>Declined Significantly -24.8 points</p> <p>35</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 30.7 points above standard 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.8 points below standard Declined -3.9 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard Declined Significantly -35.9 points 98	17.4 points above standard Declined Significantly -18.2 points 131	23.9 points below standard Declined -3.9 points 93

Conclusions based on this data:

- Olivewood Dashboard shows that we maintained in English Language Arts. Overall, we decreased by 2.4 point.
- Olivewood Dashboard data demonstrates that we maintained with our English Language Learners. We decreased by 1.9 points.
- Students with Disabilities is an area where we need to focus on. Dashboard data shares that we declined by 24.8 points. It is essential we monitor and reflect on our IEP goals continuously.

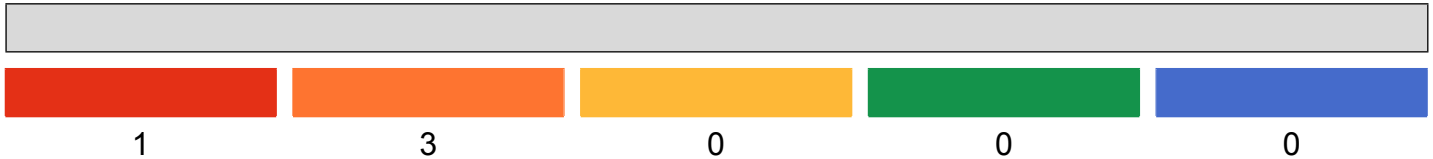
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 48.6 points below standard Declined -3.7 points 329	<p>English Learners</p>  Orange 48.4 points below standard Maintained -2.5 points 230	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 85.5 points below standard Declined Significantly -33.1 points 19	<p>Socioeconomically Disadvantaged</p>  Orange 51.6 points below standard Declined -3.9 points 285	<p>Students with Disabilities</p>  Red 151.6 points below standard Declined Significantly -18.2 points 36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 11.1 points below standard 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.4 points below standard Declined -3.1 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.8 points below standard Declined Significantly -31.3 points 99	12.6 points below standard Declined -9.3 points 131	47.9 points below standard Declined -4.5 points 93

Conclusions based on this data:

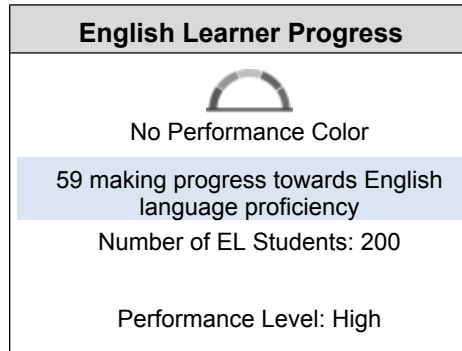
1. Overall, data shows that we declined in mathematics. We declined by 3.7 points. We are in the orange category.
2. Data also shares that we maintained with our English language Learners. We decreased by 2.5 points.
3. Our students with disabilities need more support. Olivewood students decliby 18. 2 points. It is imperative we improve our practices and give our students with disabilities more differentiated instruction and the opportunities to practice assessments such as the CAASPP Practice Tests.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26	56	7	111

Conclusions based on this data:

1. Data shows that 59 English Learners are making progress towards English language proficiency.
2. However, data also shows that 26 of the 200 students decreased in their English language Performance Indicator.
3. 111 students progressed at least one ELPI level. It is essential that we continue providing rigorous ELD systematic and integrated lessons.

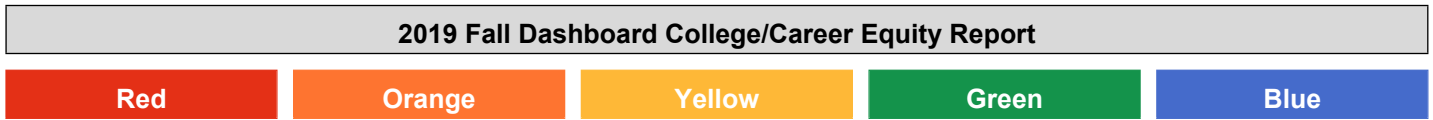
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

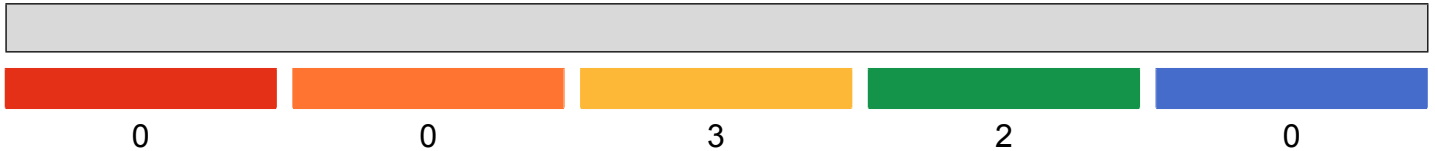
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Green</p>	<p>No Performance Color</p>
10.9	9.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18.2	Declined Significantly -19.8	2
622	334	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p>	<p>Green</p>	<p>Yellow</p>
18.6	10	12.3
Declined -21.4	Declined Significantly -19.7	Declined -18.5
43	521	65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 11	 No Performance Color 12.5 Declined -12.5 24
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.6 Declined Significantly -18.3 564	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

- Overall, our academic engagement and attendance is at a yellow status. Based on data, we have declined in all student groups.
- We must provide multiple opportunities for parents and students to know the value of coming to school on a consistent bases.
- Data shows that our English Learners are at a green status. We must continue to move forward and monitor students attendance data.

School and Student Performance Data

Academic Engagement Graduation Rate

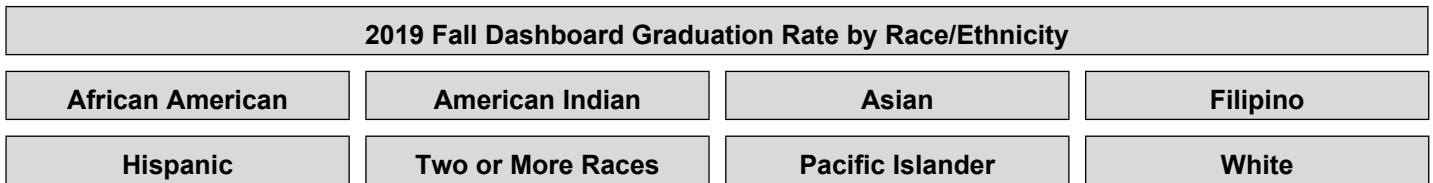
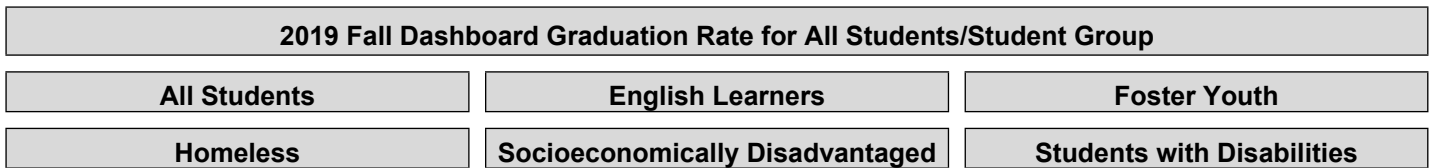
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

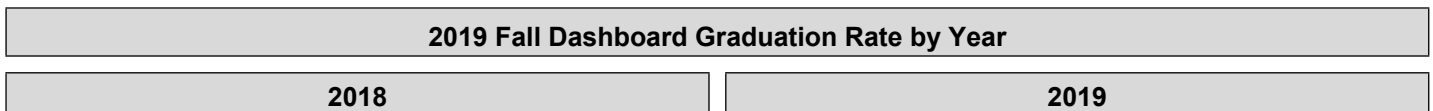
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

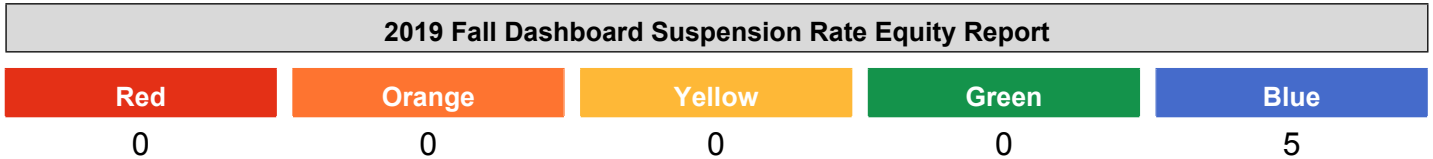
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.3 Declined -0.7 641	<p>English Learners</p>  Blue 0.3 Declined -0.5 341	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  Blue 0 Declined -2.7 48	<p>Socioeconomically Disadvantaged</p>  Blue 0.4 Declined -0.8 535	<p>Students with Disabilities</p>  Blue 0 Declined -1.5 65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 11	 No Performance Color 0 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Declined -0.4 580	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.3

Conclusions based on this data:

1. Olivewood is proud to share that we are at a High Performance level in suspension rate.
2. Olivewood community believes in restorative practices, positive behavior intervention supports, and restorative justice. We aim to always provide a safe and nurturing environment for all students.
3. Olivewood has many supports for all students that make our school a great place to be.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

English Learners will acquire English at a rate that will enable them achieve at grade level expectations. Our English learners will increase in reclassification rate by 2%.

Identified Need

According to the most recent CAASPP ELA scores available from 2019 the percentage of English Learners at Olivewood is improving from 63% to 69% from 2017-18 to 2018-19 with a change of 6%.

The distance from standard on Math for English Learners at Olivewood moved from 10% with a change of 1% closing the gap.

This indicates a continued focus on language and vocabulary to support student achievement.

*Please note, students in California did not take the CAASPP assessments in 2020. The data from the previous year is shown.

Only 19% of English Learners met standards in the iReady Reading Diagnostic 1 assessment taken October 2020.

Only 13 % of English Learners met the standards in the iReady Math Diagnostic 1 assessment taken October 2020.

This indicates that we need a stronger focus on ELD standards and ELD/ELA framework. Our children need more supports to access the content and make meaning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Last CAASPP ELA EL Data	11 % Meet or Exceed Standards	14% Meet or Exceed Standards
Last CAASPP Math EL Data	11% Meet or Exceed Standards	14% Meet or Exceed Standards
Last ELPAC Overall Data	13% Level 4	16% Level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Last ELPAC Oral Data	32% meet criteria	35% meet criteria
Current iReady ELA Data	2 % of students in Tier 1 (average of grades 1-6)	4% of students in Tier 1 (average of grades 1-6)
Current iReady Math Data	2 % of students in Tier 1 (average of grades 1-6)	4% of students in Tier 1 (average of grades 1-6)
Reclassification Rate	23.79% reclassification rate.	27% reclassification rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement Impact Teacher support. Impact Teachers will support English Learners in ELA, Math, and Language Acquisition. They will provide small group, targeted and differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Impact Teachers to support RTI students and ELD.

1000

LCAP
4000-4999: Books And Supplies
Supplemental books and materials necessary for instruction. Enriching equity and multicultural content.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Our school will implement Professional Development in Differentiated Instruction for Teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP 1000-1999: Certificated Personnel Salaries Pay for visiting teachers (substitutes) so Olivewood teachers can be released for professional development. Pay Olivewood Teachers hourly (if professional development is after school).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement Impact Teacher support. Impact Teachers will support English Learners in ELA, Math, and Language Acquisition. They will provide small group, targeted instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	Title I 1000-1999: Certificated Personnel Salaries Impact Teachers to support small group instruction.
2,000	LCAP 4000-4999: Books And Supplies Resources to support small group instruction with Impact Teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood school will make sure parents increase their engagement in academic involvement and understanding. Parents will support their children (our students) with appropriate tools to support the learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures Parent Conference attendance for parents to learn about English Language Resources and Strategies. Parent workshops at Olivewood.
2000	Title I 5000-5999: Services And Other Operating Expenditures Incentives (including refreshments when it is permitted) for Parents when attending school meetings and/or workshops.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will hire an English Language Liaison. The English Learners Liaison will support teachers with ELD instruction and monitor EL data. This includes growth, long-term English Learners, and reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries English Learners Liaison Stipend for the year. This position directly supports English Learners (strategies, monitoring, and communication).
3000	Title I 5000-5999: Services And Other Operating Expenditures

Materials needed for operation/communication purposes.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement the use of iReady. Students will use iReady and Imagine Learning Programs to support academic growth. These programs build on what students know and support differentiated instruction to meet student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I
4000-4999: Books And Supplies
Technology for supplemental support in distance learning.

1000

Title I
1000-1999: Certificated Personnel Salaries
Technology Liaison to provide support in accessing and using reports.

2000

Title I
5000-5999: Services And Other Operating Expenditures
License for online programs such as Reading A-Z and Raz Kids

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

District teachers will provide the school with support in administering the ELPAC assessments. This data will support teachers and stakeholders in knowing where students are at and next steps to support their academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement targeted learning experiences for children. Students will be provided with virtual field trip opportunities that support the grade level standards and increase their knowledge by providing various scaffolds and learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I
5000-5999: Services And Other Operating Expenditures
Virtual field trips and assemblies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

Olivewood data is continuously analyzed to promote student growth and academic achievement. For this goal, we are using the most current CAASPP data from 2018-2019. 2019-2020 CAASPP assessments were cancelled due to current Covid-19 pandemic.

2A. CAASPP results in English Language Arts

CAASPP results in Math

(this will also measure implementation of standards)

ELA Smarter Balanced Assessment increase from 40% in 2018-2019 to 42% in 2020-2021.

Math Smarter Balanced Assessment increase from 28% in 2018-2019 to 31% in 2020-2021.

2B. iReady results in English Language Arts Proficiency (mid) end of year 2021:

1. The percentage of all students performing at or above grade level standards, according to the ELA iREADY Diagnostic 1, will increase 2% by end of the the school year.
2. The percentage of all students performing at or above grade level standards, according to the Math iREADY Diagnostic 1, will increase 2% by the end of the school year.
3. The percentage of all students identified as one grade level or more below below on iReady in ELA will decrease by 2% by the end of the school year.
4. The percentage of all students identified as one grade level or more below below on iReady in Math will decrease by 2% by the end of the school year.

Identified Need

SBAC Baseline Results: CAASPP results indicate 40% of all students are proficient in ELA. We had a slight decrease on scores and data indicates 60% of students are not meeting the expected performance standards. In mathematics, we decreased from 31% meeting standards to 30% of students meeting them. A negative 1% decline. Our school is in its seventh year of Common Core implementation, and as the CAASPP data shows there is still a need for more scaffolds and supports for our students. Professional development, teacher collaboration, and student practice with the Common Core State Standards will support this goal.

The iReady Diagnostic is an assessment that has proven to correlate very well with the CAASPP assessment. Our students took the Diagnostic 1 in October 2020 and 79% of students performed

below grade level in Reading and 85% below grade level in mathematics. It is urgent that our students get the supports necessary to make a positive transition to at grade-level performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	40% Meet or Exceed Standards	42 % Meet or Exceed Standards
CAASPP Math All Students	28% Meet or Exceed Standards	31 % Meet or Exceed Standards
iReady Reading All Students	22 % of students at Tier 1 Meeting Standard (average grades 1-6)	24% of students at Tier 1 Meeting Standard (average grades 1-6)
iReady Math All Students	15 % of students at Tier 1 Meeting Standard (average grades 1-6)	17 % of students at Tier 1 Meeting Standard (average grades 1-6)
CAASPP ELA SWD	3 % Meet or Exceed Standards	4 % Meet or Exceed Standards
CAASPP Math SWD	3 % Meet or Exceed Standards	2% Meet or Exceed Standards

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will implement teacher collaboration and collective efficacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCAP 1000-1999: Certificated Personnel Salaries Teacher collaboration that elevates targeted student support. Collaboration promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.

This is hourly pay for Professional development after work hours.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will implement a broad course of study for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCAP

Enrichment teachers implement visual arts, performing arts, music appreciation, health and nutrition, and physical education units for all students on a biweekly basis. This is a service.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood school will implement Early Literacy Intervention Support for TK-1 Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2132

Source(s)

LCAP

4000-4999: Books And Supplies
Materials to support parents in using early literacy strategies with their children.

1000

LCAP

1000-1999: Certificated Personnel Salaries
Hourly pay for teacher that supports Early Literacy Parent Workshops/Learning.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood school will take part in professional development around English Language Arts and Mathematics standards and effective strategies in teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCAP
1000-1999: Certificated Personnel Salaries
Hourly pay for teachers to stay after school and engage in professional development around ELA and Math Instruction.
In professional development we will look at rigor and scaffolds to meet standards.

1500

LCAP
4000-4999: Books And Supplies
Books and resources for professional development around ELA and Math instruction.
Resources for students to elevate their academic achievement.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood School will have a Technology Support Technician to support school staff and students with various programs that we use with computers and promethean board.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCAP
2000-2999: Classified Personnel Salaries

Technology Support Technician to support school with technology.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will hire Impact Teachers that will support students in small group with ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Impact teachers will work with students below grade-level in small groups. Target instruction to meet short term and long-term goals.

9000

Title I

4000-4999: Books And Supplies
Supplemental books for small group instruction.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood students will be recognized for academic growth on a monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

4000-4999: Books And Supplies
Supplementary materials for students.

1000

LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners.

Goal 3

Planned improvements in student performance with an emphasis on parent and community engagement.

Identified Need

Even though 2019-2020 showed a tremendous growth of parent engagement at Olivewood, there is still a need for us to engage more parents in various ways to partner with our school in their child's education. In the 2019 National School District Parent Engagement Survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff. However, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, our school will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olivewood Parent Survey	A survey needs to be created for parents.	At least 50 parents will take a school survey.
I Parent Attendance at Virtual Coffee with the Principal	We currently have an average of 30 parents at Virtual Coffee with the Principal.	We will have at least 40 parents at each Virtual Coffee with the Principal.
Virtual Parent-Teacher Conferences Attendance	60% parent attendance rate.	65% parent attendance rate.
Parents attending virtual Workshops to support their children	Workshops for parents will be created.	At least 20 parents will attend each parent workshop.
School Wide Attendance	Our current average daily attendance is 86%	We will improve our attendance rate by at least 4% to be at 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Family and Community Engagement

Strategy/Activity

Olivewood School will connect families with resources available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Community resources and consultants that can support our parents in educating them and inspiring them to be actively involved in their child's education. For example, County of Education day and evening workshops.

3825

Title I
4000-4999: Books And Supplies
Book and materials for parents to take home and use with their children.

1500

Title I
5000-5999: Services And Other Operating Expenditures
Paper, certificates, and resources for our families.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Family and Community Engagement

Strategy/Activity

Olivewood school will implement structures to promote parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff to be in Parent Engagement committee. Parent Committee will come up with ways to keep parents engaged and empowered with our learning community.
1000	LCAP 5000-5999: Services And Other Operating Expenditures Banners, fliers, ink, resources needed for parents to be aware of events happening at school.
3000	Title I 5000-5999: Services And Other Operating Expenditures Parent costs to go to trainings or workshops that directly impact student achievement and home learning.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safety and Social Emotional Wellness

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness.

Goal 4

Students at Olivewood will know the Wise Owl Ways (Be safe, respectful, responsible, and kind).

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2019 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

The National City Collaborative Family Resource Centers had 937 points of service for families in the community the previous year. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Distance Learning is not easy. Parents and families are finding ways to adjust and for many, virtual attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to do their live sessions and independent work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1 % Suspended, 0%Expulsion	We will maintain 1% Suspended, 0 %Expulsion
Average Daily Attendance	Currently at 86% average daily attendance.	Increase our average daily attendance to 90%.
Tier 1 Behavior Referrals	185 Tier 1 Referrals in 2018-2019 school year.	We will decrease referrals by 5% in 2020-2021.
Tier 2 Behavior Referrals	8 Tier 2 Referrals in 2018-2019 school year.	We will decrease referrals by 5% in 2020-2021.
Wise Owl Ways Recognitions	60 students were recognized in 2019-2020.	At least 80 students will be recognized in the 2020-2021 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood school will continue to have a counselor. The school counselor will support social emotional learning school wide. She will also coordinate Positive Behavior Instruction Supports (PBIS) across the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
School Counselor salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood School will implement Professional Development and Data Team Collaboration:

1. School Counselor will receive professional development at the district level on the social emotional curriculum, Sanford Harmony.
2. Classroom teachers and administrator will continue to participate in Restorative Practices training during the 2020-2021 school year.
3. PBIS Materials that will support our efforts in creating a safe and productive learning environment for all students. Materials and Resources that include banners and posters that remind students and all stakeholders of the Wise Owl Ways (PBIS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCAP 4000-4999: Books And Supplies Materials and supplies that target PBIS strategies.
3000	LCAP 5000-5999: Services And Other Operating Expenditures PBIS training costs for Counselor and PBIS committee
4000	LCAP 1000-1999: Certificated Personnel Salaries PBIS committee after school hourly pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood School is committed to implementing PBIS and continuing a positive learning environment.

We will have:

PBIS (Wise Owl Ways) School Wide Acknowledgments and Incentives for students.

PBIS Assemblies.

PBIS Friday Slips and Incentives.

PBIS Celebrations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCAP 4000-4999: Books And Supplies Incentives and recognitions for students that are being safe, kind, responsible, and respectful.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood school will provide family virtual nights and workshops for students to practice games that support social emotional wellness and critical thinking skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Learning and community building games for students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood will recognize students for coming to school (virtually and hybrid model) and will receive incentives for being on time and demonstrating that "every day counts."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCAP
4000-4999: Books And Supplies
Trophies, certificates, awards, and other incentives for attendance.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood will implement weekly morning announcements made by students and staff in a video newscast. This will promote ownership, a sense of community, communication, and excitement for school and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP
5000-5999: Services And Other Operating Expenditures
Video camera, laptop, green screen, and equipment for student newscast.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Our school will continue to be clean and safe. Custodial and maintenance will make sure that any safety concerns that may arise get solved quickly and in a timely manner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCAP
2000-2999: Classified Personnel Salaries
Classified extra-hourly support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by 2018-2019..

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
			Imagine Learning Licenses		Title III	
			Successmaker Licenses			
			Salaries of technicians		LCFF	
			Accelerated Reader Licenses		LCFF	
			Assessment Team personnel		Title I	

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Provide safe environments that provide safe social and emotional physical wellness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,217.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$178,085.00

Subtotal of additional federal funds included for this school: \$178,085.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	\$34,132.00

Subtotal of state or local funds included for this school: \$34,132.00

Total of federal, state, and/or local funds for this school: \$212,217.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	178085	0.00
LCAP	34132	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
LCAP	34,132.00
Title I	178,085.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,260.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	41,457.00
5000-5999: Services And Other Operating Expenditures	32,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	0.00
1000-1999: Certificated Personnel Salaries	LCAP	11,500.00
2000-2999: Classified Personnel Salaries	LCAP	3,000.00
4000-4999: Books And Supplies	LCAP	13,632.00

5000-5999: Services And Other Operating Expenditures	LCAP	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	118,760.00
4000-4999: Books And Supplies	Title I	27,825.00
5000-5999: Services And Other Operating Expenditures	Title I	26,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,760.00
Goal 2	24,132.00
Goal 3	17,325.00
Goal 4	69,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Linnette Gonzalez Castaneda	Principal
Antonia Lopez	Classroom Teacher
Sarah Watson	Classroom Teacher
Eulalia Nava	Classroom Teacher
Lupita Saunders	Other School Staff
Cynthia Tinoco	Parent or Community Member
Angelica Ramirez	Parent or Community Member
Miriam Zuniga	Parent or Community Member
Maria Huerta	Parent or Community Member
Sonia Gonzalez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 15, 2021.

Attested:



Principal, Linnette Gonzalez Castañeda on 01/15/2021



SSC Chairperson, Maria Huerta on 01/15/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palmer Way Elementary School	37-68221-6038814	01-15-2020	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides Palmer Way with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's LocalControl Funding Formula (LCFF).

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 2
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 13
- Resource Inequities 13
- School and Student Performance Data 15
 - Student Enrollment..... 15
 - Diagnostic Results - Math 17
 - Diagnostic Results - Reading 20
 - EL Diagnostic Results - Math 23
 - EL Diagnostic Results - Reading 25
 - Special Education Diagnostic Results - Math 27
 - Special Education Diagnostic Results - Reading 29
 - Disclaimer 31
 - CAASPP Results..... 32
 - ELPAC Results 36
 - Student Population 40
 - Overall Performance 41
 - Academic Performance 42
 - Academic Engagement 48
 - Conditions & Climate..... 51
- Goals, Strategies, & Proposed Expenditures..... 53
 - Goal 1 53
 - Goal 2..... 61
 - Goal 3..... 69
 - Goal 4..... 73
 - Goal 5..... 79
- Centralized Services for Planned Improvements in Student Performance 80
 - Goal 1 80
 - Goal 2..... 82
 - Goal 3..... 83

Goal 4.....84

Goal 5.....85

Budget Summary86

 Budget Summary86

 Other Federal, State, and Local Funds86

Budgeted Funds and Expenditures in this Plan87

 Funds Budgeted to the School by Funding Source.....87

 Expenditures by Funding Source87

 Expenditures by Budget Reference87

 Expenditures by Budget Reference and Funding Source87

 Expenditures by Goal87

School Site Council Membership89

Recommendations and Assurances90

Instructions.....91

 Instructions: Linked Table of Contents.....91

 Purpose and Description.....92

 Stakeholder Involvement.....92

 Resource Inequities92

Goals, Strategies, Expenditures, & Annual Review93

 Annual Review94

 Budget Summary95

 Appendix A: Plan Requirements97

 Appendix B:.....100

 Appendix C: Select State and Federal Programs102

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Palmer Way uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. This year due to COVID-19 visitations are being conducted virtually through visits into their Live GoogleClassroom meetings. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District's thematic goal "We-" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the district-wide vision, our school will focus on instructional design to support the implementation of the Common Core State Standards.

Palmer Way has implemented the UCI Mathematics framework in addition to the Benchmark Literacy for English Language Arts. We will continue to use formative as well as summative assessments to guide their instruction. In addition to using 2019 - 2020 CAASPP assessment data because of its strong correlation to current iReady math and Language Arts results we also utilize ELPAC assessment results to monitor student progress. Teachers also meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in Math and ELA.

All English learners participate in an integrated as well as designated English language development program. Teachers have been receiving ongoing training this school year on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Resource Specialist Program supplement the core curriculum with Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Raz Kidz computer programs to develop comprehension and vocabulary skills.

The iReady reading and mathematics software program supports the standards-based curriculum at Palmer Way School in kindergarten through sixth grade students.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Palmer Way Elementary School has worked with the National School District to align curriculum, instruction, and materials closely to the Common Core Standards. Committees comprised of teachers, resource staff, and administrators have identified essential language arts and mathematics standards at each grade level. Formal, diagnostic assessments take place multiple times per year and are based on a series of comprehensive, criterion-referenced tasks and tests, as well as, Rigorous Curriculum Design Unit assessments. Assessments include IRLA Reading running records, UCI and GoMath Unit assessments and benchmark ELA , and iReady reading and math assessments.

Students who are having difficulty performing at grade-level at Palmer Way Elementary School are supported on several levels in the classroom, as well as in intervention support. This support takes place during or after school. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade-level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties, despite regular interventions, the Student Study Team (SST) meets regularly to involve the expertise of the principal, Language Arts Specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention and Instruction (Rtl), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level Rtl meetings are held on a regular basis, research-based strategies, Rtl goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use running records, progress monitoring assessments, classroom multiple measures, and reports from our iReady instructional software programs. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program that YMCA REACH provides, math and reading tutoring, and supplemental intervention classes both before and after school.

Palmer Way Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the iReady, ELPAC, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Illuminate data management system to efficiently evaluate individual, class-wide and grade-level student performance for instructional planning. Data can be viewed both in numerical or table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

As discussed previously, Palmer Way Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss targeted common core priority standards, formative assessment outcomes, district and site assessments, and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing

samples collaboratively at least three times each year, using rubrics. Teachers collaborate to ensure the rigor of the writing is at standard for their particular grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District only recruits and retains teachers that are Highly Qualified in accordance with NCLB requirements. At Palmer Way School, all teachers are fully qualified in accordance with NCLB requirements. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. District-level staff development focuses on the key areas in language arts, mathematics, and ELD. Grade-level objectives and instructional practices are developed to optimize student performance. All TK – 6th grade teachers receive ongoing training from a consultant on how to use reports from iReady to target instruction and support for students in reading and math. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing the Illuminate data management system. Illuminate provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. The IRLA and iReady reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of site data, including CAASPP, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource teacher, and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc) planning groups.

The staff will receive training on how to improve students writing abilities. The training will give teachers the opportunity to learn how to integrate real world problems into student writing. The students will also be using higher-order thinking skills to solve these real world problems.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Choices for staff learning are informed by CAASPP assessments, as well as teacher survey and district provided formative assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out-of-district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and co-teach lessons with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to beginning and experienced teachers who need or request assistance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, Palmer Way Elementary School is fully committed to collaboratively analyzing data through grade-level groups and Data Teams to plan instructional strategies, share ideas and concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, local assessments, iReady reading and math assessments, and teacher created formative assessments to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction.

Primary grades focus on IRLA and RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use IRLA assessments and iReady reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district level exams in language arts and math. They analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff score writing samples collaboratively at least three times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Palmer Way Elementary School practices standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The district adopted publishers are Benchmark Reading and UCI math units and GoMath! Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist. iReady software program supports the standards-based curriculum at Palmer Way Elementary School in the classrooms, in a one to one Chromebook environment for 3rd through 6th grade as well as iPads for K - 2nd. The iReady online program provides accurate assessment and targeted instruction in language arts and mathematics. Imagine Learning is also an online educational tutorial program that focuses on the development of English for our designated English Learners. All students also have access to online software, Think Central, both at school and at home that supports our GoMath! math curriculum. Two online reading programs, Accelerated Reader and RAZ kids, are used to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program at Palmer Way Elementary School.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Palmer Way Elementary School monitors the implementation of instructional time for the adopted programs for language arts, mathematics, and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3. ELD instruction is provided for 40 minutes 4 times a week schoolwide. At risk students in grades K-6 are provided with 20 additional minutes instruction in language arts along with additional mathematics instruction, both completed in small group and/or one-on-one settings.

Impact teachers are hired to reduce student-teacher ratio throughout the day, and are assigned to work with students, based on students' needs. They work with small groups of students providing additional literacy and mathematics support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, models and co-teaches lessons in the classrooms, plans for small group instruction and plans for in school intervention classes in language arts and mathematics. Impact teachers and regular education teachers supplement language arts, mathematics and ELD instruction before and after school, especially for students needing intervention in the aforementioned subject areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at Palmer Way have access to a variety of ELA and Math programs in order to meet student needs while addressing critical standards in both academic areas. The lessons follow a sequence derived from both the UCI Math units or the BenchMark ELA program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Palmer Way utilizes a variety of evidence-based educational practices to raise student achievement. Some of these practices include: ARC—which stands for Achieving Reading Comprehension—is a reading program designed to improve and enhance reading, spelling, comprehension, and listening skills in readers. This program promotes both phonics and phonemic awareness. Palmer Way also utilizes the UCI Math Project. The Irvine Math Project partners with the National School District to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers. The Irvine Math Project provides a different approach for mathematics instruction. In addition to these educational practices, Palmer Way also strives to be innovative by utilizing various forms of technology to increase student academic achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2019-2020.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council which also includes input from the Palmer Way PTA as well as ELAC. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Computer-based learning programs such as IXL Math, and RAZ kids
2. Teacher training in best practices for English Learners and under-performing children
3. Additional materials needed to supplement core instructional programs
4. Provide small group support through the use of Impact Teachers

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on of pupil demographic.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Palmer Way parents have the opportunity to to be involved in the school by attending School Site Council Meetings, Coffee with the Principal chats, PTA meetings and ELAC Meetings, in addition various school event planning meetings as well as School Site Council to have input on how funds are allocated, programs and activities that we sponsor, and the SPSA.

The process used to gather information was through input from ELAC, SSC, as well as community/parent survey and staff.

Due to COVID - 19 All meeting were held virtually via GoogleMeets.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

An analysis was conducted from the 2019 - 2020 budget. The purpose was aimed at allocating and using resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

One area that we felt needed extra resources was in early intervention. This was done by hiring an impact teacher who only worked with kindergarten students.

We also hired 2 additional impact teachers to provide extra support. For our English Learner and Hispanic Students we also offer additional academic support through the use of an impact teacher as well as the Language Arts Specialist.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%			0
African American	1.62%	1.15%	1.74%	9	6	9
Asian	5.96%	5.17%	4.65%	33	27	24
Filipino	14.62%	16.09%	15.89%	81	84	82
Hispanic/Latino	70.94%	70.31%	70.35%	393	367	363
Pacific Islander	0.90%	0.57%	0.58%	5	3	3
White	1.80%	2.49%	2.91%	10	13	15
Multiple/No Response	%	0.19%	3.68%		1	1
Total Enrollment				554	522	516

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	85	81
Grade 1	70	62	62
Grade 2	81	66	60
Grade3	72	76	72
Grade 4	79	73	84
Grade 5	86	75	81
Grade 6	85	85	76
Total Enrollment	554	522	516

Conclusions based on this data:

1. The last three years has seen a slight decrease in student enrollment.
2. Palmer Ways hispanic population has remained consistent at 70% for the last 3 years.
3. Palmer Ways Filipino population is the second highest student group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	264	240	223	47.7%	46.0%	43.2%
Fluent English Proficient (FEP)	88	82	91	15.4%	15.7%	17.6%
Reclassified Fluent English Proficient	23	29	51	0	11.0%	21.3%

Conclusions based on this data:

1. English learners student group has seen a steady drop of 20 students per school year the last three years.
2. Although the number of FEP students has dropped slightly the last two years the percentage of students has seen a slight increase.
3. The number and percent of RFEP students has seen a steady increase in the last three years, with a big jump from 11 % in 18-19 to 21.3 % in 19-20.

School and Student Performance Data

Diagnostic Results - Math

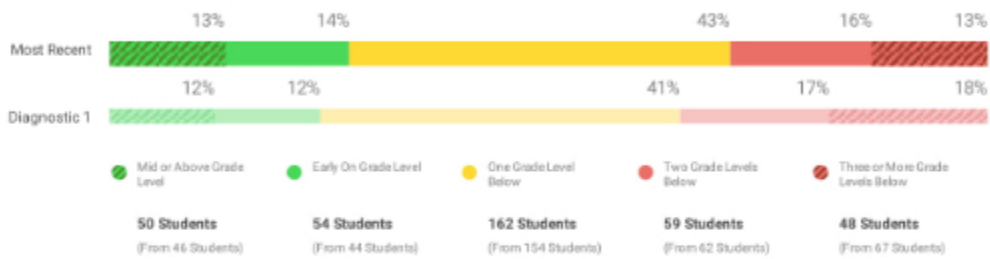
Diagnostic Results



School: Palmer Way Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 373/488



Switch Table View | Show Results By: Grade

Placement Summary

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	-	-	-	-	-	0/59
	Diagnostic 1	-	-	-	-	-	
Grade 1	Most Recent	29%	7%	52%	13%	0%	56/61
	Diagnostic 1	27%	13%	57%	4%	0%	
Grade 2	Most Recent	8%	8%	58%	22%	4%	50/61
	Diagnostic 1	22%	4%	38%	24%	12%	
Grade 3	Most Recent	11%	17%	44%	19%	9%	54/58
	Diagnostic 1	6%	9%	43%	24%	19%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Palmer Way Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		10%	15%	42%	21%	12%	73/75
	Diagnostic 1		5%	12%	36%	26%	21%	
Grade 5	Most Recent		10%	21%	35%	11%	23%	81/88
	Diagnostic 1		6%	15%	44%	10%	25%	
Grade 6	Most Recent		15%	15%	36%	12%	22%	59/86
	Diagnostic 1		14%	15%	31%	14%	27%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- The percentage of students who are identified as being two or more grade levels below decreased from Diagnostic 1 to Diagnostic 2.

2. All grade levels moved more percentage of students into the Mid or above grade level category. (Except for 2nd grade, which decreased 10 %.)
3. Overall performance on math improved from 25% to 29% students at or above grade level, for a growth of 4%.

School and Student Performance Data

Diagnostic Results - Reading

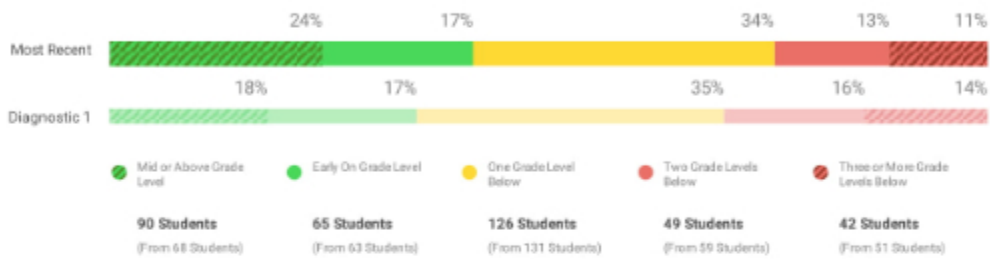
Diagnostic Results



School: Palmer Way Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 372/488



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	0%	100%	0%	0%	0%	1/59
	Diagnostic 1	0%	0%	100%	0%	0%	
Grade 1	Most Recent	44%	9%	40%	7%	0%	57/61
	Diagnostic 1	32%	23%	40%	5%	0%	
Grade 2	Most Recent	21%	8%	58%	13%	0%	53/61
	Diagnostic 1	19%	17%	40%	19%	6%	
Grade 3	Most Recent	26%	30%	12%	28%	4%	57/58
	Diagnostic 1	18%	18%	26%	28%	11%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Palmer Way Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		14%	19%	46%	6%	15%	72/75
	Diagnostic 1		14%	7%	50%	15%	14%	
Grade 5	Most Recent		17%	19%	31%	16%	17%	75/88
	Diagnostic 1		15%	19%	28%	21%	17%	
Grade 6	Most Recent		28%	18%	16%	11%	28%	57/86
	Diagnostic 1		16%	21%	25%	5%	33%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

- All grade levels moved more percentage of students into the Mid or above grade level category. (Except for 4th grade, which stayed the same % 14%). However 4th grade did have a 12 point jump in students performing at the Early On Grade Level range.

1st 32% ? 44%
2nd 19% ? 21%
3rd 18% ? 26%
5th 16% ? 19%
6th 16% ? 28%

2. Most grade levels have a smaller percentage of students performing in the two bottom levels, which is below grade levels by one or two grade levels. (except for 1st grade which only increased from 5% to 7% and 6th grade that only increased from 38% to 39%)
2nd 25% ? 13%
3rd 29% ? 21%
5th 36% ? 32%
3. Overall performance on ELA improved from 36% to 43% students at or above grade level, for a growth of 7%.

School and Student Performance Data

EL Diagnostic Results - Math

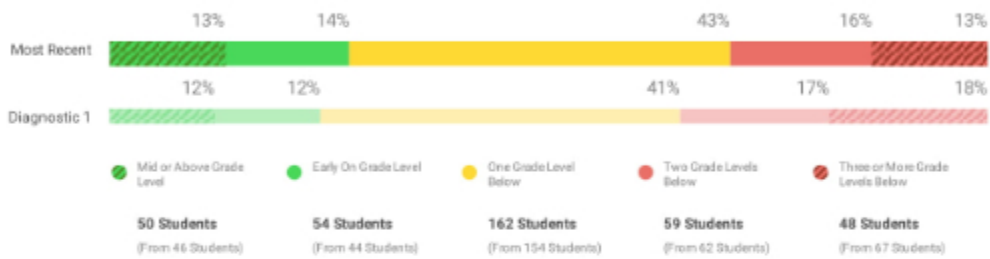
Diagnostic Results



School: Palmer Way Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 373/488



Switch Table View | Show Results By: English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Overall Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Yes - English Learner	Most Recent	6%	6%	48%	21%	19%	162/211
	Diagnostic 1	7%	6%	35%	24%	28%	
No - English Learner	Most Recent	19%	21%	40%	12%	8%	211/277
	Diagnostic 1	16%	17%	46%	11%	10%	

Conclusions based on this data:

1. EL students decreased in grade-level performance in math. 13% of students were at or above grade level on Diagnostic 1 compared to 12% of students on Diagnostic 2.
2. The percentage of EL students who are identified as being two or more grade levels below decreased from Diagnostic 1 to Diagnostic 2.
3. EL students that are identified as one grade level below grew 13%, from 35% to 48%.

School and Student Performance Data

EL Diagnostic Results - Reading

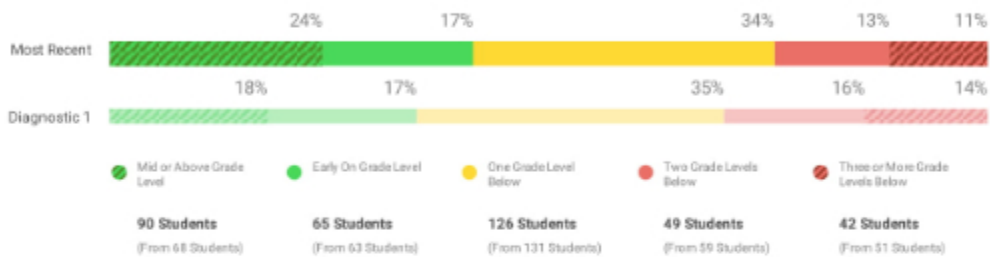
Diagnostic Results



School: Palmer Way Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 372/488



Switch Table View | Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	Most Recent	11%	18%	36%	19%	14%	159/211
	Diagnostic 1	10%	13%	41%	14%	22%	
No - English Learner	Most Recent	34%	17%	32%	8%	9%	213/277
	Diagnostic 1	24%	20%	31%	17%	8%	

Conclusions based on this data:

1. EL students that are on grade level and above in ELA increased from 23% to 31%.
2. Overall EL performance on ELA improved from 36% to 43% students at or above grade level, for a growth of 7%.
3. EL students who are identified as two or more grade levels below decreased from 29% on Diagnostic 1 to 24% on Diagnostic 2 by 5%.

School and Student Performance Data

Special Education Diagnostic Results - Math

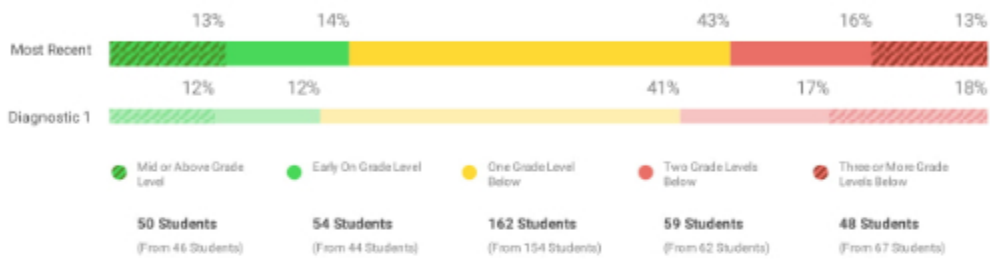
Diagnostic Results



School: Palmer Way Elementary
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 373/488



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	14%	4%	32%	21%	29%	28/36
	Diagnostic 1	7%	7%	32%	18%	36%	
No - Special Education	Most Recent	13%	15%	44%	15%	12%	345/452
	Diagnostic 1	13%	12%	42%	17%	17%	

Conclusions based on this data:

1. Special Education students that are on grade level and above in Math increased from 14% to 28%.
2. Special education students who are scoring above grade level in math doubled from 7% on diagnostic 1 to 14% on diagnostic 2.
3. Overall Special Education performance on math for students who were two or three grade levels below showed a slight improved from 54% to 50%.

School and Student Performance Data

Special Education Diagnostic Results - Reading

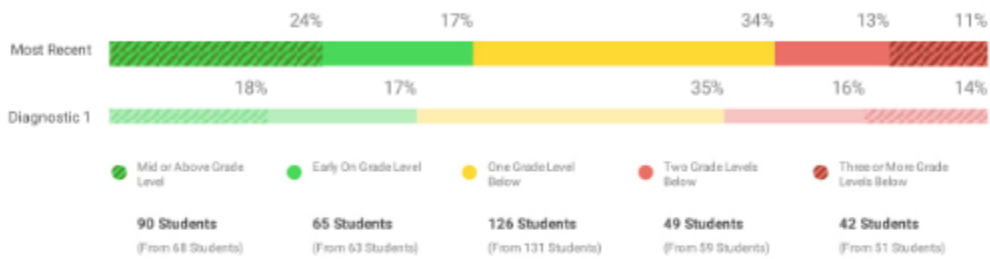
Diagnostic Results



School: Palmer Way Elementary
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 372/488



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	15%	8%	31%	19%	27%	26/36
	Diagnostic 1	15%	8%	19%	23%	35%	
No - Special Education	Most Recent	25%	18%	34%	13%	10%	346/452
	Diagnostic 1	18%	18%	36%	15%	12%	

Conclusions based on this data:

1. Special Education students that are on grade level and above in reading remained flat at 23%
2. Special education students who are scoring one grade level below in reading improved from from 19% on diagnostic 1 to 31% on diagnostic 2.
3. Overall Special Education performance on math for students who were two or three grade levels below improved 12% from 58% to 46%.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	73	80	71	71	79	71	71	79	100	97.3	98.8
Grade 4	94	82	77	84	76	70	84	76	70	89.4	92.7	90.9
Grade 5	83	89	76	76	87	74	75	87	74	91.6	97.8	97.4
Grade 6	90	88	87	87	83	85	87	83	85	96.7	94.3	97.7
All Grades	338	332	320	318	317	308	317	317	308	94.1	95.5	96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2446.	2447.	21.13	32.39	30.38	26.76	29.58	25.32	28.17	16.90	27.85	23.94	21.13	16.46
Grade 4	2503.	2482.	2497.	36.90	31.58	40.00	39.29	23.68	21.43	9.52	25.00	20.00	14.29	19.74	18.57
Grade 5	2486.	2518.	2476.	14.67	17.24	12.16	30.67	42.53	25.68	22.67	25.29	28.38	32.00	14.94	33.78
Grade 6	2529.	2537.	2554.	14.94	20.48	18.82	37.93	31.33	49.41	31.03	36.14	18.82	16.09	12.05	12.94
All Grades	N/A	N/A	N/A	22.08	24.92	25.00	34.07	32.18	31.17	22.71	26.18	23.70	21.14	16.72	20.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	32.39	34.18	39.44	43.66	45.57	38.03	23.94	20.25
Grade 4	32.14	23.68	37.14	48.81	51.32	40.00	19.05	25.00	22.86
Grade 5	14.67	22.99	17.57	54.67	58.62	47.30	30.67	18.39	35.14
Grade 6	13.79	21.69	25.88	52.87	51.81	52.94	33.33	26.51	21.18
All Grades	20.82	24.92	28.57	49.21	51.74	46.75	29.97	23.34	24.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	33.80	20.25	50.70	38.03	53.16	26.76	28.17	26.58
Grade 4	35.71	25.00	32.86	52.38	53.95	54.29	11.90	21.05	12.86
Grade 5	18.92	34.48	14.86	55.41	43.68	44.59	25.68	21.84	40.54
Grade 6	22.09	22.89	31.76	56.98	54.22	54.12	20.93	22.89	14.12
All Grades	25.08	29.02	25.00	53.97	47.63	51.62	20.95	23.34	23.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	28.17	31.65	61.97	54.93	55.70	15.49	16.90	12.66
Grade 4	17.86	23.68	30.00	70.24	65.79	57.14	11.90	10.53	12.86
Grade 5	8.00	14.94	10.81	74.67	75.86	64.86	17.33	9.20	24.32
Grade 6	12.64	9.64	12.94	75.86	72.29	71.76	11.49	18.07	15.29
All Grades	15.14	18.61	21.10	70.98	67.82	62.66	13.88	13.56	16.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.35	40.85	32.91	60.56	35.21	50.63	14.08	23.94	16.46
Grade 4	51.19	39.47	22.86	40.48	51.32	61.43	8.33	9.21	15.71
Grade 5	26.67	40.23	14.86	45.33	50.57	59.46	28.00	9.20	25.68
Grade 6	34.48	37.35	36.47	52.87	53.01	51.76	12.64	9.64	11.76
All Grades	35.02	39.43	27.27	49.53	47.95	55.52	15.46	12.62	17.21

Conclusions based on this data:

1. Palmer Ways 4th and 6th grade scores showed good growth at 6 and 12 percent respectively.
2. Palmer Ways 3rd and 5th grade scores showed decreases. With 3rd grade showing a 6 point drop, but 5th grade showing a 22 point drop which is a major concern.
3. A major focus on Palmer Way's 5th grade will be implemented in the 19/20 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	73	80	71	71	79	71	71	79	100	97.3	98.8
Grade 4	94	82	77	91	82	76	91	82	76	96.8	100	98.7
Grade 5	83	89	76	82	87	76	82	87	76	98.8	97.8	100
Grade 6	90	88	87	89	87	87	89	87	87	98.9	98.9	100
All Grades	338	332	320	333	327	318	333	327	318	98.5	98.5	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2468.	2461.	23.94	32.39	35.44	32.39	33.80	26.58	32.39	18.31	21.52	11.27	15.49	16.46
Grade 4	2480.	2461.	2481.	18.68	10.98	19.74	29.67	30.49	27.63	39.56	34.15	28.95	12.09	24.39	23.68
Grade 5	2465.	2484.	2456.	4.88	6.90	6.58	12.20	20.69	9.21	42.68	40.23	34.21	40.24	32.18	50.00
Grade 6	2491.	2502.	2523.	8.99	12.64	12.64	11.24	17.24	20.69	40.45	32.18	43.68	39.33	37.93	22.99
All Grades	N/A	N/A	N/A	13.81	14.98	18.55	21.02	25.08	21.07	39.04	31.80	32.39	26.13	28.13	27.99

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	45.07	53.52	44.30	36.62	32.39	30.38	18.31	14.08	25.32	
Grade 4	24.18	19.51	35.53	46.15	45.12	28.95	29.67	35.37	35.53	
Grade 5	7.32	9.20	9.21	28.05	41.38	26.32	64.63	49.43	64.47	
Grade 6	12.36	24.14	14.94	34.83	24.14	54.02	52.81	51.72	31.03	
All Grades	21.32	25.38	25.79	36.64	35.78	35.53	42.04	38.84	38.68	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	21.13	33.80	32.91	53.52	46.48	44.30	25.35	19.72	22.78	
Grade 4	19.78	13.41	19.74	52.75	47.56	44.74	27.47	39.02	35.53	
Grade 5	9.76	12.64	6.58	50.00	57.47	44.74	40.24	29.89	48.68	
Grade 6	7.87	12.64	16.09	50.56	44.83	55.17	41.57	42.53	28.74	
All Grades	14.41	17.43	18.87	51.65	49.24	47.48	33.93	33.33	33.65	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.39	43.66	40.51	52.11	45.07	45.57	15.49	11.27	13.92
Grade 4	26.37	14.63	21.05	53.85	57.32	50.00	19.78	28.05	28.95
Grade 5	8.54	8.05	5.26	52.44	55.17	42.11	39.02	36.78	52.63
Grade 6	8.99	12.64	16.09	46.07	47.13	52.87	44.94	40.23	31.03
All Grades	18.62	18.65	20.75	51.05	51.38	47.80	30.33	29.97	31.45

Conclusions based on this data:

1. When we look at our CAASPP math data we can see a similar pattern. Our 3rd 5th and 6th grades all showed growth, with a drop in 4th grade.
2. Claims data also looks good. with good growth in most claims for 3rd, 5th and 6th grade. Fourth grade claims data shows us that the area of problem solving and modeling/ data analysis was the most challenging for the 4th graders with the number of students scoring below standard increasing by 12 %. This will have to be an area of focus for both 4th grade and 5th grade
3. Also looking at the claim level, we see significant growth with the percentage of students scoring in the above standard level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1418.7	1427.9	1424.8	1439.7	1404.1	1400.1	55	41
Grade 1	1479.3	1461.7	1461.5	1455.4	1496.5	1467.3	44	43
Grade 2	1515.7	1508.0	1498.2	1492.8	1532.6	1522.6	50	46
Grade 3	1488.6	1494.9	1480.2	1487.1	1496.6	1502.2	25	13
Grade 4	1490.7	1498.7	1475.5	1486.2	1505.1	1510.7	28	29
Grade 5	1509.2	1522.1	1494.6	1525.9	1523.3	1518.1	16	16
Grade 6	1475.5	1495.0	1455.8	1479.1	1494.8	1510.4	17	14
Grade 7	.							
All Grades	1477.0		1466.2		1485.3		235	202

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.64	9.76	38.18	36.59	23.64	51.22	*	2.44	55	41
1	50.00	6.98	34.09	39.53	*	48.84	*	4.65	44	43
2	72.00	23.91	*	58.70	*	15.22	*	2.17	50	46
3		15.38	48.00	30.77	44.00	53.85	*	0.00	25	13
4	*	13.79	39.29	55.17	*	10.34	*	20.69	28	29
5	*	18.75	87.50	50.00	*	12.50	*	18.75	16	16
6	*	7.14	*	28.57	*	21.43	*	42.86	17	14
All Grades	34.04	13.86	36.60	45.05	15.74	31.68	13.62	9.41	235	202

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.82	14.63	43.64	34.15	*	46.34	*	4.88	55	41
1	47.73	11.63	27.27	41.86	*	41.86	*	4.65	44	43
2	70.00	36.96	26.00	50.00	*	10.87	*	2.17	50	46
3	*	23.08	*	46.15	*	23.08	*	7.69	25	13
4	39.29	24.14	*	51.72	*	3.45	*	20.69	28	29
5	*	50.00	68.75	18.75	*	18.75	*	12.50	16	16
6	*	14.29	*	35.71	*	14.29	*	35.71	17	14
All Grades	39.57	23.76	35.32	41.58	13.19	25.25	11.91	9.41	235	202

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.45	4.88	20.00	41.46	40.00	48.78	*	4.88	55	41
1	52.27	11.63	25.00	25.58	*	48.84	*	13.95	44	43
2	62.00	15.22	24.00	65.22	*	17.39	*	2.17	50	46
3	*	7.69	*	30.77	44.00	53.85	*	7.69	25	13
4	*	6.90	*	41.38	*	27.59	*	24.14	28	29
5	*	6.25	68.75	12.50	*	56.25	*	25.00	16	16
6	*	0.00	*	14.29	*	42.86	*	42.86	17	14
All Grades	31.06	8.91	27.23	38.61	22.98	39.11	18.72	13.37	235	202

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	41.82	12.20	49.09	80.49	*	7.32	55	41	
1	50.00	32.56	47.73	65.12	*	2.33	44	43	
2	88.00	41.30	*	56.52	*	2.17	50	46	
3	*	23.08	56.00	53.85	*	23.08	25	13	
4	53.57	20.69	*	55.17	*	24.14	28	29	
5	*	18.75	*	62.50	*	18.75	16	16	
6	*	7.14	*	64.29	*	28.57	17	14	
All Grades	51.06	25.25	38.72	63.86	10.21	10.89	235	202	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.27	17.07	50.91	70.73	21.82	12.20	55	41
1	45.45	2.33	50.00	86.05	*	11.63	44	43
2	68.00	28.26	30.00	67.39	*	4.35	50	46
3	*	46.15	64.00	53.85	*	0.00	25	13
4	42.86	37.93	*	41.38	*	20.69	28	29
5	*	68.75	*	18.75	*	12.50	16	16
6	*	28.57	*	42.86	*	28.57	17	14
All Grades	43.83	26.24	42.13	61.88	14.04	11.88	235	202

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	72.73	92.68	*	7.32	55	41
1	56.82	25.58	27.27	51.16	*	23.26	44	43
2	72.00	17.39	*	78.26	*	4.35	50	46
3	*	7.69	68.00	38.46	*	53.85	25	13
4	*	3.45	50.00	65.52	42.86	31.03	28	29
5	*	6.25	87.50	62.50	*	31.25	16	16
6	*	0.00	*	42.86	70.59	57.14	17	14
All Grades	30.64	10.89	46.81	67.33	22.55	21.78	235	202

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.91	41.46	32.73	48.78	*	9.76	55	41
1	34.09	13.95	54.55	74.42	*	11.63	44	43
2	50.00	26.09	48.00	71.74	*	2.17	50	46
3	*	30.77	84.00	69.23	*	0.00	25	13
4	*	20.69	46.43	58.62	*	20.69	28	29
5	*	6.25	*	75.00	*	18.75	16	16
6	*	14.29	64.71	57.14	*	28.57	17	14
All Grades	36.17	23.76	51.06	64.85	12.77	11.39	235	202

Conclusions based on this data:

1. As you can see the majority of Palmer Way students (68%) are performing at the level 3 and 4 ranges overall.
2. The oral scores on the ELPAC, Listening and speaking is a challenge area for our TK through 2nd grade students, but become a strength for our 3rd through 6th grade students. This is strong evidence of Palmer Way's focus on oral language practice in the classrooms.
3. Over half of the 27 students (19) that are still scoring in the 1 range overall are either currently enrolled or were enrolled last year in the NSD New Comer class that is housed at Palmer Way.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	76.4	46.0	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	46.0
Foster Youth	1	0.2
Homeless	81	15.5
Socioeconomically Disadvantaged	399	76.4
Students with Disabilities	28	5.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
Asian	27	5.2
Filipino	84	16.1
Hispanic	367	70.3
Two or More Races	21	4.0
Pacific Islander	3	0.6
White	13	2.5





Conclusions based on this data:

- Palmer Way currently has 46% of students identified as English Learners
- Socioeconomically Disadvantaged students are the highest percentage of students with 76.4 percent.
- Hispanic students make up the highest percentage of students at Palmer Way with 70.3 percent. Filipino is our second highest group with 16.1 percent.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Green.</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Green</p>		

Conclusions based on this data:

1. Palmer Ways academic performance data looks positive with both language arts and mathematics scoring in the green section.
2. Although Chronic absenteeism is still at yellow, this is an improvement from last year when Palmer Way scored in the red area.
3. Suspension rate is an area of concern here at Palmer Way. We are hopeful that with new procedures we have in place because of the PBIS process.

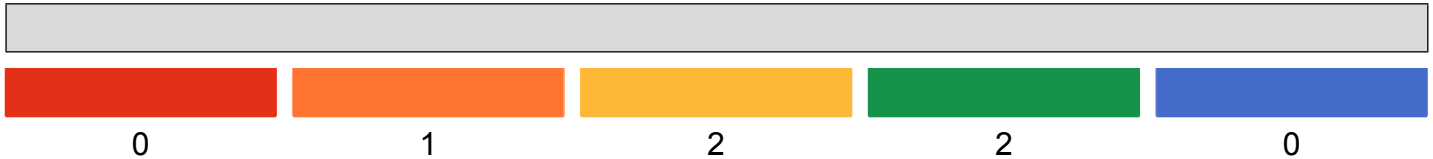
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green.</p> <p>12.1 points above standard</p> <p>Declined -3.4 points</p> <p>293</p>	<p>English Learners</p> <p>Green</p> <p>12.1 points above standard</p> <p>Increased ++5.2 points</p> <p>186</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Yellow</p> <p>5.7 points above standard</p> <p>Declined -14.8 points</p> <p>44</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5 points above standard</p> <p>Maintained -1.9 points</p> <p>233</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>71.2 points below standard</p> <p>Declined -10.5 points</p> <p>22</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 41.8 points above standard Increased ++10.3 points 21	 Green 78 points above standard Declined -8.3 points 48
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 points below standard Declined -4.8 points 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52 points below standard Declined Significantly -24 points 57	40.5 points above standard Declined -12.6 points 129	10.4 points above standard Declined Significantly -18.2 points 105

Conclusions based on this data:

1. Although English Language Arts should a drop of 4.9% for all students, Palmer Way still scored in the green area and remained at 10.6 points above standard
2. Palmer Way English Learners grew by 3.6 points and also scored in the green area with 10.5 points above standard.
3. Students identified as current English Learners are a big concern and focus here at Palmer Way. This group of students is currently scoring at 53.2 points below standard.

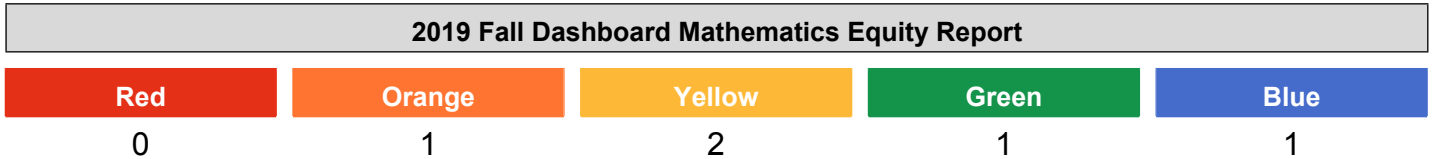
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>14.3 points below standard</p> <p>Increased ++3.1 points</p> <p>292</p>	<p>English Learners</p>  <p>Green.</p> <p>16.9 points below standard</p> <p>Increased ++7 points</p> <p>186</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>Yellow</p> <p>16.6 points below standard</p> <p>Declined -10.9 points</p> <p>44</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>20.3 points below standard</p> <p>Maintained ++2.9 points</p> <p>232</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>83.5 points below standard</p> <p>Declined Significantly -41 points</p> <p>22</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 44.6 points above standard Increased ++6.5 points 48
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.8 points below standard Maintained -2.6 points 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.6 points below standard Declined Significantly -33.1 points 57	5.6 points above standard Increased Significantly ++15.5 points 129	10.9 points below standard Declined -4.1 points 105

Conclusions based on this data:

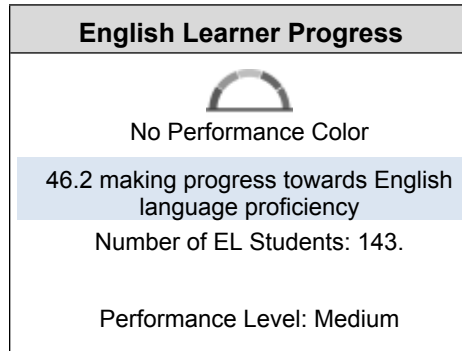
1. All students at Palmer Way grew by 3.1 points over last year.
2. English Learners at Palmer Way grew by 7 points in math, but are still 16.9 points below standard.
3. Similar to Language Arts, current English Learner is a big concern and focus here at Palmer Way with students scoring 67.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	53	6	61

Conclusions based on this data:

1. There are currently 143 students classified as English Learners at Palmer Way.
2. Out of the 143 EL students at Palmer Way 46.2 percent of them are making progress toward English language proficiency.
3. Out of the 143 EL students at Palmer Way 60 of them progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. This is not an area that we monitor at an elementary school level.

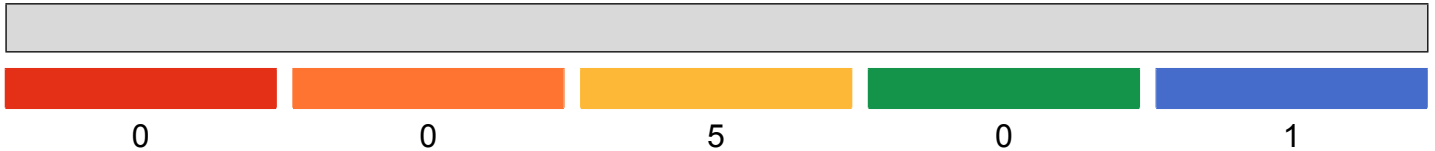
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p>	<p>Yellow.</p>	<p>No Performance Color</p>
14.5	14.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -7.1	Declined Significantly -6.2	2
559	263	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p>	<p>Yellow</p>	<p>Yellow</p>
17.6	16.6	14.3
Declined -2.4	Declined Significantly -6.3	Declined -10.7
85	435	42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 3.4 Declined -8.7 29	 Blue 2.2 Declined -6.1 89
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.6 Declined Significantly -8.1 392	 No Performance Color 31.8 Increased +1.4 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 20 Increased +5.7 15

Conclusions based on this data:

1. All students at Palmer Way who were absent 10 percent or more of the instructional days declined by 7.1 percent.
2. Hispanic students at Palmer Way who were absent 10 percent or more of the instructional days declined by 8.1 percent.
3. Socioeconomically Disadvantaged students at Palmer Way who were absent 10 percent or more of the instructional days declined by 6.3 percent.

School and Student Performance Data

Academic Engagement Graduation Rate

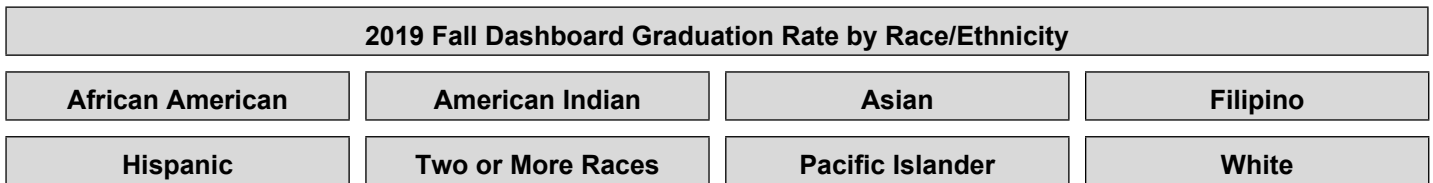
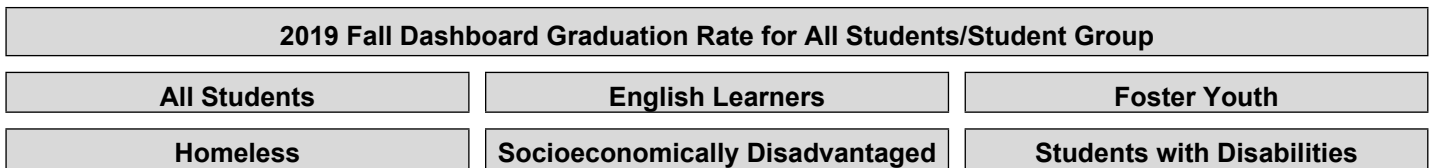
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

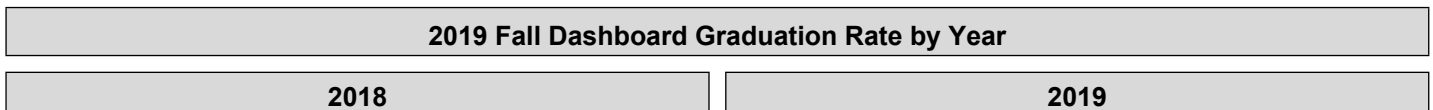
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This is not an area we monitor at the elementary school level

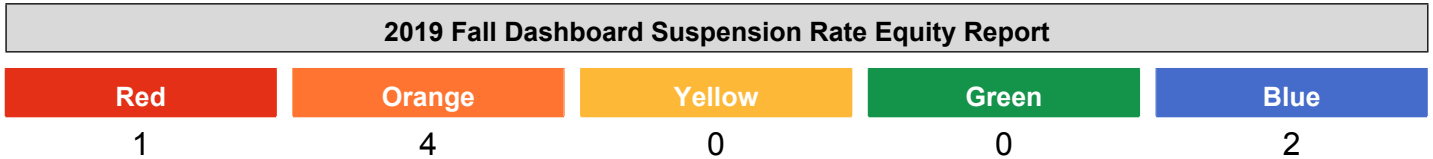
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.2 Increased +0.6 577	<p>English Learners</p>  Orange. 1.1 Increased +0.8 270	<p>Foster Youth</p>  No Performance Color. Less than 11 Students - Data Not 2
<p>Homeless</p>  Orange 2.3 Increased +0.9 86	<p>Socioeconomically Disadvantaged</p>  Orange 1.1 Increased +0.3 443	<p>Students with Disabilities</p>  Red 10.9 Increased +10.9 46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 11		 Blue 0 Maintained 0 31	 Blue 0 Maintained 0 90
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +0.3 404	 No Performance Color 4.5 Increased +4.5 22	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Maintained 0 16

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.2

Conclusions based on this data:

1. All Students at Palmer Way who have been suspended at least once last year grew by .6 percent.
2. English Learners at Palmer Way who have been suspended at least once last year grew by .8 percent.
3. Hispanic Students at Palmer Way who have been suspended at least once last year grew by .3 percent.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools

Goal 1

Due to the COVID-19 goals will be slightly modified as there are many unknowns regarding CAASPP testing. Some of these unknowns included, test administration guideline, length of test, at home testing, etc. These unknowns can greatly impact the results of the CAASPP results.

1A. English Learner Reclassification rate at Palmer Way will increase 5% points each year. English Learner reclassification rate will increase 5 percent from 47.7% in 2018-2019 to 50.0% in 2019-2020.

1B. English Learner Distance from Level 3 on the Dashboard will decrease by 10 points per year. English Language Arts CAASPP: From -52 below level 3 to -42 below level 3. Math CAASPP: From -53 points below level 3 to -43 points below level 3.

The percentage of English learners performing at meet or exceed the standards on the ELA SBAC will increase two percent

The percentage of English learners performing at meet or exceed standards on the Math SBAC will increase two percent

In addition to SBAC we will also focus on EL students increasing their performance on iReady Reading and iReady math.

EI iReady math scores will increase by 5%

EI iReady Reading scores will increase by 5%

Identified Need

In 2018-2019 Palmer Way's reclassification rate was 26.67%, this was a decrease from 27.27% in 2017 - 2018.

According to CAASPP ELA scores, English learners at Palmer Way grew in Distance from Meeting Standard from 2017-18 to 2018-19. There was a change in percentile points. This indicates a continued focus on vocabulary instruction, comprehension, and writing.

The distance from standard on ELA for ELs at Palmer Way from 2017-18 compared to 2018-19 remained at -91 percentile points below level 3.

Additionally, according to CAASPP Math scores, English learners at Palmer Way demonstrated an increase on Distance from Meeting Standard. Scores from 2017-18 to 2018-19 showed a change of 18 percentile points. This indicates a continued focus on math language and vocabulary to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP EL DATA	19% Meet or Exceeded Standards.	21% Meet or Exceed Standards
CAASPP MATH DATA	15% Meet or Exceeded Standards	17% Meet or Exceed Standards
ELPAC OVERALL DATA	14% at Level 4	16% at Level 4
ELPAC WRITING DATA	9% at Level 4	11% at Level 4
ELPAC Oral Data	24% at Level 4	25% at Level 4
IREADY MATH DATA	5% at Tier I	17% at Tier I
iReady ELA DATA	12.5 % of Students at Tier I	21% of Students at Tier I
RECLASSIFICATION RATE	26.67%	29%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Action Step Goal 1 2020 - 2021

1. The ELD standards amplify and align with the ELA/ELD framework. Continued implementation and professional development will allow greater growth for English Learners. In 2019-2020, NSD provided base training on the ELA/ELD framework to assist sites with deepening ELD implementation through instructional strategies.

- Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research-based instructional strategies for English learners.

NSD implemented English Language Arts adoptions and in 2020-2021, NSD will:

- Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Continue teacher training targeting ELD differentiation activities to use during instructional delivery. Analysis of student results will continue during Data Team time. Additional resource teacher support will be added to assist teacher planning and preparation, as well as lesson demonstration.
- Analyze the effectiveness of ELD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.

A Language Arts Specialist (LAS) will provide ELD instruction to English learners. LAS is highly qualified in assessment and instruction in ELA. She supports students by providing differentiated small group instruction in English language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Funding provided through district LCFF funds
0	District Funded Data analysis results, assessments, principal collaboration in grade level data meetings.
0	District Funded Lesson plans, teacher made assessments, Illuminate assessments, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

2. Stakeholder feedback identified expanding current ELA/ELD framework professional development to integrate with ELA materials resources. In 2020-2021 NSD will:

- Provide ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources with the addition of two ELD resource teacher
- Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners in ELA and math
- Provide additional time at the District/Site early out Thursday professional development to share successful strategies

- Analyze effectiveness of strategies specifically targeted to English Learners generated during Data Team time

PROFESSIONAL DEVELOPMENT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I Provide oral language and writing practice through the use of puppets when presenting information learned from reading provided by the puppetry guild.
0	District Funded Salary for RLAS
0	District Funded Benchmark Assessments, iReady Scores, Rtl / Collaboration, teacher principal conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

3. NSD has designated its English Learner students as Priority 1, 2, or 3. Priority 1 students are English Learners in grade six with six or more years in U.S. schools. Priority 2 students are in grades five or six with four or more years in U.S. schools, and Priority 3 students are in grades three, four, five or six with four or more years in U.S. schools.

During the 2020-2021 school year, NSD will:

- Monitor the use of Imagine Learning licenses at each school for all English Learners.
- Analyze Imagine Learning data during principal/superintendent and Data Teams time to determine movement of Level 1, 2, and 3 English Learners.
- Work with Imagine Learning personnel to provide in-service training for all teachers on how to target specific needs of ELs and specific strategies and increased time and services to the Priority 1 Long Term English Learners.

TARGET LTELS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

4. NSD will provide alternative supports to Long Term English Learners (LTELS) with Title I funding. Stakeholder feedback identified the need to provide district-wide intervention system within and outside of the school day. NSD will implement an additional system-wide intervention program after school program targeting ELs. Services include cost for teacher hourly rate (approx \$14,400 for each school for 20 weeks per intervention teacher for four hours) and larger schools with additional funding to meet greater student numbers.

School sites intervention will support California designated LTELS and At Risk for LTEL with the goal of reclassification prior to grade six. School sites will embed these supports into their Single Plans for Student Achievement.

TARGET LTELS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22000	Title I • An impact teacher was hired to support students during the instructional day to increase

	their reading abilities using research proven methods.
8131	LCAP <ul style="list-style-type: none"> • Purchase instructional materials to support core curriculum and differentiated instruction. Some of these items include: leveled reading books that support CCSS.
0	District Funded <p>Language Arts Specialist provide additional early interventions during the school day in grade K through 6th. Funding already accounted for above.</p>

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

5. 2020-2021 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. In 2020-2021 NSD will:

- Hire an English Language Arts/ English Learner Resource Teacher(s). The resource teacher(s) would assist teachers during the Data Teams, model English Learner lessons, and provide principals with assistance to develop English Learner goals and actions at their school site.

Additional Impact Teachers will also be hired to help support English Learners to support small group intervention strategies which will also include Achieve 3000.

MATERIALS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22000	Title I Impact Teacher
0	District Funded

Achieve 3000

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Instructional Technology:

- Power Way will utilize a variety of technology resources in order to maintain the Palmer Way vision of being Innovative. Some of the strategies that we will utilize include:
- Students in grades K-6 receive: ongoing math and reading instruction via our iReady independent learning software system.
- Retain the services of a site technology liaison to support teachers with all of our learning software systems.
- Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.
- Utilize AR (Accelerated Reader) to check students' comprehension of reading books.
- Utilize RAZ Kidz to increase students comprehension ability.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCAP

Retain the services of a english learner site liaison to support teachers with correct identification and documentation of ELL students.

1000

LCAP

Retain the services of 2 site technology liaisons to support teachers with all of our learning software systems.

11500

Title I

Purchase or replace additional technology to include teacher laptops, Docucams

5000

Title I

Provide other computer apps & software that benefit all English Learners

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts and Math

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem-solving as needed for future success

Goal 2

Due to the COVID-19 goals will be slightly modified as there are many unknowns regarding CAASPP testing. Some of these unknowns included, test administration guideline, length of test, at home testing, etc. These unknowns can greatly impact the results of the CAASPP results.

2A.
Palmer Way ELA Smarter Balanced Assessment decreased from 57 percent in 2018-2019 to 54 percent in 2019-2020.
Palmer Way Math Smarter Balanced Assessment increase from 41 percent in 2018-2019 to 40 percent in 2019-2020.
Palmer Ways 4th and 6th grade scores showed good growth at 6 and 12 percent respectively.
Palmer Ways 3rd and 5th grade scores showed decreases. With 3rd grade showing a 6 point drop, but 5th grade showing a 22 point drop which is a major concern.
A major focus on Palmer Way's 5th grade will be implemented in the 19/20 school year.

2B.
iReady results in English Language Arts and math proficiency results (mid) end of year 2020:
Students with Disabilities: 16.03%
English Learner: 32.93%
Low Income: 38.12%
Foster Youth: 15%

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA DATA	56% MET OR EXCEEDED.	60 % MET OR EXCEEDED
CAASPP MATH DATA	40% MET OR EXCEEDED	45% MET OR EXCEEDED

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SBAC Baseline Results: CAASPP results indicate 43.07 percent of all students are proficient in ELA, and although an increase the data indicates a near 57 percent of students not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (32.95 percent) indicates about 67 percent of students are not meeting proficiency. The target increase for 17-18 in ELA was 50 percent and math 40 percent, performance data indicates that NSD did not meet this goal. NSD is in its sixth year of Common Core implementation, and as the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and math frameworks.

Strategy/Activity

Instructional Practices consistent with Content Standards and Strategic Plan:

Teachers meet monthly in grade teams to analyze data, progress monitor students and plan lessons.

Teachers collaborate to review formative/summative data and to plan instruction around prioritized standards.

Data analysis for pre and post assessments using common core instructional units.

Teachers will provide small group instruction during math time to target students specific needs and challenges.

Palmer Way is focusing on Writing in order to increase students overall performance levels in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Teacher substitutes to allow for teacher to act on plans developed during their data team time.

0

District Funded

	Data analysis results, assessments, principal visits to data meetings. Lesson plans, teacher made assessments, Illuminate assessments.
3000	LCAP Additional technology to support student intervention groups
	Title I Pay for a Writing consultant or consultants to assist teachers in becoming more effective writing teachers
22000	Title I Pay for an additional impact teacher to support students struggling with basic comprehension and decoding skills.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1. In 2014-2015 first hired NSD Enrichment Teachers to release classroom teachers for Data Teams time. During this release time, teachers unpacked priority standards, created pre and post-assessments, analyzed student achievement, created re-teaching opportunities differentiated for English Learners, Students with Disabilities, and collaboratively planned toward increased student achievement in English Language Arts.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue to fund Enrichment Teachers to release teachers for Data Teams collaboration time and professional learning.
- Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and math.
- Provide continued Data Teams and CA frameworks training for principals and instructional leaders.

COLLABORATION AND COLLECTIVE EFFICACY

Strategy/Activity

Professional Development and Data Team Collaboration

Professional development consists of opportunities for teachers to attend conferences and/or workshops.

Data teams meet twice monthly to review student performance.

In addition to some extra teacher selected collaboration days.

Ourchasing additional materials that help to reinforce standards that students need help with.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Teacher Extra Time
0	None Specified
0	District Funded Illuminate assessments, Collaboration Thursdays, Data Teams
0	District Funded Data analysis results, Assessments, principal visits to data meetings.
0	District Funded Principals walk through and teachers summarize and compile the learning to make recommendations for next steps. The Leadership Team meets monthly to plan and evaluate

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs in 2020-2021 NSD will:

- Incorporate instructional technology into the enrichment units.
- Incorporate innovative instructional approaches (project based learning, maker spaces, engineering) into enrichment units.

- Continue to provide training and curriculum development opportunities for enrichment teachers.
- Purchase and stock needed materials for the enrichment program.
- Provide program supervision to ensure continuous program improvement.
- Identify and purchase online tutorial type programs to assist with student identified weaknesses.

BROAD COURSE OF STUDY

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP An impact teachers support students during the instructional day to increase their reading abilities using research proven methods.
0	District Funded Strategic Intervention groups, pre & post testing, iReady Math and Reading assessments.
0	District Funded Provide materials and supplies to ensure continuous program improvement in addition to other computer apps & software

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

I3. In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. In 2019-2020, NSD has a commitment to continue to keep class sizes low.

- Continue class size reduction in transitional kindergarten.
- Palmer Way's Reading Language Arts Specialist focuses extra intervention time (Tier II and Tier III) on 1st, 2nd and 3rd grade students who are performing far below grade level expectations.

- Teachers are provided extra release time to meet and plan on how to best meet the needs of students who are struggling (Tier II and Tier III)
- After School Intervention programs that target specific students

EARLY INTERVENTION/LITERACY

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13000	LCAP Hire an additional impact teacher to provide extra support for our 5th grade students
4500	Title I Additional software or applications to support distance learning, RAZ Kidz, IXL

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

4. Research has shown that students who attend preschool are more likely to achieve at high levels than those who don't. In order to make sure that its youngest learners have the greatest opportunity to succeed, In 2016-2017, National School District contracted with the San Diego County Office of Education (SDCOE) to provide an "embedded coach." This coach provides assistance with modeling and support of all preschool teachers. In 2019-2020 NSD will continue to:

- Cost of coaching will be paid for completely with embedded coaching funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded District Resource Teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

5. Based on student performance and a standards audit of the ELA and math RCD units, NSD shifted to UCI math and new ELA resources. Teachers and administrators completed overview training on the ELA/ELD and math frameworks. A focus on understanding the concepts of the frameworks and how they should be implemented in the classroom was implemented. Teachers continued to collaboration time focused on how the new resources supported the standards and the framework. District resource teachers were trained as trainers on the new frameworks and assisted the implementation of the Common Core standards. Consultants from UCI were contracted to coach leadership and assist in implementation.

Based on stakeholder input and needs in 2020-2021 NSD will:

- Continue in ELA and math frameworks.
- Support administrators and teachers in aligning ELA/ELD framework to NSD curriculum resources.
- Consultants or other trainers and coaches may be contracted to assist with the work.
- Provide students to gain real life background knowledge by attending local field-trips.

PROFESSIONAL DEVELOPMENT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Additional books to support distance learning

0

LCAP

No Cost because field trips are virtual and without cost.

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

6. In 2015-2016, NSD added five Library Media Specialists (aka: Library Media Technicians) to provide greater opportunity for students to achieve grade level competencies in the Common Core. In 2020-2021, NSD will:

- Continue full-time level of Library Media Specialists (aka: Library Media Technicians).

LMS will also assist in the management of technology devices that are sent home with students

- Provide training on Common Core standards and technology use in the library setting.
- Provide funding for additional books.

LITERACIES

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Provide a full time Library Media Specialist to Palmer Way
5000	LCAP Pay for in house Production costs of reproducible materials
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PLANNED IMPROVEMENT IN FAMILY AND COMMUNITY ENGAGEMENT

LEA/LCAP Goal

LCAP Goal 3: Expand collaboration and engagement with parents, families, and community partners.

Goal 3

Due to the COVID-19 goals will be slightly modified as parents will not be able to physically come to school due to health risks. All goals will reflect virtual or online meetings.

Palmer Way is proud to have the largest PTA in the National School District. In addition Palmer Way was recognized by the 9th District PTA as having the largest growth of any PTA in the area. The goal for Palmer Way is to once again increase Palmer Way PTA membership by 64 members, and will increase parent engagement and participation at school events by 25%.

Identified Need

There is a need for NSD to engage more parents in more ways to partner with schools in their students' education. In 2019 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, NSD will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NUMBER OF STUDENTS WITH A FAMILY MEMBER AT AN EVENT	BASED ON SIGN-IN SHEETS, WE HAD ABOUT 1/3 TO 1/4 OF FAMILIES ATTEND EVENTS.	1/3 TO 1/2 OF FAMILIES WILL ATTEND EVENTS
SURVEY OF EVENTS		
SURVEY OF PARENT ENGAGEMENT		
PTA MEMBERSHIP	In 2017 - 2018 Palmer Way had 6 members in PTA. In 2018-2019 Palmer Way had 136 members in PTA.	In 2020 - 2021 school year Palmer Way will have 200 member in PTA.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

1. In 2020-2021 NSD will:

- Work with the Collaborative to implement the four strategic plan goals.
- Coordinate and host a "retreat" in the fall to gather parent and community support for the plan.
- Collaborate with South Bay Community Services to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative's Family Resource Center to provide services that support parents and students of NSD.

CONNECT FAMILIES TO RESOURCES

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1073

Source(s)

Title I

Provide Parent training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2. In 2020-2021 NSD will:

- Continue with parent engagement programs at school sites as outlined in the Single Plans for Student Achievement.
- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

STRUCTURES TO PROMOTE PARENT ENGAGEMENT

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Provide a District Resource Teacher that supports all schools with parent involvement activities
0	District Funded School based activities that included Coffee with the Principal, School Site Council Meetings and ELAC meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

Involvement of Parents, Staff and Community:

- Provide parent education and training in how to support students with their educational goals.
- Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.
- Parents receive monthly communications and updates through our monthly parent newsletter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

0

District Funded

Provide Parent Trainings and information meetings on the Palmer Way campus

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PLANNED IMPROVEMENTS IN SCHOOL CLIMATE

LEA/LCAP Goal

LCAP Goal #4: Provide safe environments that promote social, emotional, and physical wellness as well as make sure all students are logging on and participating during distance learning.

Goal 4

Due to the COVID-19 goals will be slightly modified as there are many unknowns regarding distance learning. Students social emotional needs will really be pushed to the test. Having social emotional supports will be more important than ever.

Palmer Way has focused a lot of time and effort in improving the school climate. The Palmer Way PBIS Team meets on a regular basis to discuss problematic areas as well as solutions to improve those areas. As a result of our efforts, Palmer Way's goals for the 2020 - 2021 school year include to decrease suspension rates by .7%. Palmer Way will also decrease chronic absenteeism for 14.5 % to 12 %. Palmer Way will also decrease the number of Tier I and Tier II behavior referrals.

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. CALPADS Suspension/Expulsion Rates 4B. Expulsion rate:0
Suspension rate: 1%

4C. Chronic Absenteeism rate (color)

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Sixty-three students with their families have attended Student Attendance Review Board (SARB) this year. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2017 fifth grade physical fitness assessment, 46.2 percent of National School District students are not in the Healthy Fitness Zone.

xxxxxxx

Positive Behavior Interventions and Support

PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address areas of concern.

PBIS committee strategies will be given to teachers to support areas of behavioral concern.

Teachers will give weekly PBIS behavior expectations lessons. Expectations will change weekly throughout the year.

Caught being good Panther Cards will be given to students when they are observed by teachers and Noon Duty Supervisors following PBIS Expectations.

Teachers will be given several trainings throughout the school year focused on how to be proactive with areas of behavioral concern.

There will be a behavior focused performance presented by a hired company at least three times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SUSPENSION/EXPULSION RATES	1.2%	.5%
CHRONIC ABSENTEEISM	14.5%	15%
TIER I BEHAVIOR REFERRALS	60	40
TIER II BEHAVIOR REFERRALS	25	20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

1. In 2017-2018, NSD reinforced Positive Behavior Intervention and Support (PBIS) systems in all its schools Single Plans for Student Achievement. Also, NSD provided training for all principals and teacher leaders in Restorative Practices and Trauma Informed Practices. In 2020-2021 NSD will:

- Continue to improve implementation of PBIS in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings.
- To support Homeless and Foster Youth, train additional personnel in Trauma Informed and Restorative Practices.
- Employ a school-based social worker. This will add additional support to assist with mental health and behavioral issues, bullying prevention, families in need of additional support.
- Employ five additional counselors to assist with implementation of Positive Behavior Intervention Supports at schools, focusing on Tier I and Tier II level referrals.
- Provide additional supervision to assist in the implementation of Palmer Way's PBIS plan

Office staff will assist reaching out to families of habitually tardy and absent students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40000	Title I Counselor Salary Rosa Lopez Part of the cost is paid by the district
0	District Funded Provide additional supervision from campus supervisors to support the implementation of Palmer Ways PBIS plan.
0	District Funded Provide additional support through the use of instructional assistance for specific students as the need arrises and is agreed upon by Palmer Ways support team.
0	District Funded Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement.
0	District Funded Clerical Office & Office Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

2. In 2016-2017 NSD worked with the National City Collaborative to develop a strategic plan. The plan is composed of four goals: 1) increase community outreach, 2) provide venues and actions to increase parent engagement with school sites, 3) practice informed decision making, and 4) focus on sustainability of the collaborative. In 2019-2020 NSD will:

- Work with the Collaborative to implement the four strategic plan goals.
- Coordinate and host a “retreat” in the fall to gather parent and community support for the plan.
- Collaborate with South Bay Community Services to develop a Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative’s Family Resource Center to provide services that support parents and students of NSD.
- Students will learn the importance of Nutrition along with skills for Gardening

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Support provided through the NSD District Office

5000

Title I

BCK Consulting to provide support in School Gardening expectations, lesson and creation of curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

3. In order to provide additional safety and support to the Special Education hub schools, NSD will provide additional safety and Positive Behavior Interventions through assistant principals, trained in Restorative Practices, de-escalation strategies, and Trauma Informed Care.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Strategic Intervention groups for students with special needs, pre-post testing

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using illuminate reports, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress 5% points in the percentage of students meeting or exceeding standards

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . ELA Post Tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> iReady will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension CELDT Assessment Support 	07/18 - 05/19		iReady Licenses paid for by District Office Salaries of technicians Accelerated Reader Licenses Assessment Team	None Specified Title I Title I Title III	10000 3,000 5760	

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in .

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$179,028.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$147,897.00

Subtotal of additional federal funds included for this school: \$147,897.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP	\$31,131.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$31,131.00

Total of federal, state, and/or local funds for this school: \$179,028.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	147897	0.00
LCAP	31131	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP	31,131.00
None Specified	0.00
Title I	147,897.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP	31,131.00
	None Specified	0.00
	Title I	147,897.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,455.00

Goal 2	47,500.00
Goal 3	1,073.00
Goal 4	45,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Alfonso J Denegri	Principal
Megan Blom	Classroom Teacher
Zayetsi Carillo	Parent or Community Member
Rommel Delgado	Parent or Community Member
Sarah Collins	Classroom Teacher
Sarah Flora	Classroom Teacher
Martha Ortega	Other School Staff
	Parent or Community Member
Loreta Cayas	Parent or Community Member
Samantha Smith	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01-15-2021.

Attested:

Principal, Alfonso J Denegri on 10-15-19

SSC Chairperson, Zayetsi Carillo on 10-15-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 12
- Resource Inequities 13
- School and Student Performance Data 14
 - Student Enrollment..... 14
 - Diagnostic Results - Math 16
 - Diagnostic Results - Reading 19
 - EL Diagnostic Results - Math 22
 - EL Diagnostic Results - Reading 24
 - Special Education Diagnostic Results - Math 26
 - Special Education Diagnostic Results - Reading 28
 - Disclaimer 30
 - CAASPP Results..... 31
 - ELPAC Results 35
 - Student Population 39
 - Overall Performance 40
 - Academic Performance 41
 - Academic Engagement 47
 - Conditions & Climate..... 50
- Goals, Strategies, & Proposed Expenditures..... 52
 - Goal 1 52
 - Goal 2 59
 - Goal 3..... 67
 - Goal 4..... 72
 - Goal 5..... 77
- Centralized Services for Planned Improvements in Student Performance 78
 - Goal 1 78
 - Goal 2..... 79
 - Goal 3..... 80

Goal 4.....	81
Goal 5.....	82
Budget Summary	83
Budget Summary	83
Other Federal, State, and Local Funds	83
Budgeted Funds and Expenditures in this Plan	84
Funds Budgeted to the School by Funding Source.....	84
Expenditures by Funding Source	84
Expenditures by Budget Reference	84
Expenditures by Budget Reference and Funding Source	84
Expenditures by Goal.....	84
School Site Council Membership	86
Recommendations and Assurances	87
Instructions.....	88
Instructions: Linked Table of Contents.....	88
Purpose and Description.....	89
Stakeholder Involvement.....	89
Resource Inequities	89
Goals, Strategies, Expenditures, & Annual Review	90
Annual Review	91
Budget Summary	92
Appendix A: Plan Requirements	94
Appendix B:.....	97
Appendix C: Select State and Federal Programs	99

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Rancho uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. The District also collects data from staff and parents to measure school climate, student engagement and family engagement and shares that with the school. Additionally, Rancho collects data from annual parent surveys on school climate and from students via student focus groups and online surveys. Rancho uses this data to analyze trends and to make informed decisions regarding school policy.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal is provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments in math and ELA. Diagnostic and summative data from iReady and SchoolPace are also being collected by the site administrator thus allowing a longitudinal analysis of results per grade level.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Rancho de la Nación School has a solid track record for being a data-driven school that bases instruction on student needs. In addition to our required formative and summative assessments, we rely on the reports yielded by our instructional software systems in place in order to gather multiple sources of data about student achievement.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy, grammar and vocabulary gains. Each site in the National School District has unlimited licenses. All English Learner students in grades K-2 will use Imagine Learning as well as targeted Long Term English Language Learners in grades 3-6.

iReady- iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels.

SchoolPace - diagnostic assessments on student's reading ability are given at the beginning and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Illuminate- Illuminate allows teachers and the site administrator to pull reports on a variety of data points to analyze student achievement and school-wide trends. This data informs instruction to ensure that students are making progress toward meeting or exceeding standards.

UCI Math Units - Post- Assessments provide on-going monitoring of student proficiency in the Math CCSS.

Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Rancho de la Nacion School are highly-qualified teachers based on the Every Student Succeeds Act (ESSA) requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training in the Common Core State Standards for Math along with effective pedagogy. All teachers will also receive professional development on the ELA/ELD Framework and newly adopted ELA curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This includes support in how to incorporate one-to-one devices across all curricular areas to support student achievement. During the 2019-2020 school year, we will continue to provide professional development for teachers in math, ELA and ELD as listed in the previous section.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

As a goal for continuous improvement for lesson delivery, Rancho de la Nacion teachers will work together in and across grade level teams using collective inquiry to guide instruction. Moreover, teachers engage in peer observations, peer modeling and lesson study to allow for in-depth lesson analysis. The district's resource teachers facilitate these experiences, and, in addition, come to the site to provide professional development and coaching for teachers in their specific content areas.

New teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first years of teaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Grade level teams determine the content for the collaboration meetings and share the topics with the principal.

In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for up to five hours a month for the purpose of increasing student achievement by monitoring student progress through the use of data. Site data team members meet regularly to analyze school site data (K – 6), create goals and to provide support as needed. Instructional data teams follow the six step Data Team Process: (1) Collect and chart data, (2) Analyze data and prioritize needs, (3) Set, review and revise SMART goals, (4) Select common researched-based strategies, 5) Determine results indicators, 6) Monitor and evaluate results.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

English Language Development -

Designated English Language Development: All students participate in English Language Development (ELD) at least four days per week. Student groups are organized based on English language levels as designated by the state ELPAC assessment and formative assessments of language. Teachers work on developing the oral and written language of students at all levels of English proficiency. They provide in class Designated ELD (D-ELD) that is designed to support students in accessing the core curriculum. D-ELD is differentiated for the three levels of English proficiency. Teachers focus on incorporating structured language practice strategies as tools to ensure students are doing the majority of the “speaking” during Designated ELD and in the content areas. All Emerging and Expanding level EL students in grades TK-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a regular basis to increase their language and literacy skills.

Integrated English Language Development - During the 2020-2021 school year, Rancho teachers will increase their understanding of Integrated ELD and incorporate specific instructional practices to support ELs across the curriculum. We will use the English Language Arts (ELA)/English Language Development (ELD) Framework as a guide to this work along with training and coaching provided by the site LAS and district resource teachers. During data teams, teachers will plan lessons which incorporate the recommendations from the ELA /ELD framework.

Language Arts- All teachers utilize The Common Core State Standards (CCSS) and the district resources as their guide to plan instruction during our language arts block. English language arts materials selected from a variety of resources are utilized to support the CCSS. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to guided reading, students have access to electronic individualized reading practice/instruction through iReady and have the ability to access the Accelerated Reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Rancho de la Nacion School utilize these programs very effectively in order to motivate students to read at their level on a daily basis. Additionally, students utilize a variety of online programs such as ReadWorks, Google Classroom, and EPIC books to develop ELA skills. A comprehensive literacy approach is incorporated during the language arts block of time on a daily basis. Research-supported supplemental materials are utilized based on student need. Targeted curriculum in the Foundational Skills is utilized for K - 2 students at the early stages of learning to read as well as for students in the upper grades that are in need of phonics instruction. Grade level text is used to support fluency and comprehension in all grade levels.

Mathematics- During the 2020-2021 school year, National School District will continue to use our district adopted program, “Go Math” and the UCI Math Units. All students in grades K-6 receive daily mathematics instruction. Rigorous units have been adopted and will support students in mastering the grade level standards. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessments they gather while checking for understanding throughout a lesson and at the conclusion of a lesson. Teachers will receive on-going professional development this year in math content and pedagogy to support students' abilities in mathematical reasoning, computational fluency, and academic discussions in math. Through the use of formative as well as summative assessments, teachers incorporate targeted learning activities based on student need. Online math programs are also accessed by students to support their proficiency with the math standards.

Writing- Designated Writing: All students in grades K-6 are instructed daily in writing. Teachers select from a variety of resources aligned to grade level standards to plan their instruction. Emphasis

in writing focuses on expository, narrative and opinion/argumentative as called for in CCSS. Integrated Writing: In addition, writing across the curriculum is implemented where students utilize higher-order critical thinking skills by sharing their thinking via writing. Teachers incorporate math and science journals to support writing across the content areas.

Physical Education- All students at Rancho de la Nacion School participate in daily physical activity with a minimum of 200 minutes of physical education every 10 days. Moderate to vigorous physical activity (MVPA) is emphasized through classroom and enrichment release time.

Enrichment Instruction-All students receive Enrichment Instruction twice monthly for a total of 5 hours. Enrichment instruction is provided by credentialed teachers and focuses on Physical Education, Art, Theater and Music.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily (UCI Math Units)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts or are given their own time for hands-on and inquiry-based projects.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units in math and ELA supply a framework for lesson pacing. All ELA and Math units vary in length, and allow for teachers to adapt the pace based on student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. All materials are aligned to the CCSS including intervention materials to ensure that all students are working towards mastery of the standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts Specialist (LAS) works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Development. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for instruction across the content areas along with a focus on English Learner support. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners creating lesson plans that adhere to best practices. In the 2020-2021 school year, teachers at Rancho will engage in professional development and coaching in ELA, ELD and in math for their grade levels.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rancho parents have access to teachers, the principal, and Language Arts Specialist to support student achievement. Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2020-2021. In addition, the District will provide parenting classes for families across the district. Rancho also has the support of a Promotora this year who, in collaboration with the principal, plans and delivers workshops for parents that address a number of relevant issues such as social-emotional challenges that impact students' ability to focus and learn.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The positive effects of parent involvement on children, families, and school when parents feel like they are a part of the educational community is outlined in Rancho's plan. We acknowledge that our parents are valuable stakeholders. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council, English Language Advisory Committee (ELAC) meetings, Parent and Teacher Association (PTA) and awards assemblies are a few ways we engage our parents. Additionally, we survey our parents regularly to find ways to improve our school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. iReady, Imagine Learning, and other computer-based learning programs
3. Teacher training in best practices for English Learners and under-performing children
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA involved a variety of stakeholders including families and the school staff. Many of the meetings happened around the same dates so all stakeholders contributed to the SPSA somewhat concurrently. The principal would summarize the input received from each meeting and share at the subsequent meetings to insure all parties were kept updated and could provide meaningful contributions that would inform revisions of the SPSA. The first step in the process was to share the assessment data from the prior year with staff and families. This step was done with staff at two staff meetings on July 18, 2019 and August 7, 2019. Staff analyzed assessment data and provided input on strengths, areas of need, and steps for improvement at those meetings. Furthermore, our Site Leadership team engaged in a deeper analysis of the data to make recommendations for our SPSA. Families were consulted at our Title 1 Meeting on July 31, 2019 and at our Coffee with the Principal on September 16, 2019. At those meetings the assessment data was shared and families were asked what they noticed about the data and offered ideas they had to strengthen student achievement. In addition, our SSC had more intensive discussions around the data including looking more closely at subgroups of students to determine areas of need and to consult on ways to improve student achievement. The SSC meetings took place on September 9 and October 11, 2019. Input from all of these meetings informed the development of the SPSA and the allocation of funds. The principal presented a draft of the SPSA to the SSC who reviewed and approved it in on October 11, 2019. Collecting input from all of these stakeholders was important in informing our SPSA. Each stakeholder has different perspectives and ideas on ways to improve student achievement. Without the diversity of these viewpoints, the SPSA would not represent the full community of Rancho de la Nación nor be the best plan for our students.

Families and community members were provided the following opportunities to be involved in the SPSA process. They include:

- * Coffee chat with the principal discussing student achievement data and standards - 10/9/20
- * English Language Advisory Committee meeting (ELAC) - 1/8/21
- * School Site Council (SSC) meetings - 10/30/20, 11/13/21 and 12/11/20
- * Title 1 Community Meetings - 9/30/20

Staff were provided the following opportunities for input into the SPSA:

- * Staff Meetings - 7/18/19, 8/7/19
- * Site Leadership Committee - 8/13/19, 9/11/19

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

An analysis was conducted of the 2018-19 SPSA budgeted resources that aimed at increasing services for students. We determined the following inequities:

1. Funds were allocated for before and after school intervention. However, no teachers came forward to teach these classes so these funds were not spent. This gap in services created an inequity in access to extended learning time. This year we included impact teachers as part of the teaching pool to work in the extended instructional program to increase the amount of available teachers to teach in the extended learning program. We also worked in collaboration with the extended school day child care program (REACH) to enroll students who already stay after school. These steps address the access inequity that happened in 2018-19.
2. Funds were allocated for a Language Arts Specialist (LAS) to provide intervention to Tier 2 and 3 students in reading. We were not able to hire an LAS until April due to a lack of qualified personnel applying. This created an inequity in support for students who require intervention and funds were not spent. We have since hired an LAS who works with Tier 2 and 3 students along with newcomers.
3. We noted that we did not have adequate resources to support our English learners in Designated ELD. Due to this resource inequity, we have acquired materials for Designated ELD for each classroom and also provided professional development to teachers in the area of ELD.
4. The opportunities for special education students to mainstream were limited last year due to class size. Classes were often full which did not allow for extra students to be mainstreamed. This situation created an access inequity for our special education students. This year we capped the class sizes to allow for all special education students to be mainstreamed in general education classrooms.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.23%			1
African American	1.11%	0.9%	0.7%	5	4	3
Asian	1.56%	1.58%	1.17%	7	7	5
Filipino	5.33%	5.66%	5.63%	24	25	24
Hispanic/Latino	85.56%	86.43%	84.98%	385	382	362
Pacific Islander	0.89%	1.13%	1.41%	4	5	6
White	3.11%	2.71%	3.76%	14	12	16
Multiple/No Response	0.44%	0.23%	1.41%	2	1	3
Total Enrollment				450	442	426

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	65	53	47
Grade 1	72	63	59
Grade 2	66	72	59
Grade 3	69	72	69
Grade 4	65	61	66
Grade 5	57	63	60
Grade 6	56	58	66
Total Enrollment	450	442	426

Conclusions based on this data:

1. Enrollment at Rancho has dropped by about 16 students between 2018-19 and 2019-20.
2. Student enrollment by subgroup has stayed essentially the same over the last three years.
3. The number of kindergarten students enrolled between 2017 and 2019 decreased by 18 students thus negatively impacting long term enrollment at Rancho.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	285	256	220	63.3%	57.9%	51.6%
Fluent English Proficient (FEP)	35	57	76	7.8%	12.9%	17.8%
Reclassified Fluent English Proficient		35	43	0	12.3%	16.8%

Conclusions based on this data:

1. The number of ELs dropped by 36 students between 2018-19 and 2019-20 from 256 to 220, a drop of approximately 6% of students.
2. The number of RFEPs increased from 35 students in 2018-19 to 43 students in 2019-20 which was an increase of 4.5%.
3. Rancho EL enrollment trends indicate fewer ELs enrolled between 2017 and 2019 and more students have become reclassified.

School and Student Performance Data

Diagnostic Results - Math

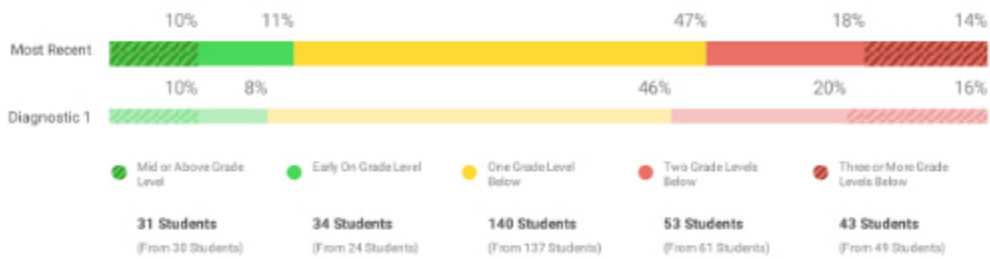
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 301/401



Switch Table View | Show Results By: Grade

Showing 7 of 7

Grade	Diagnostic	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		67%	11%	22%	0%	0%	9/41
	Diagnostic 1		89%	0%	11%	0%	0%	
Grade 1	Most Recent		23%	13%	54%	10%	0%	39/52
	Diagnostic 1		26%	5%	54%	15%	0%	
Grade 2	Most Recent		11%	9%	55%	23%	2%	44/55
	Diagnostic 1		16%	5%	45%	23%	11%	
Grade 3	Most Recent		7%	13%	50%	11%	20%	56/65
	Diagnostic 1		4%	9%	36%	34%	18%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		0%	11%	54%	19%	16%	57/65
	Diagnostic 1		0%	4%	54%	21%	21%	
Grade 5	Most Recent		5%	7%	35%	25%	27%	55/65
	Diagnostic 1		2%	9%	45%	18%	25%	
Grade 6	Most Recent		10%	17%	37%	20%	17%	41/58
	Diagnostic 1		5%	20%	46%	10%	20%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1. There was an overall increase for all students of 3% for at/mid/above grade level (green), from 16% to 19%.
2. There was an overall decrease for all students of 4% for two or more grade levels below (red), from 37% to 33%.

3. 5th and 6th grade had an increase of 10% and 4% respectively of two or more grade levels below (red).

School and Student Performance Data

Diagnostic Results - Reading

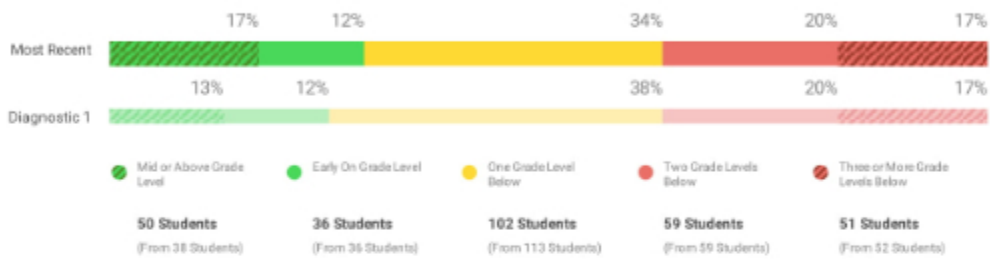
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 298/401



Switch Table View | Show Results By: Grade

Placement Summary | Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent	56%	22%	22%	0%	0%	9/41
	Diagnostic 1	67%	11%	22%	0%	0%	
Grade 1	Most Recent	30%	10%	50%	10%	0%	40/52
	Diagnostic 1	23%	15%	55%	8%	0%	
Grade 2	Most Recent	28%	4%	41%	22%	4%	46/55
	Diagnostic 1	22%	13%	30%	33%	2%	
Grade 3	Most Recent	16%	25%	20%	18%	20%	55/65
	Diagnostic 1	7%	22%	24%	25%	22%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 1/2

Diagnostic Results



School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 4	Most Recent		5%	7%	45%	15%	27%	55/65
	Diagnostic 1		5%	5%	56%	9%	24%	
Grade 5	Most Recent		4%	17%	19%	35%	26%	54/65
	Diagnostic 1		2%	9%	39%	24%	26%	
Grade 6	Most Recent		15%	3%	38%	21%	23%	39/58
	Diagnostic 1		13%	8%	26%	23%	31%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

01/06/21 | Page: 2/2

Conclusions based on this data:

1. There was a 5% increase of students at/mid/above grade level (green), from 24% to 29%.

2. The percentage of students two/three or more grade levels below (red) remained the same from Diagnostic 1 to Diagnostic 2.
3. Students in K-3rd improved that are at/mid/above grade level (green) improved between 6%-12%. Students in 4th-6th maintained or improved by 2% in at/mid/above grade level (green).

School and Student Performance Data

EL Diagnostic Results - Math

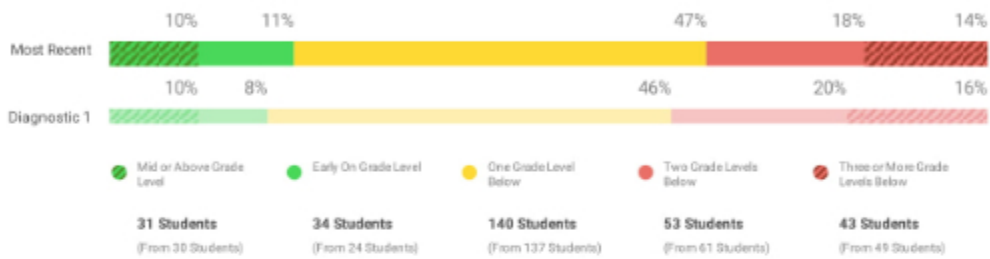
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 301/401



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner	Most Recent		8%	9%	51%	17%	16%	178/218
	Diagnostic 1		7%	6%	46%	22%	19%	
No - English Learner	Most Recent		14%	15%	41%	19%	12%	123/183
	Diagnostic 1		15%	11%	45%	18%	12%	

Conclusions based on this data:

1. English Learners students scored 17% at/mid/above grade level (green) in Math.
2. English Learners students decreased by 11% for two or more years below grade level (red).
3. Non-English Learners scored 26% at/mid/above grade level (green) in Math.

School and Student Performance Data

EL Diagnostic Results - Reading

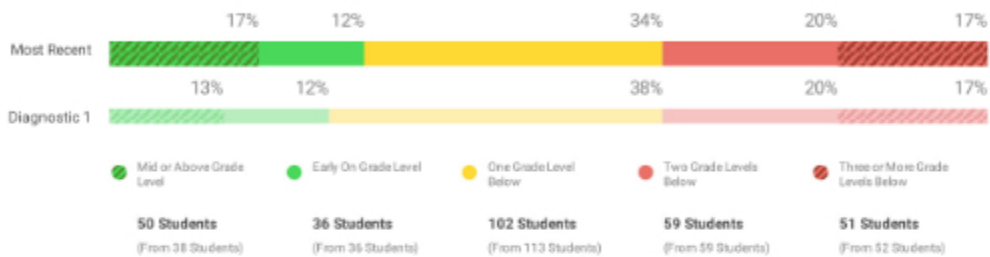
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 298/401



Switch Table View Show Results By: English Learner

Placement Summary

Showing 2 of 2

English Learner		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner	Most Recent		10%	10%	36%	21%	23%	175/218
	Diagnostic 1		8%	9%	38%	22%	23%	
No - English Learner	Most Recent		26%	15%	32%	18%	9%	123/183
	Diagnostic 1		20%	17%	38%	16%	9%	

Conclusions based on this data:

1. English Learner students improved by 3% in the at/mid/above grade level (green) from Diagnostic 1 to Diagnostic 2, for a total of 20%.
2. Non English Learner students improved by 9% in the at/mid/above grade level (green) from Diagnostic 1 to Diagnostic 2, for a total of 43%.
3. English Learner students decreased below grade level (red) by 2% from Diagnostic 1 to Diagnostic 2.

School and Student Performance Data

Special Education Diagnostic Results - Math

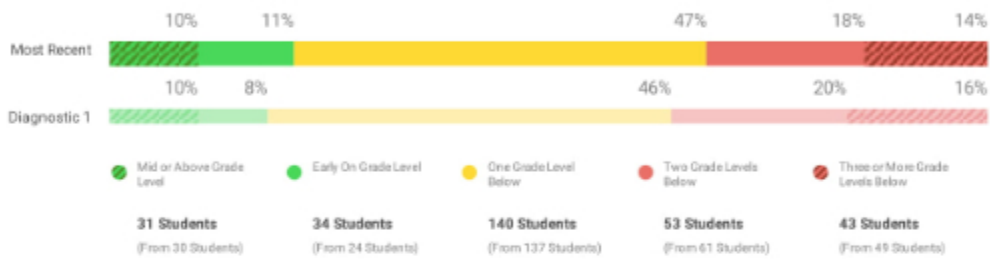
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 301/401



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent		12%	5%	21%	28%	35%	43/74
	Diagnostic 1		12%	5%	14%	23%	47%	
No - Special Education	Most Recent		10%	12%	51%	16%	11%	258/327
	Diagnostic 1		10%	9%	51%	20%	11%	

Conclusions based on this data:

1. The percentage of SpEd students at/mid/above grade level (green) remained the same from Diagnostic 1 to Diagnostic 2, at 17%.
2. 17% of SpEd students scored at/mid/above grade level as compared to 22% of non SpEd students.
3. Students below grade level decreased by 7% from Diagnostic 1 to Diagnostic 2, from 70% to 63%.

School and Student Performance Data

Special Education Diagnostic Results - Reading

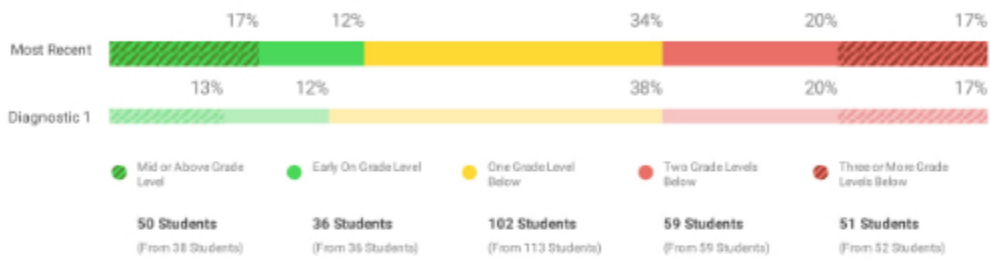
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic: Most Recent
 Prior Diagnostic: Diagnostic 1

Overall Placement

Students Assessed/Total: 298/401



Switch Table View | Show Results By: Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education	Most Recent	13%	6%	17%	23%	40%	47/74
	Diagnostic 1	9%	9%	11%	21%	51%	
No - Special Education	Most Recent	18%	13%	37%	19%	13%	251/327
	Diagnostic 1	14%	13%	43%	20%	11%	

Conclusions based on this data:

1. 19% of Special Education students scored at/mid/above grade level in Diagnostic 2, up from 18% in Diagnostic 1.
2. 19% of Special Education students scored at/mid/above grade level, as compared to 31% of non-SpEd students.
3. SpEd students scoring below grade level decreased by 14%, from 77% to 64%.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	76	63	71	74	63	71	74	94	98.6	97.4
Grade 4	65	66	67	63	65	62	63	65	62	96.9	98.5	92.5
Grade 5	56	54	63	56	53	63	56	53	63	100	98.1	100
Grade 6	55	60	63	53	59	61	53	59	61	96.4	98.3	96.8
All Grades	243	252	269	235	248	260	235	248	260	96.7	98.4	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2417.	2404.	25.40	23.94	17.57	26.98	26.76	27.03	20.63	16.90	20.27	26.98	32.39	35.14
Grade 4	2427.	2458.	2459.	12.70	18.46	20.97	7.94	27.69	22.58	38.10	27.69	22.58	41.27	26.15	33.87
Grade 5	2469.	2456.	2483.	10.71	7.55	9.52	28.57	15.09	34.92	21.43	37.74	23.81	39.29	39.62	31.75
Grade 6	2477.	2477.	2482.	5.66	5.08	4.92	16.98	27.12	18.03	41.51	23.73	40.98	35.85	44.07	36.07
All Grades	N/A	N/A	N/A	14.04	14.52	13.46	20.00	24.60	25.77	30.21	25.81	26.54	35.74	35.08	34.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.05	25.35	20.27	46.03	42.25	45.95	34.92	32.39	33.78
Grade 4	14.29	24.62	22.58	41.27	53.85	46.77	44.44	21.54	30.65
Grade 5	5.36	7.55	15.87	57.14	54.72	50.79	37.50	37.74	33.33
Grade 6	5.66	8.47	8.20	50.94	44.07	47.54	43.40	47.46	44.26
All Grades	11.49	17.34	16.92	48.51	48.39	47.69	40.00	34.27	35.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	21.13	12.16	58.73	40.85	55.41	26.98	38.03	32.43
Grade 4	6.35	7.69	9.68	49.21	60.00	56.45	44.44	32.31	33.87
Grade 5	17.86	7.55	15.87	53.57	52.83	52.38	28.57	39.62	31.75
Grade 6	5.66	6.78	6.56	41.51	44.07	60.66	52.83	49.15	32.79
All Grades	11.06	11.29	11.15	51.06	49.19	56.15	37.87	39.52	32.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.87	14.08	16.22	76.19	73.24	64.86	7.94	12.68	18.92
Grade 4	7.94	23.08	19.35	58.73	64.62	66.13	33.33	12.31	14.52
Grade 5	12.50	7.55	12.70	60.71	60.38	65.08	26.79	32.08	22.22
Grade 6	3.77	5.08	9.84	79.25	67.80	52.46	16.98	27.12	37.70
All Grades	10.21	12.90	14.62	68.51	66.94	62.31	21.28	20.16	23.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.62	38.03	25.68	31.75	35.21	39.19	20.63	26.76	35.14
Grade 4	20.63	29.23	24.19	47.62	52.31	54.84	31.75	18.46	20.97
Grade 5	21.43	13.21	26.98	48.21	50.94	52.38	30.36	35.85	20.63
Grade 6	9.43	16.95	8.20	56.60	54.24	59.02	33.96	28.81	32.79
All Grades	25.53	25.40	21.54	45.53	47.58	50.77	28.94	27.02	27.69

Conclusions based on this data:

1. The overall percent of students at Met or Exceeded Standards remained unchanged from 2017-18 at 39%.
2. Fourth and fifth grade students made growth in ELA while sixth grade students declined in comparison from 2017-18. Third grade scores took a slight decline.
3. Although the percent of students at Met or Exceed Standards remained the same, distance from standard decreased six points from -31 to -25 which indicates more students are getting closer to proficiency in the standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	76	64	71	76	64	71	76	95.5	98.6	100
Grade 4	65	66	67	64	65	65	64	65	65	98.5	98.5	97
Grade 5	56	54	64	56	54	64	56	54	64	100	100	100
Grade 6	55	60	62	54	60	61	54	60	61	98.2	100	98.4
All Grades	243	252	269	238	250	266	238	250	266	97.9	99.2	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2435.	2431.	2430.	20.31	25.35	21.05	29.69	29.58	27.63	28.13	25.35	19.74	21.88	19.72	31.58
Grade 4	2427.	2463.	2476.	4.69	6.15	21.54	18.75	35.38	32.31	31.25	33.85	26.15	45.31	24.62	20.00
Grade 5	2470.	2439.	2473.	7.14	1.85	3.13	17.86	7.41	17.19	37.50	25.93	42.19	37.50	64.81	37.50
Grade 6	2493.	2461.	2478.	9.26	3.33	3.28	11.11	11.67	11.48	35.19	31.67	42.62	44.44	53.33	42.62
All Grades	N/A	N/A	N/A	10.50	10.00	12.78	19.75	22.00	22.56	32.77	29.20	31.95	36.97	38.80	32.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.25	39.44	32.89	45.31	35.21	34.21	23.44	25.35	32.89
Grade 4	12.50	23.08	33.85	25.00	35.38	35.38	62.50	41.54	30.77
Grade 5	7.14	7.41	7.81	48.21	22.22	37.50	44.64	70.37	54.69
Grade 6	20.37	8.33	4.92	25.93	35.00	34.43	53.70	56.67	60.66
All Grades	18.07	20.80	20.68	36.13	32.40	35.34	45.80	46.80	43.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	26.76	14.47	43.75	39.44	55.26	31.25	33.80	30.26
Grade 4	4.69	16.92	21.54	42.19	40.00	46.15	53.13	43.08	32.31
Grade 5	10.71	3.70	9.38	39.29	29.63	59.38	50.00	66.67	31.25
Grade 6	11.11	8.33	6.56	38.89	26.67	34.43	50.00	65.00	59.02
All Grades	13.03	14.80	13.16	41.18	34.40	49.25	45.80	50.80	37.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.25	33.80	30.26	53.13	52.11	39.47	15.63	14.08	30.26
Grade 4	7.81	18.46	24.62	43.75	55.38	53.85	48.44	26.15	21.54
Grade 5	5.36	3.70	4.69	48.21	51.85	60.94	46.43	44.44	34.38
Grade 6	11.11	8.33	4.92	48.15	38.33	45.90	40.74	53.33	49.18
All Grades	14.29	17.20	16.92	48.32	49.60	49.62	37.39	33.20	33.46

Conclusions based on this data:

1. School wide data show a 4% increase in math Met or Exceeded standards. Scores grew from 32% proficient in 2017-18 to 36% proficient in 2018-19.
2. Distance from standard decreased 15 points between 2017-18 and 2018-19 from -48 to -33 which indicates more students are approaching proficiency in the math standards.
3. Fourth and fifth grades showed positive growth in math while third grade declined between 2017-18 and 2018-19. Sixth grade remained relatively flat in progress in math proficiency.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.3	1399.3	1438.0	1408.0	1428.7	1378.8	42	32
Grade 1	1456.2	1449.2	1446.2	1448.0	1465.5	1449.9	52	39
Grade 2	1485.3	1480.3	1486.8	1467.5	1483.3	1492.6	48	56
Grade 3	1489.7	1474.5	1473.1	1468.5	1505.7	1480.0	34	30
Grade 4	1502.4	1517.1	1491.9	1519.9	1512.1	1514.1	25	27
Grade 5	1525.9	1537.3	1512.2	1523.5	1539.0	1550.4	22	16
Grade 6	1501.3	1529.1	1488.8	1523.9	1513.4	1533.8	19	16
All Grades	1477.2		1470.2		1483.2		242	216

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.71	0.00	28.57	43.75	*	43.75	*	12.50	42	32
1	42.31	7.69	21.15	30.77	*	43.59	21.15	17.95	52	39
2	45.83	19.64	35.42	53.57	*	16.07	*	10.71	48	56
3	*	0.00	50.00	26.67	*	56.67	*	16.67	34	30
4	*	18.52	56.00	44.44	*	29.63	*	7.41	25	27
5	*	25.00	50.00	56.25	*	18.75	*	0.00	22	16
6	*	25.00	*	31.25	*	31.25	*	12.50	19	16
All Grades	30.17	12.50	35.95	41.67	19.01	33.80	14.88	12.04	242	216

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.86	3.13	*	50.00	*	31.25	*	15.63	42	32
1	30.77	12.82	32.69	38.46	25.00	28.21	*	20.51	52	39
2	66.67	26.79	25.00	42.86	*	19.64	*	10.71	48	56
3	*	13.33	47.06	43.33	*	30.00	*	13.33	34	30
4	*	40.74	44.00	40.74	*	14.81	*	3.70	25	27
5	54.55	43.75	*	43.75	*	6.25	*	6.25	22	16
6	*	50.00	*	25.00	*	12.50	*	12.50	19	16
All Grades	39.26	23.61	34.30	41.67	15.70	22.22	10.74	12.50	242	216

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.48	3.13	26.19	28.13	26.19	50.00	*	18.75	42	32
1	36.54	2.56	30.77	33.33	*	38.46	21.15	25.64	52	39
2	31.25	14.29	27.08	57.14	22.92	16.07	*	12.50	48	56
3	*	0.00	38.24	20.00	35.29	56.67	*	23.33	34	30
4	*	7.41	*	29.63	*	44.44	*	18.52	25	27
5	*	6.25	54.55	43.75	*	43.75	*	6.25	22	16
6	*	6.25	*	25.00	*	56.25	*	12.50	19	16
All Grades	25.21	6.48	31.40	36.57	25.21	39.35	18.18	17.59	242	216

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	0.00	33.33	87.50	*	12.50	42	32
1	44.23	35.90	42.31	56.41	*	7.69	52	39
2	75.00	39.29	*	50.00	*	10.71	48	56
3	*	0.00	55.88	83.33	*	16.67	34	30
4	*	29.63	64.00	62.96	*	7.41	25	27
5	54.55	12.50	*	87.50	*	0.00	22	16
6	*	25.00	73.68	50.00	*	25.00	19	16
All Grades	46.69	23.15	42.98	65.74	10.33	11.11	242	216

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.95	6.25	50.00	71.88	*	21.88	42	32
1	30.77	10.26	53.85	58.97	*	30.77	52	39
2	64.58	21.43	27.08	67.86	*	10.71	48	56
3	*	40.00	52.94	43.33	*	16.67	34	30
4	48.00	51.85	*	44.44	*	3.70	25	27
5	68.18	75.00	*	18.75	*	6.25	22	16
6	*	62.50	57.89	25.00	*	12.50	19	16
All Grades	42.56	30.56	44.63	53.70	12.81	15.74	242	216

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.57	0.00	54.76	84.38	*	15.63	42	32
1	46.15	30.77	28.85	48.72	25.00	20.51	52	39
2	39.58	14.29	35.42	73.21	25.00	12.50	48	56
3	*	3.33	55.88	33.33	38.24	63.33	34	30
4	*	7.41	72.00	62.96	*	29.63	25	27
5	*	12.50	68.18	75.00	*	12.50	22	16
6	*	6.25	*	43.75	68.42	50.00	19	16
All Grades	26.03	12.04	46.28	61.57	27.69	26.39	242	216

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.52	40.63	35.71	37.50	*	21.88	42	32
1	38.46	2.56	42.31	64.10	*	33.33	52	39
2	29.17	19.64	54.17	64.29	*	16.07	48	56
3	*	13.33	64.71	80.00	*	6.67	34	30
4	*	3.70	60.00	85.19	*	11.11	25	27
5	63.64	25.00	*	75.00	*	0.00	22	16
6	*	37.50	89.47	62.50	*	0.00	19	16
All Grades	36.36	18.52	51.65	65.74	11.98	15.74	242	216

Conclusions based on this data:

1. Based on the ELPAC data, 12% of students scored a level 4 for the overall category. 24% scored a level 4 in the Oral domain with only 7% scoring at a level 4 in the Written domain.
2. Within the Oral domain, students performed the best in the Speaking domain with 31% of students at a level 4.
3. 19% of students scored at Level 4 in Writing and 12% scored a Level 4 in Reading. The data indicate a need for improved instruction in these areas for our ELs.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
442	84.4	57.9	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	256	57.9
Foster Youth	2	0.5
Homeless	28	6.3
Socioeconomically Disadvantaged	373	84.4
Students with Disabilities	55	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
Asian	7	1.6
Filipino	25	5.7
Hispanic	382	86.4
Two or More Races	6	1.4
Pacific Islander	5	1.1
White	12	2.7





Conclusions based on this data:

1. Rancho students predominantly come from low socio-economic homes and identify as Hispanic.
2. Another large subgroup of students at Rancho is English Learners. Approximately 58% of student enrolled belong to this subgroup.
3. Students with disabilities make up about 12.4% of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 424 1388 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. Rancho scores for ELA and Math are Yellow.
2. Chronic absenteeism is also Yellow.
3. The suspension rate is in Orange which indicates a need to improve in that area.

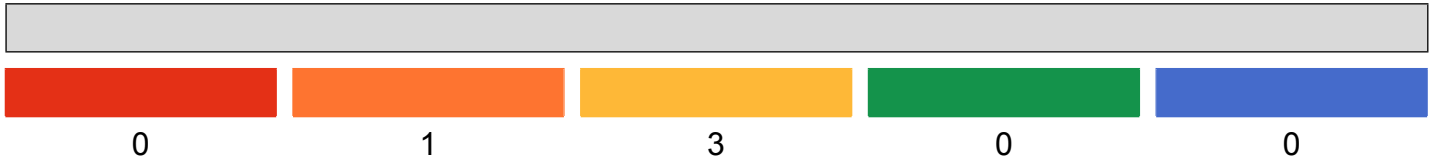
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.6 points below standard</p> <p>Increased ++6.7 points</p> <p>240</p>	<p>English Learners</p> <p>Yellow</p> <p>28.3 points below standard</p> <p>Increased ++3.8 points</p> <p>167</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>10.6 points above standard</p> <p>Increased Significantly ++30.4 points</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27.2 points below standard</p> <p>Increased ++8.6 points</p> <p>211</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>97.8 points below standard</p> <p>Increased Significantly ++28 points</p> <p>33</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 16.4 points above standard Increased ++3.2 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.7 points below standard Increased ++8.4 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.3 points below standard Declined Significantly -30.5 points 77	13.6 points above standard Declined Significantly -18.3 points 90	17.7 points below standard Increased ++7.4 points 67

Conclusions based on this data:

- All students and subgroups of students increased in English Language Arts performance. Homeless students and students with disabilities significantly increased their performance.
- Hispanic students increased their performance 7.7 points in ELA indicating progress in the distance from standard. Filipino students are 16 points above standard showing strong performance in this area.
- Our current English learners and Reclassified English learners declined significantly in their performance in English language arts. These scores indicate a strong need to improve our instruction for these subgroups of students.

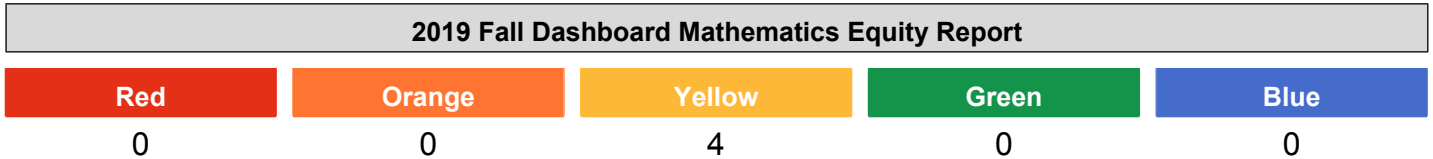
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 32.4 points below standard Increased Significantly ++15.6 points 241	<p>English Learners</p>  Yellow 32.8 points below standard Increased Significantly ++16.1 points 167	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 7.2 points above standard Increased Significantly ++30.9 points 19	<p>Socioeconomically Disadvantaged</p>  Yellow 37.1 points below standard Increased ++14.8 points 212	<p>Students with Disabilities</p>  Yellow 81.8 points below standard Increased Significantly ++51.7 points 33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 7.4 points above standard Increased Significantly ++32 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.1 points below standard Increased Significantly ++17 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.5 points below standard Declined -7.5 points 77	6.5 points below standard Increased ++11 points 90	35.4 points below standard Increased ++6.8 points 67

Conclusions based on this data:

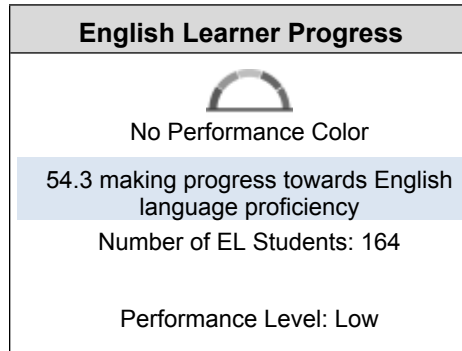
- All students and subgroups of students increased significantly in the area of math except for socioeconomically disadvantaged students who increased performance by 14.8 points.
- Homeless and Filipino students are scoring about seven points above standard. All other subgroups are about 30 points below standard with the exception of students with disabilities that are approximately 80 points below standard.
- Reclassified English learners are performing at 6.5 points below standard. The other groups of English learners performed below standard; however, our English only students increased by 6.8 points. Our Current English learners declined in their growth by 7.5 points scoring 63 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	46	5	84

Conclusions based on this data:

1. Approximately 54% of English learners are making progress toward English language proficiency. This percent is considered a low performance level indicating a need for more intensive English language development.
2. Overall, the majority of English learners progressed at least one ELPI level. 84% of ELs made that growth. Another 46% maintained their ELPI level.
3. 29% of ELs decreased one ELPI level. We will need to analyze what may have contributed to the decrease in English proficiency for those students.

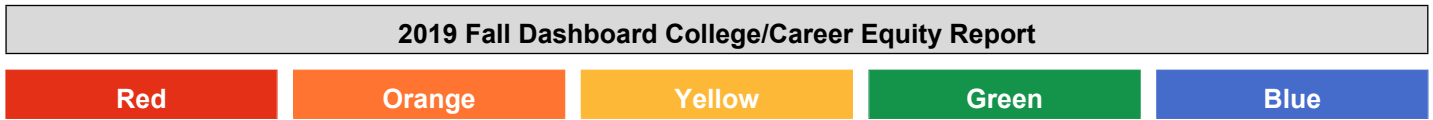
School and Student Performance Data

Academic Performance College/Career

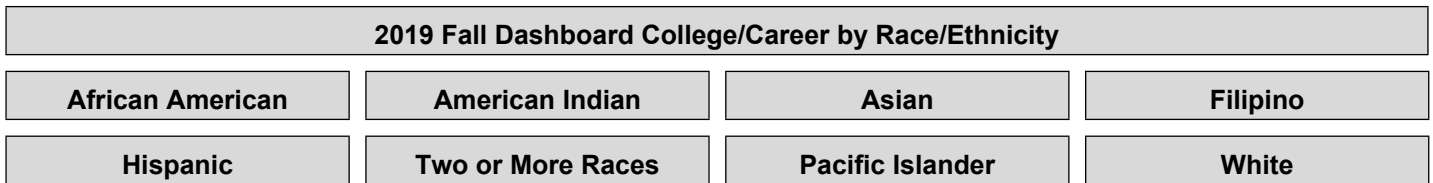
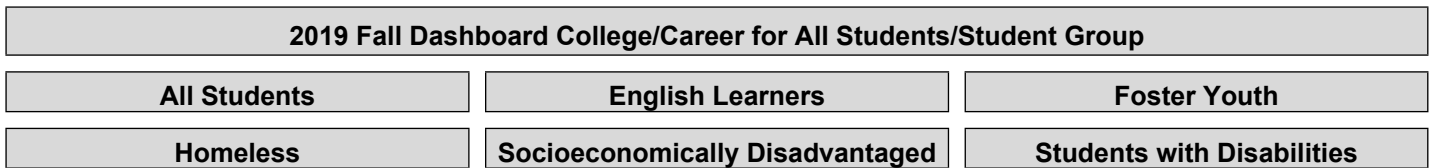
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

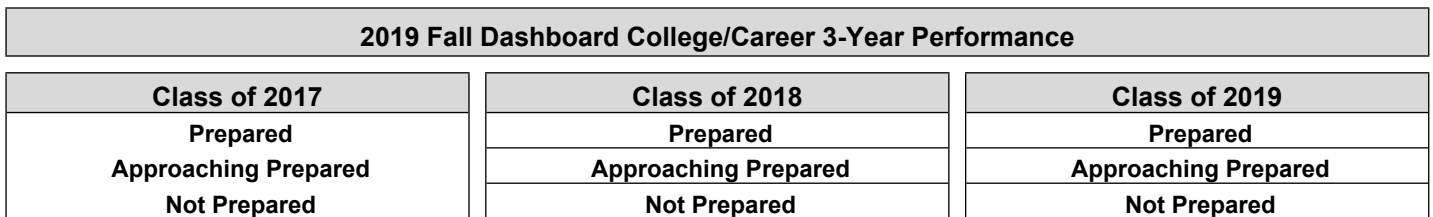
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

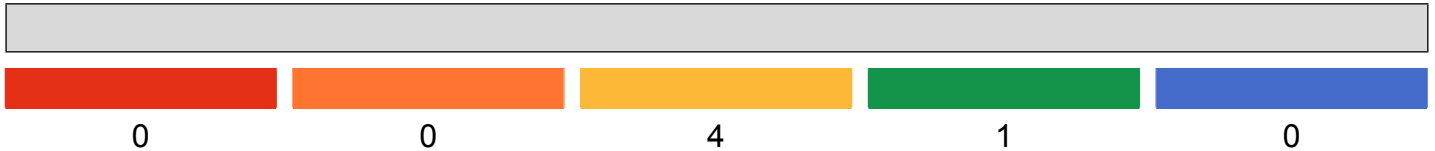
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 14.6 Declined Significantly -19 492	 Yellow 12.9 Declined Significantly -19.3 280	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 3.3 Declined -33.7 30	 Yellow 15.3 Declined Significantly -18.7 412	 Yellow 18.5 Declined -17.7 65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 12.1 Increased +3.8 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13 Declined Significantly -19.5 416	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 20 Declined -33.3 15

Conclusions based on this data:

1. There was a significant decline in chronic absenteeism between 2017-18 and 2018-19 for all students. There was a decrease of 19% of students who were chronically absent. Rancho's color is Yellow for this category which indicates growth in this area.
2. All subgroups showed a decline in chronic absenteeism except for Filipino students who showed an increase of 3.8%.
3. Students in these subgroups showed a significant decline in chronic absenteeism between 2017-18 and 2018-19: Hispanic, English Learners and Socioeconomically Disadvantaged.

School and Student Performance Data

Academic Engagement Graduation Rate

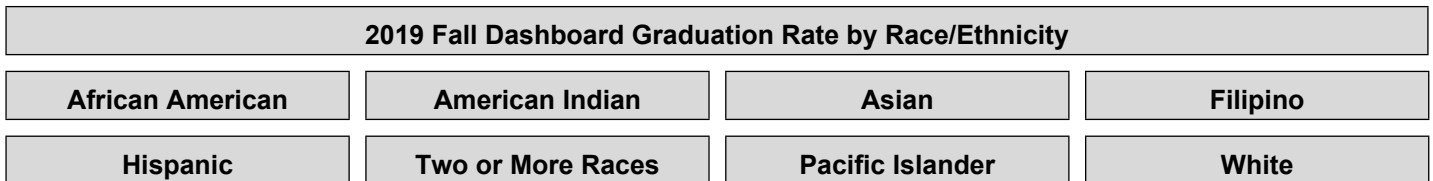
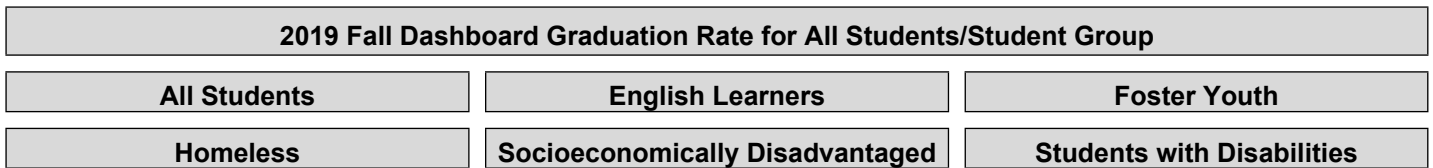
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

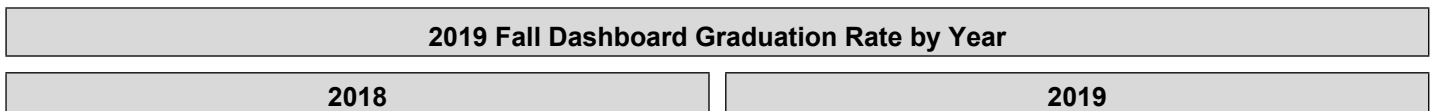
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.1 Increased +0.6 518	<p>English Learners</p>  Orange 1.7 Increased +0.5 292	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p>  Red 6.3 Increased +4.6 32	<p>Socioeconomically Disadvantaged</p>  Yellow 1.9 Maintained +0.1 429	<p>Students with Disabilities</p>  Orange 4.4 Increased +2.8 68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9		 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 34
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 Maintained +0.2 437	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	2.1

Conclusions based on this data:

1. Rancho's suspension data increased 0.6% in 2018-19.
2. Homeless students and students with disabilities showed the greatest increase in suspensions with an increase of 4.6% and 2.8% respectively.
3. The percent of students suspended that belongs to the subgroups Socioeconomically Disadvantaged and Hispanic did not change significantly and remained relatively flat over the two years of data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Performance for English Learners

LEA/LCAP Goal

English learners will acquire English at a rate that will enable them to achieve at grade level expectations after five years in National School District schools.

Goal 1

1A. English Learner Reclassification rate will increase by 5% in 2019-2020.

1B. CAASPP: English Learner Distance from standard on the Dashboard will decrease by 10 points per year.

English Language Arts CAASPP distance from standard will decrease from -75 below standard in 2018-19 to -65 below standard in 2019-20.

Math CAASPP distance from standard will decrease from -62 points below standard in 2018-19 to -52 points below standard in 2019-20.

1C. The percentage of English learners performing at meet or exceed standards on the ELA CAASPP will increase two percentage points from 17% to 19%

1D. The percentage of English learners performing at meet or exceed standards on the Math CAASPP will increase three percentage points from 22% to 25%.

• -

1A. English Learner Reclassification rate will increase by 3% in 2020-2021.

1B. The percentage of English Learners performing at grade level, according to iReady Reading Diagnostic, will improve by 5% in 2020-2021.

1C. The percentage of English Learners performing at grade level in math, according to iReady Math Diagnostic, will improve by 5% in 2020-2021.

Identified Need

According to CAASPP ELA scores, the percentage of English learners at Meet or Exceed standards increased from 15% in 2017-18 to 17% in 2018-19 for a positive change of two percentage points. Additionally, math performance scores indicate the percentage of English learners at Rancho that Meet or Exceeded standards increased from 16% in 2017-18 to 22% in 2018-19 for a change of six percentage points. Although student scores increased, the percent of ELs that are proficient in the standards is very low. Therefore, a continued focus on English learners in English language arts and in math language and vocabulary will be necessary for growth.

The distance from standard on ELA for English learners at Rancho decreased from -93 in 2017-18 to -75 in 2018-19 for a positive change of 18 points.

The distance from standard on Math for ELs at Rancho decreased from -88 in 2017-18 to -62 in 2018-19 for a positive change of 26 points.

In 2018-2019 the Rancho reclassification rate was 16.8% an increase of 7% from 2017-2018.

The ELPAC data indicate a difference between oral and written achievement with 16% less students proficient in the written domain compared to the oral domain. These results indicate a continued focus on building English learners reading and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	17% Meet or Exceed Standards	19% Meet or Exceed Standards
CAASPP Math EL Data	22% Meet or Exceed Standards	25% Meet or Exceed Standards
ELPAC Overall Data	11% Level 4	15% Level
ELPAC Oral Data	22% Level 4	26% Level 4
ELAPC Written Data	6% Level 4	8% Level 4
iReady ELA Data	10% of students in Tier 1	14% of students in Tier 1
iReady Math Data	3% of students in Tier 1	7% of students in Tier 1
Reclassification Rate	17% of English learners reclassified	20% of English learners reclassified

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

A Language Arts Specialist (LAS) will be hired to provide Designated ELD instruction to English learners. The Language Arts Specialist is highly qualified in assessment and instruction in ELA and working with English learners. She supports students by providing differentiated, small group instruction in English language development. Additional materials and resources will be required.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
141,000	LCFF
	LAS
	Title I
	Materials and resources
5,000	LCAP
	Materials and resources

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Impact Teachers will provide differentiated support to English learners in reading and math. The support will target content and language learning and will use differentiated resources to improve student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,826	Title I
	Impact Teachers
	LCAP
	Impact Teachers
	LCAP
	Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Before and after-school extended learning opportunities have been established to support English learners who are not meeting grade level standards in English Language Arts or Math or showing expected growth in English language acquisition. Long-term English Learners (LTELs) will be the targeted students to receive the additional learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	LCAP Cost to pay for extended teacher time
2,000	LCAP Materials and resources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math through technology. Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language and content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	LCAP Imagine Learning and iReady are paid through District LCAP
---	--

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Response to Intervention (RtI). English learners performing below grade level will be part of the RtI process. Their progress will be monitored through assessment data in ELA and Math and goals will be set for periods of time. Enrichment teachers will release classroom teachers to attend RtI meetings. English learner school attendance data will also be monitored and interventions in this area will be implemented. The Assessment Center will administer the ELPAC initial and summative assessment for progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP District funds the cost of the Enrichment Teachers
	Title I Extra clerical time to monitor attendance
5,760	LCAP Assessment Center

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Provide opportunities for students, including English learners, to attend field trips. This activity includes the costs for entrance and transportation. Field trips provide English learners with experiences in which to acquire language and background about a variety of topics in an authentic, meaningful setting which should positively impact learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

Entrance fees for field trips

Title I

Transportation to field trips

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will be offered professional development around how to best support English learners. These opportunities will be provided by district resource teachers, the Bilingual Liaison, and outside consultants after school. The focus will be on strategies to support English learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Title I

Bilingual Liaison

LCAP

Outside consultants

LCAP

Teacher extra time including district resource teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide differentiated texts and materials in the general education classroom to English learners so they can build their English language skills including vocabulary and syntax. These resources may include materials copied at the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP Materials and resources
	Title I Copy Machine Maintenance and Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvement in student academic performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communications, collaboration, creativity, and problem solving as needed for future success.

Goal 2

2A. CAASPP results in English Language Arts and CAASPP results in math (this data will also measure implementation of standards)

ELA CAASPP scores will increase from 39 percent in 2018-2019 to 43 percent in 2019-2020.

Math CAASPP scores will increase from 36 percent in 2018-2019 to 40 percent in 2019-2020

CAASPP: Distance from standard on the Dashboard will decrease by 5 points per year.

English Language Arts CAASPP: From -25 below level 3 to -20 below level 3.

Math CAASPP: From -33 points below level 3 to -28 points below level 3.

2B.iReady results in English Language Arts and Math

iReady results in English Language Arts - percent of students proficient at beginning of year with goals for mid- and end-of-year 2021

Students with Disabilities: 3% will increase to 5% by mid-year and to 7% by end of year

English Learner: 10% will increase to 13% mid-year and to 15% by end of year

Low Income: 10% will increase to 13% by mid-year and to 15% by end of year

Foster Youth: - no data available at this time (too small a sample size)

iReady results in Math- percent of students proficient at beginning of year with goals for mid- and end-of-year 2021

Students with Disabilities: 2% will increase to 4% by mid-year and to 6% by end of year

English Learner: 3% will increase to 5% by mid-year and to 8% by end of year

Low Income: 10% will increase to 13% by mid-year and to 15% by end of year

Foster Youth: - no data available at this time (too small a sample size)

2C. The percentage of students with disabilities (SWD) performing at meet or exceed standards on the ELA CAASPP will increase two percentage points

The percentage of students with disabilities (SWD) performing at meet or exceed standards on the Math CAASPP will increase two percentage points.

• -

2A. The percentage of all students performing at or above grade level, according to the iReady Reading Diagnostic, will increase by 5%.

The percentage of all students identified as one grade level below, according to iReady Reading Diagnostic, will decrease by 5%.

2B. The percentage of all students performing at at or above grade level, according to the iReady Math Diagnostic, will increase by 5%.

The percentage of all students identified as one grade level below, according to iReady Math Diagnostic, will decrease by 2%.

2C. The percentage of Students with Disabilities performing at or above grade level, according to iReady Reading Diagnostic will increase by 2%.

The percentage of Students with Disabilities performing at or above grade level, according to iReady Math Diagnostic will increase by 2%.

Identified Need

According to CAASPP ELA scores the percentage of students at meet or exceed standards at Rancho remained unchanged from 39% in 2017-18 to 39% in 2018-19. Math scores show the percentage of students at meet or exceed standards at Rancho increased from 32% in 2017-18 to 36% in 2018-19 an increase of 4%. This indicates a continued focus on English language arts and math to support student achievement.

The distance from standard on ELA decreased from -31 to -25 with a positive change of 13%. The distance from standard on Math decreased from -48 to -33 with a change of 24%. Although the distance from standard decreased in both ELA and Math, these areas will continue to a focus for instruction.

The distance from standard on ELA for student with disabilities at Rancho decreased from -128 to -98 with a positive change of 25%.

The distance from standard on Math for students with disabilities at Rancho decreased from -134 to -82 with a positive change of 52%

Although Rancho SWD made progress, this data indicate a continued focus on support for students with disabilities in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	39% Meet or Exceed Standard	43% Meet or Exceed Standard
CAASPP Math All students	36% Meet or Exceed Standard	40% Meet or Exceed Standard
iReady Reading All students	15% of students at Tier 1	20% of students at Tier 1
iReady Math All students	10% of students at Tier 1	14% of students at Tier 1
IRLA Data for K- 2	32% of K-2 students On Target	38% of K-2 students On Target
CAASPP ELA SWD	3% Meet or Exceed Standard	5% Meet or Exceed Standard
CAASPP Math SWD	24% Meet or Exceed Standard	29% Meet or Exceed Standard
iReady Reading SWD	3% of students at Tier 1	7% of students at Tier 1
iReady Math SWD	2% of students at Tier 1	6% of students at Tier 1

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Response to Intervention provided by Language Arts Specialist and Impact Teachers in small groups. The instruction by these staff members will provide small group, differentiated instruction to meet targeted goals established for students who are performing below grade level. Enrichment teachers will release teachers for Rtl meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Impact Teachers - remaining cost accounted for in Goal 1
0	LCAP Enrichment Teachers -cost accounted for in Goal 1 (centralized services)
0	LCFF LAS - cost accounted for in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Each student at Rancho will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction. Additionally, enrichment activities in literacies such as science, technology, and media will be provided by teachers before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCAP

Enrichment Teachers funded by District LCAP

Title I

Instructional Materials

LCAP

Extra teacher time to provide extended learning opportunities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Before and after-school extended learning opportunities have been established to support students who are not meeting grade level standards in English Language Arts or Math growth expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

	Teacher extra time to provide before and after school Tier 2 intervention in ELA and math
	Title I Teacher extra time to provide before and after school Tier 2 intervention in ELA and math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Collaboration time during the instructional day for General Education teachers to work with Special Education teachers to share strategies to support SWD while in general education class

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Substitute cost to release teachers for collaboration.
	LCAP Substitute cost for teachers to observe instruction with targeted students.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development. Successful implementation of the programs will require a site Technology Liaison to help troubleshoot problems on site, district technology personnel to help with other technology issues, replacement, and upgrade of technology and supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide experiences outside of school to build world knowledge and language through field trips. These experiences will add to students' background knowledge and language development which in turn will have a positive impact on student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title I
	Field trip admission

	LCAP
	Field Trip Transportation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will have collaboration time to build collective efficacy. This collaboration will occur during data teams when teachers are released by the Enrichment teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP
	Enrichment Teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will receive coaching and professional development in the areas of ELA and math. These opportunities will be provided by district resource teachers and consultants during, before and after school. Teachers who participate will also receive resources for their professional library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP
	Consultants
	LCAP
	Extended teacher time

LCAP

Professional Resources and Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create outdoor learning environments for students. This will include tables and umbrellas for teachers to conduct small group or whole group lessons or to provide alternative learning environments for individual students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

Outdoor learning/working environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in Family and Community Engagement

LEA/LCAP Goal

Expand collaboration and engagement with permits, families, and community partners

Goal 3

3A. Increase the amount of family and community engagement at school events from 35% to 45%. Increase the number of family events to one activity a month including student recognition assemblies and other whole school events such as Breakfast and Books, Math Mornings, and Back to School.

3B. Parent Engagement Survey

A 5% increase on feeling welcomed and connected to school between Fall 2019 to May 2020.

125 Parents will respond to Fall 2019 Survey

Survey responses measures parent input.

Identified Need

There is a need for Rancho to engage more parents to partner with the school in regard to their students' education. In a District parent engagement survey from 2019-20, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels. NSD and Rancho de la Nacion will focus on providing greater school access opportunities and building parent leadership capacity.

In 2019-20, we averaged 35% attendance at our Family Engagement activities. The percent was smaller at meetings during the school day such as Coffee with the Principal. As research indicates, family engagement in school has a positive impact on student outcomes. Therefore, an increase in family and community engagement at events will positively impact overall school achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Numbers of students with a family member at an event	Based on sign-in sheets, we had about one-third to one-fourth of families attend events	One-third to one-half of families will attend events
Surveys of events	No data collected yet - this year will be our baseline	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey of parent engagement	No data collected yet - this year will be our baseline	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Opportunities for families to learn about the academics and climate of the school including:
 Coffee with the Principal
 Regular English Language Advisory Committee meetings (ELAC)
 Back to School Night
 Open House

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I
	Parent training
	LCAP
	Materials and refreshments for meetings
	LCAP
	Learning incentives for family attendance at events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Celebrations of student achievement including EL Redesignation is done at assemblies throughout the year. All stakeholders are invited and welcomed to come. Certificates are given to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCAP
Certificates and awards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family engagement activities before, during and after school. Examples include Family Game Night, Breakfast and Books, Math Mornings, Science Night, Back to School, and Open House

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title I
Refreshments for events

[Empty box for Amount(s)]

LCAP
Materials for events

[Empty box for Amount(s)]

LCAP
Teacher extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote the Family Resource Center to connect families to the resources available to them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
Refreshments and incentives for meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parenting classes to inform and educate families on how to get their child college and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP
Parenting classes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvements in School climate

LEA/LCAP Goal

Provide safe environments that promote social, emotional, and physical wellness.

Goal 4

4A. NSD California Healthy Kids Survey (CHKS) 79% of Rancho students feel safe at school most of the time or all of the time on CHKS.

4B. Suspension/Expulsion Rates at Rancho

Expulsion rate:0

Suspension rate: 1.4% in 2019-20 will decrease to 0.0% in 2020-21

4C. The percent of chronically absent students will decrease 4.7% from 14.7% in 2019-20 to 10% in 2020-21.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

19 Rancho families attended Pre-SARB meetings in 2018-19. One Rancho student with his/her family attended Student Attendance Review Board (SARB) in 2018-19. School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Based on the 2017 fifth grade physical fitness assessment, the average BMI of students was 21 which is in the overweight or obese category for boys and girls in this age range. That average BMI indicates that at least 50% of Rancho students are not in the Healthy Fitness Zone.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1.4% Suspended; 0% Expulsion	0.0% Suspended; 0% Expulsion
Chronic Absenteeism	14.7% Chronically Absent	10% Chronically Absent
Tier 1 Behavior Referrals	38 Tier 1 Referrals	30 Tier 1 Referrals
Tier 2 Behavior Referrals	11 Tier 2 Referrals	8 Tier 2 Referrals

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive Behavior Interventions and Support (PBIS). Implementation of PBIS will include a Tier 1 and a Tier 2 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with provide Tier 1 and 2 interventions. Counselors will also work with students in crisis and families to provide interventions and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	Title I School Counselor
5,870	LCAP PBIS Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will receive professional development in specific techniques to work with children who have specific behavioral challenges. The district will provide training on CPI as well as offer additional professional development in Trauma Informed Practices, Restorative Practices and PBIS. Teachers will have the opportunity to attend additional professional development offered outside of the district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP
	Cost of attending conferences
	LCAP
	Substitutes for teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure correct ratio of supervision is provided for students at unstructured times such as before and after school, recess and lunch. The supervisors have been trained in PBIS and Restorative Practices and use those procedures to work with students. The supervisors ensure a safe and positive climate for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I
	Extra time Campus Student Supervisors
	LCAP
	Campus Student Supervisors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

General education students with identified behavioral needs

Strategy/Activity

Provide a one-on-one instructional assistant to provide support for student throughout the day. This support will allow all students and the identified student to learn in a positive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Instructional assistant substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide flexible seating and additional resources to students who benefit from non-traditional seating and fidgets to help them focus and learn. When these students are more focused, they, along with the rest of the students, benefit from a more focused and positive learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

Individual resources for student behavior needs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide attendance incentives to students and families. Kindergarten students will be part of a separate attendance incentive program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCAP Prizes, certificates and other incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,456.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$89,826.00

Subtotal of additional federal funds included for this school: **\$89,826.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	\$24,630.00
LCFF	\$141,000.00

Subtotal of state or local funds included for this school: **\$165,630.00**

Total of federal, state, and/or local funds for this school: **\$255,456.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	24,630	0.00
Title I	89,826	0.00
LCFF	141,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	24,630.00
LCFF	141,000.00
Title I	89,826.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	24,630.00
	LCFF	141,000.00
	Title I	89,826.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,586.00
Goal 2	11,000.00
Goal 4	50,870.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Katherine Melanese	Principal
Susan Burns	Parent or Community Member
Alice Moreno	Parent or Community Member
Jacqueline Olea	Other School Staff
Jessika Ochoa	Classroom Teacher
Sally Stump	Classroom Teacher
Stephen Dente	Classroom Teacher
Heidi Meza	Parent or Community Member
Ellaine Nieva	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Juadalupe Treviño

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 11, 2019.

Attested:

Bryan Vine

Principal, Bryan Vine on 01/21/2021

Mariela Mondragon

SSC Chairperson, Mariela Mondragon on 01/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

EXHIBIT E

March 10, 2021

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____

Date: _____

District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 10, 2021

Signed: _____

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Erina Cowart

Telephone: 619-336-7714

Title: Director of Finance

E-mail: ecowart@nsd.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?		X
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

2020-21
Budget Update
Governing Board Meeting of March 10, 2021

General operating programs have been reviewed since budget revision on December 15th.
 Adjustments have been made to reflect updated income and expenditures.

GENERAL OPERATING INCOME

UNRESTRICTED

LCFF/Revenue Limit	\$	252,474
Other Federal		105,802
Other State		-
Misc. Local Income		250

Increase Support Special Education	-
Decrease Support Home-to-School Transportation	-
Increase Support Routine Restricted Maintenance	(14,450)

SUBTOTAL - UNRESTRICTED INCOME CHANGES: \$ 344,076

RESTRICTED: **

Title I	(10,827)
ESSER I/ESSER II	5,311,598
Learning Loss Mitigation Funding	
IDEA and Other IDEA	-
Title II Teacher Quality	8,061
Title III Immigrant Education	-
Title III LEP	-
Title IV Student Support & Academic Enrichment	2,316
Other Federal Revenues	-
Other State Revenues	-
Other Local Revenues	(52,603)

****Unearned Revenues - These are unused funds from the prior year, and are shown as current year revenues.**

Increase Support Special Education	-
Decrease Support Home-to-School Transportation	-
Increase Support Routine Restricted Maintenance	14,450

SUBTOTAL - RESTRICTED INCOME CHANGES: \$ 5,272,995

TOTAL UNRESTRICTED/RESTRICTED INCOME CHANGES: \$ 5,617,071

GENERAL OPERATING EXPENDITURES**1000 OBJECT CODES (Certificated Salaries):**

Adjustments Between Objects	(270,935)	
Unrestricted Change:		(270,935)
Adjustments Between Objects	(207,924)	
Restricted Change:		<u>(207,924)</u>
1000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(478,859)

2000 OBJECT CODES (Classified Salaries):

Adjustments Between Objects	-	
Unrestricted Change:		-
Adjustments Between Objects	(233,344)	
Restricted Change:		<u>(233,344)</u>
2000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(233,344)

3000 OBJECT CODES (Fringe Benefits):

Adjustments Between Objects	(54,880)	
Unrestricted Change:		(54,880)
Adjustments Between Objects	(39,914)	
Restricted Change:		<u>(39,914)</u>
3000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(94,794)

4000 OBJECT CODES (Supplies):

Adjustments Between Objects	124,721	
Unrestricted Change:		124,721
Adjustments Between Objects	(340,756)	
Restricted Change:		<u>(340,756)</u>
4000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(216,035)

5000 OBJECT CODES (Contracts & Services):

Adjustments Between Objects	(249,126)	
Unrestricted Change:		(249,126)
Adjustments Between Objects	1,092,578	
Restricted Change:		<u>1,092,578</u>
5000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	843,452

6000 OBJECT CODES (Capital Outlay):

Adjustments Between Objects	(6,263)	
Unrestricted Change:		(6,263)
Adjustments Between Objects	(238,644)	
Restricted Change:		<u>(238,644)</u>
6000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(244,907)

7000 OBJECT CODES (Transfers/Other Outgo):

Adjustments Between Objects	(78,242)	
Unrestricted Change:		(78,242)
Adjustments Between Objects	(5,312)	
Restricted Change:		<u>(5,312)</u>
7000 OBJECT - TOTAL EXPENDITURE CHANGES:	\$	(83,554)

SUBTOTAL UNRESTRICTED EXPENDITURE CHANGES: \$ (534,725)

SUBTOTAL RESTRICTED EXPENDITURE CHANGES: \$ 26,684

TOTAL UNRESTRICTED/RESTRICTED EXPENDITURE CHANGES: \$ (508,041)

**GENERAL OPERATING UNRESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021**

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
REVENUE:			
LCFF/Revenue Limit Sources	53,417,085	53,669,559	252,474
Xfer/Charter In Lieu Prop. Taxes	(488,281)	(488,281)	0
Supplemental Hour	0	0	0
Medi-Cal Administrative Activities (MAA)	88,186	193,988	105,802
Other Federal	0	0	0
Class Size Reduction Grades K-3	0	0	0
Mandated Cost Reimbursement	155,100	155,100	0
Lottery w/prior yr. adjustment	770,202	770,202	0
Other State	0	0	0
Rents/Leases	7,416	7,416	0
Interest	98,365	98,365	0
Interagency Services	373,891	373,891	0
Parents As Teacher (PAT)	0	0	0
Gifts/Local Income	317,912	318,162	250
Other Authorized Transfer	0	0	0
<i>General Fund Support:</i>			
Special Education Revenue Limit Transfer	(358,521)	(358,521)	0
Special Education Statutory Cont.	(5,363,797)	(5,363,797)	0
Special Education Encroachment	0	0	0
Transportation/Regular Education	0	0	0
Transportation/Special Education	0	0	0
Routine Maintenance	(1,705,291)	(1,719,741)	(14,450)
Routine Maintenance/LCAP	(360,769)	(360,769)	0
LCAP Carryover	0	0	0
TOTALS:	46,951,498	47,295,574	344,076
EXPENDITURES:			
1000 Certificated Salaries	23,530,248	23,801,183	(270,935)
2000 Classified Salaries	7,335,986	7,335,986	0
3000 Benefits/All Salaries	12,415,414	12,470,294	(54,880)
4000 Supplies	1,572,148	1,447,427	124,721
5000 Contracts, etc.	5,727,813	5,976,939	(249,126)
6000 Capital Outlay	60,070	66,333	(6,263)
7000 Transfers/Other Outgo	(243,528)	(165,286)	(78,242)
TOTALS:	50,398,151	50,932,876	(534,725)
Income	46,951,498	47,295,574	
Expenditures	(50,398,151)	(50,932,876)	
CHANGE IN FUND BALANCE:	(3,446,653)	(3,637,302)	
BEGINNING BALANCE:	13,673,304	13,673,304	
ENDING BALANCE:	10,226,651	10,036,002	
RESERVES:			
Reserve/Contingency (3%):	(2,340,361)	(2,355,602)	
NONSPENDABLE			
Stores/Prepaid/Revolving Cash:	(480,822)	(480,822)	
ASSIGNED			
Instructional Materials	(531,856)	(531,856)	
Fringe Benefit Reserve	0	0	
Mandated Costs	0	0	
Department/Site Carryover	(417,281)	(417,281)	
Economic Uncertainties	0	0	
LCAP-Carryover	(4,233,447)	(4,146,553)	
Protectiona Against Future Revenue Losses	(2,132,392)	(2,013,396)	
Facilities	0	0	
MAA	0	0	
Tier III Programs	0	0	
UNAPPROPRIATED BALANCE:	90,492	90,492	

GENERAL OPERATING UNRESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
EXPENDITURES:			
1100-000 Teachers Salaries	19,785,362	20,055,621	(270,259)
1200-000 Certif Pupil Sup. Salaries	789,083	789,083	0
1300-000 Certif Supv & Admin	2,429,109	2,429,109	0
1900-000 Other Certif Salaries	0	0	0
----- TOTAL REGULAR:	23,003,554	23,273,813	(270,259)
1100-075 Home Tutors	5,235	5,235	0
1100-100 Teachers Xtra Time	0	276	(276)
1100-3XX Teacher Subs	408,734	408,734	0
1100-500 Teacher Comm/Inservice	67,725	68,125	(400)
1100-XXX Teacher Other	0	0	0
1200-XXX Cert Pupil Sup Xtra, Subs, C/I	0	0	0
1300-XXX Cert Supv & Adm Xtra,Subs,C/I	45,000	45,000	0
1900-XXX Other Certif Xtra, Subs,C/I	0	0	0
TOTAL 1000s	23,530,248	23,801,183	(270,935)
2100-000 Instruct Assist Salaries	55,497	55,497	0
2200-000 Classified Supp Salaries	2,196,637	2,196,637	0
2300-000 Class Supv & Admin Sal	741,901	741,901	0
2400-000 Clerical & Office Salaries	2,650,392	2,650,392	0
2900-000 Other Classified Salaries	760,263	760,263	0
----- TOTAL REGULAR:	6,404,690	6,404,690	0
2100-XXX Inst. Assist Xtra, OT, Subs,C/I	0	0	0
2200-XXX Class Supp Xtra,OT, Subs,C/I	632,990	632,990	0
2300-XXX Class Supv & Admin Sal, OT, Subs	0	0	0
2400-XXX Clerical & Off Xtra,OT,Subs,C/I	282,833	282,833	0
2900-XXX Other Class Xtra,OT,Subs,C/I	15,473	15,473	0
TOTAL 2000s	7,335,986	7,335,986	0
STRS	3,755,781	3,799,538	(43,757)
PERs	1,333,237	1,333,237	0
Social Security	395,917	395,917	0
Medicare	441,774	445,702	(3,928)
Unemployment	17,142	17,278	(136)
Workers' Compensation	794,387	801,446	(7,059)
Health	5,282,393	5,282,393	0
Retiree Benefits	394,783	394,783	0
TOTAL 3000s	12,415,414	12,470,294	(54,880)
4100-000 Text Books	121,344	121,344	0
4200-000 Other Than Text Books	37,104	37,104	0
4300-000 Materials & Supplies	1,156,013	1,030,032	125,981
4300-100 Admissions & Field Trips	7,045	7,045	0
4300-300 Computer Software	106,265	106,265	0
4300-350 Certificates & Awards	8,548	8,548	0
4300-400 Refreshments/Meetings	9,633	9,633	0
4300-560 Fuel & Oil	60,808	60,808	0
4300-888 Vandalism	251	251	0
4200-XXX Other	0	0	0
4300-XXX Other	0	0	0
4400-XXX Non-Capitalized Equip	65,137	66,397	(1,260)
TOTAL 4000s	1,572,148	1,447,427	124,721

**GENERAL OPERATING UNRESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021**

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
5200-XXX Travel Conf/ Mileage	94,595	82,454	12,141
5300-XXX Dues & Memberships	13,479	29,638	(16,159)
5450-XXX Insurance	487,601	487,601	0
5500-XXX Utilities	1,396,413	1,196,538	199,875
5600-050 Computer Maintenance	25,030	25,030	0
5600-100 Annual Maintenance	107,405	102,969	4,436
5600-150 All Other Maint & Repairs	132,525	135,407	(2,882)
5600-200 Copiers Annual Maintenance	245,124	244,394	730
5600-300 Equipment Rentals	374,924	374,924	0
5600-400 Bldg & Trailer Rentals	0	0	0
5600-XXX Rentals	6,489	6,489	0
5710-XXX Direct Charges - Interprog	(61,730)	(61,730)	0
5750-XXX Direct Charges - Interfund	(2,000)	(2,000)	0
5800-000 Prof/Consult Services & Oper.	1,602,235	1,743,434	(141,199)
5800-100 Consultants/Lecturers	503,538	503,538	0
5800-150 Xrays, Physicals	6,971	6,971	0
5800-400 County Services	50,335	50,335	0
5800-700 Attorney Fees	275,019	275,019	0
5800-710 Other Fees & Notices	166,982	166,982	0
5800-750 Election Costs	3,753	39,000	(35,247)
5800-800 Audit Expenses	25,974	25,974	0
5800-850 Outside Printing	20,013	20,013	0
5800-860 Film Processing	42	42	0
5800-XXX Other	21,833	26,269	(4,436)
5900-000 Communications	0	66,510	(66,510)
5900-100 Communication/Telephone	210,857	410,732	(199,875)
5900-200 Communication/Tele Tech	4,197	4,197	0
5900-300 Stamps & Postage	16,209	16,209	0
TOTAL 5000s	5,727,813	5,976,939	(249,126)
6100-XXX Improvement of Sites	0	0	0
6170-000 Land Improvements	60,070	60,070	0
6200-000 Buildings & Improvements of Buildings	0	0	0
6200-200 Improvement of Buildings	0	0	0
6400-000 New Equipment	0	6,263	(6,263)
6400-380 Equipment Computer	0	0	0
6500-000 Equipment Replacement	0	0	0
6500-380 Replace Equipment Computer	0	0	0
TOTAL 6000s	60,070	66,333	(6,263)
7142-000 Other Tuition/Excess Costs to County Offices	0	79,232	(79,232)
7310-100 Indirect Costs - Interprog	(689,988)	(690,978)	990
7310-180 Indirect Costs - Collaborative	0	0	0
7350-010 Indirect Costs - Interfund	(353,540)	(353,540)	0
7350-180 Indirect Costs - Collaborative	0	0	0
7438-038 Debt Service Interest - Bus	19,214	19,214	0
7438-100 Debt Service Interest - MITI	0	0	0
7438-201 Debt Service Interest - Tech	15,000	15,000	0
7438-700 Debt Service Interest - PM Board	0	0	0
7439-038 Lease Payments - Bus	170,786	170,786	0
7439-100 Lease Payments - MITI	0	0	0
7439-201 Lease Payments - Tech	595,000	595,000	0
7439-601 Lease Payment - Portables	0	0	0
7439-700 Lease Payment - PM Board	0	0	0
7612-000 Transfer/Spec Reserve	0	0	0
7619-000 Other Authorized Transfer	0	0	0
7619-001 Transfer/Capital Facilities	0	0	0
7619-035 Transfer/Modernization	0	0	0
TOTAL 7000s	(243,528)	(165,286)	(78,242)
TOTAL EXPENDITURES:	50,398,151	50,932,876	(534,725)

GENERAL OPERATING RESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
REVENUE:			
LCFF/Revenue Limit Sources:	311,608	311,608	0
Federal Revenues:			
3010 - Title I	1,792,749	1,781,922	(10,827)
3182 - ESSA School Improvement (CSI) Funding for LEAs	16,322	16,322	0
3210 - CARES Act (ESSER)	1,282,561	1,289,720	7,159
3212 - CARES Act (ESSER II)	0	5,304,439	5,304,439
3215 - Governor's Emergency Education Relief (GEER) Fund	302,227	302,227	0
3220 - Coronavirus Relief Fund (CRF)	5,498,754	5,498,754	0
3310 - IDEA and Other IDEA	985,956	985,956	0
4035 - Title II-Teacher Quality	223,535	231,596	8,061
4127 - Title IV-Student Support & Academic Enrichment	230,580	232,896	2,316
4201 - Title III-Immigrant Education	0	0	0
4203 - Title III-LEP	449,561	449,561	0
5640 - MediCal	0	0	0
Other	8,525	8,525	0
Total Federal Revenues	10,790,770	16,101,918	5,311,148
State Revenues:			
6230 - California Clean Energy Jobs	0	0	0
6300 - Lotter IM	271,836	271,836	0
6512 - County Mental Health	338,726	0	(338,726)
6513 - State Mental Health-Related Services	0	338,726	338,726
7090/7091 - EIA	0	0	0
7230 - HtoS Transportation	0	0	0
7240 - SpEd HtoS Transportation	0	0	0
7311 - Classified Employee PD Grant	0	0	0
7388 - SB117 COVID-19 LEA Response Funds	0	0	0
7420 - State Learning Loss Mitigation Funds	470,983	470,983	0
7510 - Low-Performing Students Block Grant	0	0	0
7690 - STRS On-Behalf Pension Contribution	3,173,640	3,173,640	0
Other	0	0	0
Total State Revenues	4,255,185	4,255,185	0
Local Revenues			
6500 - SpEd	2,738,839	2,738,839	0
Other Local Revenues	2,375,204	2,322,601	(52,603)
Total Local Revenues	5,114,043	5,061,440	(52,603)
Contributions	7,788,378	7,802,828	14,450
Total Revenues	28,259,984	33,532,979	5,272,995
EXPENDITURES:			
1000 Certificated Salaries	6,980,461	7,188,385	(207,924)
2000 Classified Salaries	3,193,333	3,426,677	(233,344)
3000 Benefits/All Salaries	6,540,298	6,580,212	(39,914)
4000 Supplies	3,049,753	3,390,509	(340,756)
5000 Contracts, etc.	6,468,568	5,375,990	1,092,578
6000 Capital Outlay	453,199	691,843	(238,644)
7000 Transfers/Other Outgo	928,259	933,571	(5,312)
TOTALS:	27,613,871	27,587,187	26,684
Income	28,259,984	33,532,979	
Expenditures	<u>(27,613,871)</u>	<u>(27,587,187)</u>	
CHANGE IN FUND BALANCE:	646,113	5,945,792	
BEGINNING BALANCE:	850,660	850,660	
ENDING BALANCE:	1,496,773	6,796,452	
RESERVES:			
Restricted Ending Balances	(1,587,265)	(6,886,944)	
Stores/Prepaid/Revolving Cash	0	0	
E-Rate 10% Match	0	0	
Fringe Benefit Reserve	0	0	
UNAPPROPRIATED BALANCE:	(90,492)	(90,492)	

**GENERAL OPERATING RESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021**

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
EXPENDITURES:			
1100-000 Teachers Salaries	4,019,976	4,019,976	0
1200-000 Certif Pupil Sup. Salaries	1,109,101	1,109,101	0
1300-000 Certif Supv & Admin	132,448	332,311	(199,863)
1900-000 Other Certif Salaries	0	0	0
----- TOTAL REGULAR:	5,261,525	5,461,388	(199,863)
1100-075 Home Tutors	0	0	0
1100-100 Teachers Xtra Time	778,457	778,457	0
1100-3XX Teacher Subs	90,000	90,000	0
1100-500 Teacher Comm/Inservice	0	8,061	(8,061)
1100-XXX Teacher Other	850,479	850,479	0
1200-XXX Cert Pupil Sup Xtra, Subs, C/I	0	0	0
1300-XXX Cert Supv & Adm Xtra,Subs,C/I	0	0	0
1900-XXX Other Certif Xtra, Subs,C/I	0	0	0
TOTAL 1000s	6,980,461	7,188,385	(207,924)
2100-000 Instruct Assist Salaries	1,836,708	1,836,708	0
2200-000 Classified Supp Salaries	785,137	785,137	0
2300-000 Class Supv & Admin Sal	133,933	217,575	(83,642)
2400-000 Clerical & Office Salaries	231,007	380,709	(149,702)
2900-000 Other Classified Salaries	12,985	12,985	0
----- TOTAL REGULAR:	2,999,770	3,233,114	(233,344)
2100-XXX Inst. Assist Xtra, OT, Subs,C/I	79,064	79,064	0
2200-XXX Class Supp Xtra,OT, Subs,C/I	114,499	114,499	0
2300-XXX Class Supv & Admin Sal P/Y	0	0	0
2400-XXX Clerical & Off Xtra,OT,Subs,C/I	0	0	0
2900-XXX Other Class Xtra,OT,Subs,C/I	0	0	0
TOTAL 2000s	3,193,333	3,426,677	(233,344)
STRS	4,192,432	4,204,568	(12,136)
PERS	476,889	464,753	12,136
Social Security	147,843	147,843	0
Medicare	137,976	137,976	0
Unemployment	4,983	4,983	0
Workers' Compensation	244,020	244,020	0
Health	1,336,155	1,376,069	(39,914)
Retiree Benefits	0	0	0
TOTAL 3000s	6,540,298	6,580,212	(39,914)
4100-000 Text Books	799,143	326,022	473,121
4200-000 Other Than Text Books	500,895	500,895	0
4300-000 Materials & Supplies	312,831	1,126,708	(813,877)
4300-100 Admissions & Field Trips	0	0	0
4300-300 Computer Software	0	0	0
4300-350 Certificates & Awards	0	0	0
4300-400 Refreshments/Meetings	0	0	0
4300-888 Vandalism	1,759	1,759	0
4300-XXX Other	16,033	16,033	0
4400-XXX Non-Capitalized Equip	1,419,092	1,419,092	0
4700-XXX Food	0	0	0
TOTAL 4000s	3,049,753	3,390,509	(340,756)

GENERAL OPERATING RESTRICTED INCOME/EXPENDITURES
2020-21 Second Interim Report as of January 31, 2021

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to to Second Interim
5100-XXX Subagreements for Services	2,313,670	2,261,067	52,603
5200-XXX Travel Conf/ Mileage	15,031	15,031	0
5300-XXX Dues & Memberships	354	354	0
5450-XXX Insurance	0	0	0
5500-XXX Utilities	2,951	9,091	(6,140)
5600-050 Computer Maintenance	0	0	0
5600-100 Annual Maintenance	673	673	0
5600-150 All Other Maint & Repairs	375,217	1,282,526	(907,309)
5600-200 Copiers Annual Maintenance	0	0	0
5600-300 Equipment Rentals	80	80	0
5600-400 Bldg & Trailer Rentals	0	0	0
5600-XXX Rentals	438,346	438,346	0
5710-XXX Direct Charges - Interprog	61,730	61,730	0
5750-XXX Direct Charges - Interfund	0	0	0
5800-000 Prof/Consult Services & Oper.	1,785,574	670,643	1,114,931
5800-100 Consultants/Lecturers	55,689	55,689	0
5800-150 Xrays, Physicals	0	0	0
5800-400 County Services	0	0	0
5800-700 Attorney Fees	0	0	0
5800-710 Other Fees & Notices	1,124,078	285,585	838,493
5800-750 Election Costs	0	0	0
5800-800 Audit Expenses	0	0	0
5800-850 Outside Printing	0	0	0
5800-860 Film Processing	0	0	0
5800-XXX Other	169,238	169,238	0
5900-000 Communications	125,810	125,810	0
5900-100 Communication/Telephone	0	0	0
5900-200 Communication/Radios	0	0	0
5900-300 Stamps & Postage	127	127	0
TOTAL 5000s	6,468,568	5,375,990	1,092,578
6170-000 Land Improvements	0	238,644	(238,644)
6200-000 Buildings & Improvement of Buildings	53,344	53,344	0
6200-100 New Buildings	0	0	0
6200-200 Improvement of Buildings	0	0	0
6300-000 Books & Media - New/Expanded	0	0	0
6400-000 New Equipment	399,855	399,855	0
6500-000 Equipment Replacement	0	0	0
TOTAL 6000s	453,199	691,843	(238,644)
7141-000 Other Tuition-X Cost/Defec PM	238,271	238,271	0
7142-000 Other Tuition-X Cost/Defec PM COE	0	4,322	(4,322)
7310-100 Indirect Costs - Interprog	689,988	690,978	(990)
7310-180 Indirect Costs - Collaborative	0	0	0
7350-010 Indirect Costs - Interfund	0	0	0
7438-300 Debt Service Interest - Copiers	0	0	0
7438-600 Debt Service Interest - NH MP Bldg.	0	0	0
7438-700 Debt Service Interest - PM Board	0	0	0
7439-038 Lease Payments - Bus	0	0	0
7439-201 Lease Payments - Tech	0	0	0
7439-500 Lease Payments - Software	0	0	0
7439-600 Lease Payments - NH MP Bldg.	0	0	0
7439-700 Lease Payment - PM Board	0	0	0
7612-000 Transfer/Spec Reserve	0	0	0
7615-000 Transfer/Deferred Maint	0	0	0
7619-000 Other Authorized Transfer	0	0	0
TOTAL 7000s	928,259	933,571	(5,312)
TOTAL EXPENDITURES:	27,613,871	27,587,187	26,684

OTHER FUNDS

2020-21 Second Interim Report as of January 31, 2021

CHILD DEVELOPMENT FUND 12-00

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Federal Revenue	1,175,167	1,387,670	212,503
State Revenue	2,350,319	2,350,319	0
Local Revenue	0	94,057	94,057
Other Sources	0	0	0
Total Income:	3,525,486	3,832,046	306,560
Expenditures:			
1000-xx	1,079,808	1,173,778	(93,970)
2000-xx	721,942	741,025	(19,083)
3000-xx	748,537	773,186	(24,649)
4000-xx	186,000	333,000	(147,000)
5000-xx	585,659	607,517	(21,858)
6000-xx	0	0	0
7000-xx	203,540	203,540	0
Total Expenditures:	3,525,486	3,832,046	(306,560)
CHANGE IN FUND BALANCE:	0	0	
BEGINNING BALANCE:	284,488	284,488	
ENDING BALANCE:	284,488	284,488	

Changes are a result of updated information.

CHILD NUTRITIONAL SERVICES FUND 13-00

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Federal Revenue	3,291,860	3,291,860	0
State Revenue	239,186	239,186	0
Local Revenue	10,900	10,900	0
Other Sources	0	0	0
Total Income:	3,541,946	3,541,946	0
Expenditures:			
1000-xx	0	0	0
2000-xx	1,330,847	1,330,847	0
3000-xx	542,775	542,775	0
4000-xx	1,450,500	1,450,500	0
5000-xx	38,150	38,150	0
6000-xx	20,000	20,000	0
7000-xx	150,000	150,000	0
Total Expenditures:	3,532,272	3,532,272	0
CHANGE IN FUND BALANCE:	9,674	9,674	
BEGINNING BALANCE:	382,456	382,456	
ENDING BALANCE:	392,130	392,130	

Changes are a result of updated information.

OTHER FUNDS

2020-21 Second Interim Report as of January 31, 2021

DEFERRED MAINTENANCE FUND 14-00

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
State Revenue	0	0	0
Local Revenue	0	0	0
Transfers In	0	0	0
Total Income:	0	0	0
Expenditures:			
2000-xx	0	0	0
3000-xx	0	0	0
4000-xx	0	0	0
5000-xx	0	0	0
6000-xx	0	0	0
7000-xx	0	0	0
Total Expenditures:	0	0	0
CHANGE IN FUND BALANCE:	0	0	
BEGINNING BALANCE:	0	0	
ENDING BALANCE:	0	0	

Changes are a result of updated information.

BUILDING FUND 21-33

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Federal Revenue	0	0	0
State Revenue	0	0	0
Local Revenue	0	7,832	7,832
Other Sources	0	2,860,000	2,860,000
Total Income:	0	2,867,832	2,867,832
Expenditures:			
1000-xx	0	0	0
2000-xx	0	0	0
3000-xx	0	0	0
4000-xx	0	0	0
5000-xx	0	0	0
6000-xx	0	2,867,832	(2,867,832)
7000-xx	0	0	0
Total Expenditures:	0	2,867,832	(2,867,832)
CHANGE IN FUND BALANCE:	0	0	
BEGINNING BALANCE:	0	0	
ENDING BALANCE:	0	0	

Changes are a result of updated information.

CAPITAL FACILITIES FUND 25-19

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Local Revenue	115,400	416,613	301,213
Transfers In	0	0	0
Total Income:	115,400	416,613	301,213
Expenditures:			
5000-xx	0	0	0
6000-xx	0	0	0
7000-xx	0	0	0
Total Expenditures:	0	0	0
CHANGE IN FUND BALANCE:	115,400	416,613	
BEGINNING BALANCE:	1,680,217	1,680,217	
ENDING BALANCE:	1,795,617	2,096,830	

Changes are a result of updated information.

OTHER FUNDS

2020-21 Second Interim Report as of January 31, 2021

REDEVELOPMENT FUND 25-38

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Income:			
Local Revenue	16,489	16,489	0
Total Income:	16,489	16,489	0
Expenditures:			
5000-xx	0	0	0
6000-xx	0	0	0
7000-xx	0	0	0
Total Expenditures:	0	0	0
CHANGE IN FUND BALANCE:	16,489	16,489	
BEGINNING BALANCE:	895,679	895,679	
ENDING BALANCE:	912,168	912,168	

Changes are a result of updated information.

STATE SCHOOL FACILITIES FUND 35-00

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Income:			
State Revenue	0	0	0
Local Revenue	309	309	0
Transfers In	0	0	0
Total Income:	309	309	0
Expenditures:			
2000-xx	0	0	0
3000-xx	0	0	0
4000-xx	0	0	0
5000-xx	0	0	0
6000-xx	0	0	0
Total Expenditures:	0	0	0
CHANGE IN FUND BALANCE:	309	309	
BEGINNING BALANCE:	14,643	14,643	
ENDING BALANCE:	14,952	14,952	

Changes are a result of updated information.

SPECIAL RESERVE - CAPITAL PROJECTS FUND 40-00

	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Income:			
State Revenue	0	0	0
Local Revenue	14,706	14,706	0
Transfers In	0	0	0
Total Income:	14,706	14,706	0
Expenditures:			
2000-xx	0	0	0
3000-xx	0	0	0
4000-xx	0	0	0
5000-xx	0	0	0
6000-xx	0	171,689	(171,689)
7000-xx	0	0	0
Total Expenditures:	0	171,689	(171,689)
CHANGE IN FUND BALANCE:	14,706	(156,983)	
BEGINNING BALANCE:	969,852	969,852	
ENDING BALANCE:	984,558	812,869	

Changes are a result of updated information.

OTHER FUNDS
2020-21 Second Interim Report as of January 31, 2021

INTEGRITY CHARTER SCHOOL FUND 62-00

Income:	First Interim October 31, 2020	Second Interim January 31, 2021	Revised to Second Interim
Revenue Limit Sources	3,857,499	3,857,499	0
Federal Revenue	653,167	653,167	0
State Revenue	551,302	551,302	0
Local Revenue	19,440	19,440	0
Other Sources	<u>0</u>	<u>0</u>	<u>0</u>
Total Income:	5,081,408	5,081,408	0
Expenditures:			
1000-xx	1,595,870	1,595,870	0
2000-xx	477,820	477,820	0
3000-xx	750,787	750,787	0
4000-xx	646,705	646,705	0
5000-xx	1,318,975	1,318,975	0
6000-xx	0	0	0
7000-xx	<u>0</u>	<u>0</u>	<u>0</u>
Total Expenditures:	4,790,157	4,790,157	0
CHANGE IN FUND BALANCE:	291,251	291,251	
BEGINNING BALANCE:	6,257,433	6,257,433	
ENDING BALANCE:	6,548,684	6,548,684	

Changes are a result of updated information.

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	53,306,795.00	52,928,804.00	29,330,534.26	53,181,278.00	252,474.00	0.5%
2) Federal Revenue		8100-8299	0.00	88,186.00	157,789.26	193,988.00	105,802.00	120.0%
3) Other State Revenue		8300-8599	925,302.00	925,302.00	378,068.58	925,302.00	0.00	0.0%
4) Other Local Revenue		8600-8799	795,846.00	797,584.00	51,518.53	797,834.00	250.00	0.0%
5) TOTAL, REVENUES			55,027,943.00	54,739,876.00	29,917,910.63	55,098,402.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	23,700,817.00	23,530,248.00	13,045,927.11	23,801,183.00	(270,935.00)	-1.2%
2) Classified Salaries		2000-2999	7,581,317.00	7,335,986.00	3,493,812.97	7,335,986.00	0.00	0.0%
3) Employee Benefits		3000-3999	12,662,950.00	12,415,414.00	6,176,810.06	12,470,294.00	(54,880.00)	-0.4%
4) Books and Supplies		4000-4999	1,353,967.00	1,572,148.00	609,611.47	1,447,427.00	124,721.00	7.9%
5) Services and Other Operating Expenditures		5000-5999	5,148,829.00	5,727,813.00	3,012,909.92	5,976,939.00	(249,126.00)	-4.3%
6) Capital Outlay		6000-6999	0.00	60,070.00	6,262.86	66,333.00	(6,263.00)	-10.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	800,000.00	800,000.00	535,561.51	879,232.00	(79,232.00)	-9.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,059,102.00)	(1,043,528.00)	(525,362.96)	(1,044,518.00)	990.00	-0.1%
9) TOTAL, EXPENDITURES			50,188,778.00	50,398,151.00	26,355,532.94	50,932,876.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,839,165.00	4,341,725.00	3,562,377.69	4,165,526.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,521,019.00)	(7,788,378.00)	0.00	(7,802,828.00)	(14,450.00)	0.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,521,019.00)	(7,788,378.00)	0.00	(7,802,828.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,681,854.00)	(3,446,653.00)	3,562,377.69	(3,637,302.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	13,673,303.58	13,673,303.58		13,673,303.58	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,673,303.58	13,673,303.58		13,673,303.58		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,673,303.58	13,673,303.58		13,673,303.58		
2) Ending Balance, June 30 (E + F1e)			9,991,449.58	10,226,650.58		10,036,001.58		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,000.00	15,000.00		15,000.00		
Stores		9712	273,342.99	359,663.28		359,663.28		
Prepaid Items		9713	323,436.24	106,158.96		106,158.96		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,508,861.82	7,314,975.21		7,109,084.98		
Economic Uncertainties	0000	9780	5,508,861.82					
LCAP-Carryover	0000	9780		4,233,446.60				
Department/Site Carryover	0000	9780		417,281.23				
Instructional Materials	0000	9780		531,855.70				
Economic Uncertainties	0000	9780		2,132,391.68				
LCAP-Carryover	0000	9780				4,146,552.60		
Department/Site Carryover	0000	9780				417,281.23		
Instructional Materials	0000	9780				531,855.70		
Protection Against Future Revenue Loss	0000	9780				2,013,395.45		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,285,307.99	2,340,360.66		2,355,601.89		
Unassigned/Unappropriated Amount		9790	1,585,500.54	90,492.47		90,492.47		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	38,130,281.00	33,534,488.00	19,141,277.00	33,786,962.00	252,474.00	0.8%
Education Protection Account State Aid - Current Year		8012	3,959,376.00	8,986,273.00	4,643,141.00	8,986,273.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	36,054.00	35,042.00	16,707.95	35,042.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	5,619,116.00	5,842,402.00	2,998,201.76	5,842,402.00	0.00	0.0%
Unsecured Roll Taxes		8042	171,828.00	182,628.00	173,570.34	182,628.00	0.00	0.0%
Prior Years' Taxes		8043	712.00	5,096.00	2,512.96	5,096.00	0.00	0.0%
Supplemental Taxes		8044	579,274.00	610,803.00	253,833.02	610,803.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(29,468.00)	15,545.00	44,230.39	15,545.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,305,426.00	4,204,808.00	2,269,364.84	4,204,808.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			53,772,599.00	53,417,085.00	29,542,839.26	53,669,559.00	252,474.00	0.5%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(465,804.00)	(488,281.00)	(212,305.00)	(488,281.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			53,306,795.00	52,928,804.00	29,330,534.26	53,181,278.00	252,474.00	0.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	88,186.00	157,789.26	193,988.00	105,802.00	120.0%
TOTAL, FEDERAL REVENUE			0.00	88,186.00	157,789.26	193,988.00	105,802.00	120.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	155,100.00	155,100.00	155,100.00	155,100.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	770,202.00	770,202.00	222,968.58	770,202.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			925,302.00	925,302.00	378,068.58	925,302.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	7,416.00	7,416.00	800.00	7,416.00	0.00	0.0%
Interest		8660	98,365.00	98,365.00	46,582.39	98,365.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	373,891.00	373,891.00	0.00	373,891.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	316,174.00	317,912.00	4,136.14	318,162.00	250.00	0.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			795,846.00	797,584.00	51,518.53	797,834.00	250.00	0.0%
TOTAL, REVENUES			55,027,943.00	54,739,876.00	29,917,910.63	55,098,402.00	358,526.00	0.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	20,563,296.00	20,267,056.00	11,403,471.54	20,537,991.00	(270,935.00)	-1.3%
Certificated Pupil Support Salaries		1200	696,914.00	789,083.00	366,077.64	789,083.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,440,607.00	2,474,109.00	1,276,377.93	2,474,109.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			23,700,817.00	23,530,248.00	13,045,927.11	23,801,183.00	(270,935.00)	-1.2%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	55,772.00	55,497.00	32,234.64	55,497.00	0.00	0.0%
Classified Support Salaries		2200	2,829,661.00	2,829,627.00	1,365,970.27	2,829,627.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	852,011.00	741,901.00	331,753.83	741,901.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	2,999,541.00	2,933,225.00	1,317,729.93	2,933,225.00	0.00	0.0%
Other Classified Salaries		2900	844,332.00	775,736.00	446,124.30	775,736.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			7,581,317.00	7,335,986.00	3,493,812.97	7,335,986.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	3,688,847.00	3,755,781.00	2,050,322.24	3,799,538.00	(43,757.00)	-1.2%
PERS		3201-3202	1,353,704.00	1,324,101.00	649,477.73	1,324,101.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	852,517.00	846,827.00	428,020.40	850,755.00	(3,928.00)	-0.5%
Health and Welfare Benefits		3401-3402	5,610,381.00	5,282,393.00	2,456,640.23	5,282,393.00	0.00	0.0%
Unemployment Insurance		3501-3502	16,749.00	17,142.00	9,938.07	17,278.00	(136.00)	-0.8%
Workers' Compensation		3601-3602	745,969.00	794,387.00	430,999.43	801,446.00	(7,059.00)	-0.9%
OPEB, Allocated		3701-3702	394,783.00	394,783.00	151,411.96	394,783.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			12,662,950.00	12,415,414.00	6,176,810.06	12,470,294.00	(54,880.00)	-0.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	5,493.00	121,344.00	10,319.37	121,344.00	0.00	0.0%
Books and Other Reference Materials		4200	49,807.00	37,104.00	(5.29)	37,104.00	0.00	0.0%
Materials and Supplies		4300	1,100,699.00	1,348,563.00	495,884.71	1,222,582.00	125,981.00	9.3%
Noncapitalized Equipment		4400	197,968.00	65,137.00	103,412.68	66,397.00	(1,260.00)	-1.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,353,967.00	1,572,148.00	609,611.47	1,447,427.00	124,721.00	7.9%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	35,182.00	94,595.00	1,653.04	82,454.00	12,141.00	12.8%
Dues and Memberships		5300	15,094.00	13,479.00	28,464.47	29,638.00	(16,159.00)	-119.9%
Insurance		5400-5450	487,601.00	487,601.00	411,830.33	487,601.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,596,111.00	1,396,413.00	661,048.31	1,196,538.00	199,875.00	14.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	900,233.00	891,497.00	196,139.00	889,213.00	2,284.00	0.3%
Transfers of Direct Costs		5710	(61,730.00)	(61,730.00)	(2,797.72)	(61,730.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(2,000.00)	(2,000.00)	0.00	(2,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,977,072.00	2,676,695.00	1,485,122.96	2,857,577.00	(180,882.00)	-6.8%
Communications		5900	201,266.00	231,263.00	231,449.53	497,648.00	(266,385.00)	-115.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,148,829.00	5,727,813.00	3,012,909.92	5,976,939.00	(249,126.00)	-4.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	60,070.00	0.00	60,070.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	6,262.86	6,263.00	(6,263.00)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	60,070.00	6,262.86	66,333.00	(6,263.00)	-10.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	43,217.00	79,232.00	(79,232.00)	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	34,214.00	34,214.00	0.00	34,214.00	0.00	0.0%
Other Debt Service - Principal		7439	765,786.00	765,786.00	492,344.51	765,786.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			800,000.00	800,000.00	535,561.51	879,232.00	(79,232.00)	-9.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(705,562.00)	(689,988.00)	(360,595.87)	(690,978.00)	990.00	-0.1%
Transfers of Indirect Costs - Interfund		7350	(353,540.00)	(353,540.00)	(164,767.09)	(353,540.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,059,102.00)	(1,043,528.00)	(525,362.96)	(1,044,518.00)	990.00	-0.1%
TOTAL, EXPENDITURES			50,188,778.00	50,398,151.00	26,355,532.94	50,932,876.00	(534,725.00)	-1.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(8,521,019.00)	(7,788,378.00)	0.00	(7,802,828.00)	(14,450.00)	0.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(8,521,019.00)	(7,788,378.00)	0.00	(7,802,828.00)	(14,450.00)	0.2%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(8,521,019.00)	(7,788,378.00)	0.00	(7,802,828.00)	(14,450.00)	0.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	311,608.00	311,608.00	0.00	311,608.00	0.00	0.0%
2) Federal Revenue		8100-8299	10,187,400.00	10,790,770.00	6,832,044.69	16,101,918.00	5,311,148.00	49.2%
3) Other State Revenue		8300-8599	4,255,185.00	4,255,185.00	1,364,593.32	4,255,185.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,435,379.00	5,114,043.00	1,337,602.07	5,061,440.00	(52,603.00)	-1.0%
5) TOTAL, REVENUES			19,189,572.00	20,471,606.00	9,534,240.08	25,730,151.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	6,903,172.00	6,980,461.00	3,873,197.94	7,188,385.00	(207,924.00)	-3.0%
2) Classified Salaries		2000-2999	3,227,938.00	3,193,333.00	2,150,736.21	3,426,677.00	(233,344.00)	-7.3%
3) Employee Benefits		3000-3999	6,577,423.00	6,540,298.00	2,015,110.98	6,580,212.00	(39,914.00)	-0.6%
4) Books and Supplies		4000-4999	2,685,611.00	3,049,753.00	1,980,909.92	3,390,509.00	(340,756.00)	-11.2%
5) Services and Other Operating Expenditures		5000-5999	5,250,323.00	6,468,568.00	2,638,644.37	5,375,990.00	1,092,578.00	16.9%
6) Capital Outlay		6000-6999	399,855.00	453,199.00	261,412.75	691,843.00	(238,644.00)	-52.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	238,271.00	238,271.00	4,322.00	242,593.00	(4,322.00)	-1.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	705,562.00	689,988.00	360,595.87	690,978.00	(990.00)	-0.1%
9) TOTAL, EXPENDITURES			25,988,155.00	27,613,871.00	13,284,930.04	27,587,187.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,798,583.00)	(7,142,265.00)	(3,750,689.96)	(1,857,036.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	8,521,019.00	7,788,378.00	0.00	7,802,828.00	14,450.00	0.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			8,521,019.00	7,788,378.00	0.00	7,802,828.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,722,436.00	646,113.00	(3,750,689.96)	5,945,792.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	850,659.72	850,659.72		850,659.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			850,659.72	850,659.72		850,659.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			850,659.72	850,659.72		850,659.72		
2) Ending Balance, June 30 (E + F1e)			2,573,095.72	1,496,772.72		6,796,451.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,663,587.26	1,587,265.19		6,886,944.19		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(90,491.54)	(90,492.47)		(90,492.47)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	311,608.00	311,608.00	0.00	311,608.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			311,608.00	311,608.00	0.00	311,608.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	880,190.00	880,190.00	(7,395.00)	880,190.00	0.00	0.0%
Special Education Discretionary Grants		8182	101,225.00	105,766.00	4,035.49	105,766.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,539,823.00	1,792,749.00	666,936.88	1,781,922.00	(10,827.00)	-0.6%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	197,260.00	223,535.00	66,365.00	231,596.00	8,061.00	3.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	270,958.00	449,561.00	167,790.73	449,561.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	114,402.00	246,902.00	29,045.22	249,218.00	2,316.00	0.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	7,083,542.00	7,092,067.00	5,905,266.37	12,403,665.00	5,311,598.00	74.9%
TOTAL, FEDERAL REVENUE			10,187,400.00	10,790,770.00	6,832,044.69	16,101,918.00	5,311,148.00	49.2%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materie		8560	271,836.00	271,836.00	(16,261.87)	271,836.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,983,349.00	3,983,349.00	1,380,855.19	3,983,349.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,255,185.00	4,255,185.00	1,364,593.32	4,255,185.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,696,540.00	2,375,204.00	60,821.07	2,322,601.00	(52,603.00)	-2.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	2,738,839.00	2,738,839.00	1,276,781.00	2,738,839.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,435,379.00	5,114,043.00	1,337,602.07	5,061,440.00	(52,603.00)	-1.0%
TOTAL, REVENUES			19,189,572.00	20,471,606.00	9,534,240.08	25,730,151.00	5,258,545.00	25.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	5,747,301.00	5,738,912.00	3,033,443.05	5,746,973.00	(8,061.00)	-0.1%
Certificated Pupil Support Salaries		1200	1,024,082.00	1,109,101.00	601,423.54	1,109,101.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	131,789.00	132,448.00	236,373.29	332,311.00	(199,863.00)	-150.9%
Other Certificated Salaries		1900	0.00	0.00	1,958.06	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			6,903,172.00	6,980,461.00	3,873,197.94	7,188,385.00	(207,924.00)	-3.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,915,772.00	1,915,772.00	1,010,818.35	1,915,772.00	0.00	0.0%
Classified Support Salaries		2200	949,531.00	899,636.00	565,496.31	899,636.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	133,267.00	133,933.00	134,030.08	217,575.00	(83,642.00)	-62.5%
Clerical, Technical and Office Salaries		2400	229,368.00	231,007.00	438,666.73	380,709.00	(149,702.00)	-64.8%
Other Classified Salaries		2900	0.00	12,985.00	1,724.74	12,985.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,227,938.00	3,193,333.00	2,150,736.21	3,426,677.00	(233,344.00)	-7.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	4,188,153.00	4,192,432.00	620,919.42	4,192,432.00	0.00	0.0%
PERS		3201-3202	458,907.00	463,751.00	321,040.19	463,751.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	297,346.00	298,957.00	191,561.11	298,957.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	1,391,769.00	1,336,155.00	721,938.58	1,376,069.00	(39,914.00)	-3.0%
Unemployment Insurance		3501-3502	4,749.00	4,983.00	3,011.54	4,983.00	0.00	0.0%
Workers' Compensation		3601-3602	236,499.00	244,020.00	156,640.14	244,020.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,577,423.00	6,540,298.00	2,015,110.98	6,580,212.00	(39,914.00)	-0.6%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	799,143.00	799,143.00	89,718.80	326,022.00	473,121.00	59.2%
Books and Other Reference Materials		4200	271,836.00	500,895.00	10,468.66	500,895.00	0.00	0.0%
Materials and Supplies		4300	204,065.00	330,623.00	1,303,631.60	1,144,500.00	(813,877.00)	-246.2%
Noncapitalized Equipment		4400	1,410,567.00	1,419,092.00	577,090.86	1,419,092.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,685,611.00	3,049,753.00	1,980,909.92	3,390,509.00	(340,756.00)	-11.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,696,540.00	2,313,670.00	493,481.48	2,261,067.00	52,603.00	2.3%
Travel and Conferences		5200	15,031.00	15,031.00	(143.67)	15,031.00	0.00	0.0%
Dues and Memberships		5300	354.00	354.00	0.00	354.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,951.00	2,951.00	7,269.07	9,091.00	(6,140.00)	-208.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	468,559.00	814,316.00	1,149,151.47	1,721,625.00	(907,309.00)	-111.4%
Transfers of Direct Costs		5710	61,730.00	61,730.00	2,797.72	61,730.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,879,221.00	3,134,579.00	985,918.30	1,181,155.00	1,953,424.00	62.3%
Communications		5900	125,937.00	125,937.00	170.00	125,937.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,250,323.00	6,468,568.00	2,638,644.37	5,375,990.00	1,092,578.00	16.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	238,643.36	238,644.00	(238,644.00)	New
Buildings and Improvements of Buildings		6200	0.00	53,344.00	22,769.39	53,344.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	399,855.00	399,855.00	0.00	399,855.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			399,855.00	453,199.00	261,412.75	691,843.00	(238,644.00)	-52.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	238,271.00	238,271.00	0.00	238,271.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	4,322.00	4,322.00	(4,322.00)	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			238,271.00	238,271.00	4,322.00	242,593.00	(4,322.00)	-1.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	705,562.00	689,988.00	360,595.87	690,978.00	(990.00)	-0.1%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			705,562.00	689,988.00	360,595.87	690,978.00	(990.00)	-0.1%
TOTAL, EXPENDITURES			25,988,155.00	27,613,871.00	13,284,930.04	27,587,187.00	26,684.00	0.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	8,521,019.00	7,788,378.00	0.00	7,802,828.00	14,450.00	0.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			8,521,019.00	7,788,378.00	0.00	7,802,828.00	14,450.00	0.2%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			8,521,019.00	7,788,378.00	0.00	7,802,828.00	(14,450.00)	0.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	53,618,403.00	53,240,412.00	29,330,534.26	53,492,886.00	252,474.00	0.5%
2) Federal Revenue		8100-8299	10,187,400.00	10,878,956.00	6,989,833.95	16,295,906.00	5,416,950.00	49.8%
3) Other State Revenue		8300-8599	5,180,487.00	5,180,487.00	1,742,661.90	5,180,487.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,231,225.00	5,911,627.00	1,389,120.60	5,859,274.00	(52,353.00)	-0.9%
5) TOTAL, REVENUES			74,217,515.00	75,211,482.00	39,452,150.71	80,828,553.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	30,603,989.00	30,510,709.00	16,919,125.05	30,989,568.00	(478,859.00)	-1.6%
2) Classified Salaries		2000-2999	10,809,255.00	10,529,319.00	5,644,549.18	10,762,663.00	(233,344.00)	-2.2%
3) Employee Benefits		3000-3999	19,240,373.00	18,955,712.00	8,191,921.04	19,050,506.00	(94,794.00)	-0.5%
4) Books and Supplies		4000-4999	4,039,578.00	4,621,901.00	2,590,521.39	4,837,936.00	(216,035.00)	-4.7%
5) Services and Other Operating Expenditures		5000-5999	10,399,152.00	12,196,381.00	5,651,554.29	11,352,929.00	843,452.00	6.9%
6) Capital Outlay		6000-6999	399,855.00	513,269.00	267,675.61	758,176.00	(244,907.00)	-47.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,038,271.00	1,038,271.00	539,883.51	1,121,825.00	(83,554.00)	-8.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(353,540.00)	(353,540.00)	(164,767.09)	(353,540.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			76,176,933.00	78,012,022.00	39,640,462.98	78,520,063.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,959,418.00)	(2,800,540.00)	(188,312.27)	2,308,490.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,959,418.00)	(2,800,540.00)	(188,312.27)	2,308,490.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	14,523,963.30	14,523,963.30		14,523,963.30	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,523,963.30	14,523,963.30		14,523,963.30		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,523,963.30	14,523,963.30		14,523,963.30		
2) Ending Balance, June 30 (E + F1e)			12,564,545.30	11,723,423.30		16,832,453.30		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	15,000.00	15,000.00		15,000.00		
Stores		9712	273,342.99	359,663.28		359,663.28		
Prepaid Items		9713	323,436.24	106,158.96		106,158.96		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,663,587.26	1,587,265.19		6,886,944.19		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	5,508,861.82	7,314,975.21		7,109,084.98		
Economic Uncertainties	0000	9780	5,508,861.82					
LCAP-Carryover	0000	9780		4,233,446.60				
Department/Site Carryover	0000	9780		417,281.23				
Instructional Materials	0000	9780		531,855.70				
Economic Uncertainties	0000	9780		2,132,391.68				
LCAP-Carryover	0000	9780				4,146,552.60		
Department/Site Carryover	0000	9780				417,281.23		
Instructional Materials	0000	9780				531,855.70		
Protection Against Future Revenue Loss	0000	9780				2,013,395.45		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,285,307.99	2,340,360.66		2,355,601.89		
Unassigned/Unappropriated Amount		9790	1,495,009.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	38,130,281.00	33,534,488.00	19,141,277.00	33,786,962.00	252,474.00	0.8%
Education Protection Account State Aid - Current Year		8012	3,959,376.00	8,986,273.00	4,643,141.00	8,986,273.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	36,054.00	35,042.00	16,707.95	35,042.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	5,619,116.00	5,842,402.00	2,998,201.76	5,842,402.00	0.00	0.0%
Unsecured Roll Taxes		8042	171,828.00	182,628.00	173,570.34	182,628.00	0.00	0.0%
Prior Years' Taxes		8043	712.00	5,096.00	2,512.96	5,096.00	0.00	0.0%
Supplemental Taxes		8044	579,274.00	610,803.00	253,833.02	610,803.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(29,468.00)	15,545.00	44,230.39	15,545.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,305,426.00	4,204,808.00	2,269,364.84	4,204,808.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			53,772,599.00	53,417,085.00	29,542,839.26	53,669,559.00	252,474.00	0.5%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(465,804.00)	(488,281.00)	(212,305.00)	(488,281.00)	0.00	0.0%
Property Taxes Transfers		8097	311,608.00	311,608.00	0.00	311,608.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			53,618,403.00	53,240,412.00	29,330,534.26	53,492,886.00	252,474.00	0.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	880,190.00	880,190.00	(7,395.00)	880,190.00	0.00	0.0%
Special Education Discretionary Grants		8182	101,225.00	105,766.00	4,035.49	105,766.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,539,823.00	1,792,749.00	666,936.88	1,781,922.00	(10,827.00)	-0.6%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	197,260.00	223,535.00	66,365.00	231,596.00	8,061.00	3.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	270,958.00	449,561.00	167,790.73	449,561.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	114,402.00	246,902.00	29,045.22	249,218.00	2,316.00	0.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	7,083,542.00	7,180,253.00	6,063,055.63	12,597,653.00	5,417,400.00	75.4%
TOTAL, FEDERAL REVENUE			10,187,400.00	10,878,956.00	6,989,833.95	16,295,906.00	5,416,950.00	49.8%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	155,100.00	155,100.00	155,100.00	155,100.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	1,042,038.00	1,042,038.00	206,706.71	1,042,038.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,983,349.00	3,983,349.00	1,380,855.19	3,983,349.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,180,487.00	5,180,487.00	1,742,661.90	5,180,487.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	7,416.00	7,416.00	800.00	7,416.00	0.00	0.0%
Interest		8660	98,365.00	98,365.00	46,582.39	98,365.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,070,431.00	2,749,095.00	60,821.07	2,696,492.00	(52,603.00)	-1.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	316,174.00	317,912.00	4,136.14	318,162.00	250.00	0.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	2,738,839.00	2,738,839.00	1,276,781.00	2,738,839.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,231,225.00	5,911,627.00	1,389,120.60	5,859,274.00	(52,353.00)	-0.9%
TOTAL, REVENUES			74,217,515.00	75,211,482.00	39,452,150.71	80,828,553.00	5,617,071.00	7.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	26,310,597.00	26,005,968.00	14,436,914.59	26,284,964.00	(278,996.00)	-1.1%
Certificated Pupil Support Salaries		1200	1,720,996.00	1,898,184.00	967,501.18	1,898,184.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,572,396.00	2,606,557.00	1,512,751.22	2,806,420.00	(199,863.00)	-7.7%
Other Certificated Salaries		1900	0.00	0.00	1,958.06	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			30,603,989.00	30,510,709.00	16,919,125.05	30,989,568.00	(478,859.00)	-1.6%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,971,544.00	1,971,269.00	1,043,052.99	1,971,269.00	0.00	0.0%
Classified Support Salaries		2200	3,779,192.00	3,729,263.00	1,931,466.58	3,729,263.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	985,278.00	875,834.00	465,783.91	959,476.00	(83,642.00)	-9.5%
Clerical, Technical and Office Salaries		2400	3,228,909.00	3,164,232.00	1,756,396.66	3,313,934.00	(149,702.00)	-4.7%
Other Classified Salaries		2900	844,332.00	788,721.00	447,849.04	788,721.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			10,809,255.00	10,529,319.00	5,644,549.18	10,762,663.00	(233,344.00)	-2.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	7,877,000.00	7,948,213.00	2,671,241.66	7,991,970.00	(43,757.00)	-0.6%
PERS		3201-3202	1,812,611.00	1,787,852.00	970,517.92	1,787,852.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,149,863.00	1,145,784.00	619,581.51	1,149,712.00	(3,928.00)	-0.3%
Health and Welfare Benefits		3401-3402	7,002,150.00	6,618,548.00	3,178,578.81	6,658,462.00	(39,914.00)	-0.6%
Unemployment Insurance		3501-3502	21,498.00	22,125.00	12,949.61	22,261.00	(136.00)	-0.6%
Workers' Compensation		3601-3602	982,468.00	1,038,407.00	587,639.57	1,045,466.00	(7,059.00)	-0.7%
OPEB, Allocated		3701-3702	394,783.00	394,783.00	151,411.96	394,783.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			19,240,373.00	18,955,712.00	8,191,921.04	19,050,506.00	(94,794.00)	-0.5%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	804,636.00	920,487.00	100,038.17	447,366.00	473,121.00	51.4%
Books and Other Reference Materials		4200	321,643.00	537,999.00	10,463.37	537,999.00	0.00	0.0%
Materials and Supplies		4300	1,304,764.00	1,679,186.00	1,799,516.31	2,367,082.00	(687,896.00)	-41.0%
Noncapitalized Equipment		4400	1,608,535.00	1,484,229.00	680,503.54	1,485,489.00	(1,260.00)	-0.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,039,578.00	4,621,901.00	2,590,521.39	4,837,936.00	(216,035.00)	-4.7%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	1,696,540.00	2,313,670.00	493,481.48	2,261,067.00	52,603.00	2.3%
Travel and Conferences		5200	50,213.00	109,626.00	1,509.37	97,485.00	12,141.00	11.1%
Dues and Memberships		5300	15,448.00	13,833.00	28,464.47	29,992.00	(16,159.00)	-116.8%
Insurance		5400-5450	487,601.00	487,601.00	411,830.33	487,601.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,599,062.00	1,399,364.00	668,317.38	1,205,629.00	193,735.00	13.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,368,792.00	1,705,813.00	1,345,290.47	2,610,838.00	(905,025.00)	-53.1%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(2,000.00)	(2,000.00)	0.00	(2,000.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,856,293.00	5,811,274.00	2,471,041.26	4,038,732.00	1,772,542.00	30.5%
Communications		5900	327,203.00	357,200.00	231,619.53	623,585.00	(266,385.00)	-74.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,399,152.00	12,196,381.00	5,651,554.29	11,352,929.00	843,452.00	6.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	60,070.00	238,643.36	298,714.00	(238,644.00)	-397.3%
Buildings and Improvements of Buildings		6200	0.00	53,344.00	22,769.39	53,344.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	399,855.00	399,855.00	6,262.86	406,118.00	(6,263.00)	-1.6%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			399,855.00	513,269.00	267,675.61	758,176.00	(244,907.00)	-47.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	238,271.00	238,271.00	0.00	238,271.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	47,539.00	83,554.00	(83,554.00)	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	34,214.00	34,214.00	0.00	34,214.00	0.00	0.0%
Other Debt Service - Principal		7439	765,786.00	765,786.00	492,344.51	765,786.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,038,271.00	1,038,271.00	539,883.51	1,121,825.00	(83,554.00)	-8.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(353,540.00)	(353,540.00)	(164,767.09)	(353,540.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(353,540.00)	(353,540.00)	(164,767.09)	(353,540.00)	0.00	0.0%
TOTAL, EXPENDITURES			76,176,933.00	78,012,022.00	39,640,462.98	78,520,063.00	(508,041.00)	-0.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2020-21 Projected Year Totals
3210	Elementary and Secondary School Emergen	1,263,351.00
3212	Elementary and Secondary School Relief II (5,304,439.00
3215	Governor's Emergency Education Relief Fun	302,227.00
6230	California Clean Energy Jobs Act	0.32
6300	Lottery: Instructional Materials	0.38
7810	Other Restricted State	0.42
8150	Ongoing & Major Maintenance Account (RM,	16,926.07
Total, Restricted Balance		<u>6,886,944.19</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,175,167.00	1,175,167.00	0.00	1,387,670.00	212,503.00	18.1%
3) Other State Revenue		8300-8599	2,350,319.00	2,350,319.00	1,101,660.00	2,350,319.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	1,388.06	94,057.00	94,057.00	New
5) TOTAL, REVENUES			3,525,486.00	3,525,486.00	1,103,048.06	3,832,046.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,079,808.00	1,079,808.00	545,500.02	1,173,778.00	(93,970.00)	-8.7%
2) Classified Salaries		2000-2999	721,942.00	721,942.00	379,377.12	741,025.00	(19,083.00)	-2.6%
3) Employee Benefits		3000-3999	748,537.00	748,537.00	360,729.98	773,186.00	(24,649.00)	-3.3%
4) Books and Supplies		4000-4999	186,000.00	186,000.00	14,539.59	333,000.00	(147,000.00)	-79.0%
5) Services and Other Operating Expenditures		5000-5999	585,659.00	585,659.00	185,304.49	607,517.00	(21,858.00)	-3.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	203,540.00	203,540.00	80,026.73	203,540.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,525,486.00	3,525,486.00	1,565,477.93	3,832,046.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(462,429.87)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(462,429.87)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	284,487.71	284,487.71		284,487.71	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			284,487.71	284,487.71		284,487.71		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			284,487.71	284,487.71		284,487.71		
2) Ending Balance, June 30 (E + F1e)			284,487.71	284,487.71		284,487.71		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			283,445.72	283,445.72		283,445.72		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,041.99	1,041.99		1,041.99		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,175,167.00	1,175,167.00	0.00	1,387,670.00	212,503.00	18.1%
TOTAL, FEDERAL REVENUE			1,175,167.00	1,175,167.00	0.00	1,387,670.00	212,503.00	18.1%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	1,889,640.00	1,889,640.00	1,101,660.00	1,889,640.00	0.00	0.0%
All Other State Revenue	All Other	8590	460,679.00	460,679.00	0.00	460,679.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,350,319.00	2,350,319.00	1,101,660.00	2,350,319.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	1,388.06	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	94,057.00	94,057.00	New
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	1,388.06	94,057.00	94,057.00	New
TOTAL, REVENUES			3,525,486.00	3,525,486.00	1,103,048.06	3,832,046.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	813,219.00	813,219.00	459,216.27	867,689.00	(54,470.00)	-6.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	266,589.00	266,589.00	86,283.75	306,089.00	(39,500.00)	-14.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,079,808.00	1,079,808.00	545,500.02	1,173,778.00	(93,970.00)	-8.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	401,185.00	401,185.00	222,433.52	401,185.00	0.00	0.0%
Classified Support Salaries		2200	65,577.00	65,577.00	39,282.55	65,577.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	126,540.00	126,540.00	42,568.05	126,540.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	128,640.00	128,640.00	75,093.00	147,723.00	(19,083.00)	-14.8%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			721,942.00	721,942.00	379,377.12	741,025.00	(19,083.00)	-2.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	185,783.00	185,783.00	84,915.65	200,960.00	(15,177.00)	-8.2%
PERS		3201-3202	110,344.00	110,344.00	57,645.63	113,994.00	(3,650.00)	-3.3%
OASDI/Medicare/Alternative		3301-3302	59,688.00	59,688.00	32,566.14	62,510.00	(2,822.00)	-4.7%
Health and Welfare Benefits		3401-3402	348,320.00	348,320.00	160,809.61	348,320.00	0.00	0.0%
Unemployment Insurance		3501-3502	874.00	874.00	465.90	930.00	(56.00)	-6.4%
Workers' Compensation		3601-3602	43,528.00	43,528.00	24,327.05	46,472.00	(2,944.00)	-6.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			748,537.00	748,537.00	360,729.98	773,186.00	(24,649.00)	-3.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	226.28	0.00	0.00	0.0%
Books and Other Reference Materials		4200	13,000.00	13,000.00	0.00	13,000.00	0.00	0.0%
Materials and Supplies		4300	53,000.00	53,000.00	14,313.31	200,000.00	(147,000.00)	-277.4%
Noncapitalized Equipment		4400	120,000.00	120,000.00	0.00	120,000.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			186,000.00	186,000.00	14,539.59	333,000.00	(147,000.00)	-79.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	13,000.00	13,000.00	(446.99)	13,000.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	22,055.00	22,055.00	11,398.70	22,055.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,500.00	10,500.00	63.69	10,500.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	538,104.00	538,104.00	174,289.09	559,962.00	(21,858.00)	-4.1%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			585,659.00	585,659.00	185,304.49	607,517.00	(21,858.00)	-3.7%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	203,540.00	203,540.00	80,026.73	203,540.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			203,540.00	203,540.00	80,026.73	203,540.00	0.00	0.0%
TOTAL, EXPENDITURES			3,525,486.00	3,525,486.00	1,565,477.93	3,832,046.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
6130	Child Development: Center-Based Reserve Account	283,445.72
Total, Restricted Balance		<u>283,445.72</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,291,860.00	3,291,860.00	1,560,595.11	3,291,860.00	0.00	0.0%
3) Other State Revenue		8300-8599	239,186.00	239,186.00	107,022.06	239,186.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,900.00	10,900.00	693.42	10,900.00	0.00	0.0%
5) TOTAL, REVENUES			3,541,946.00	3,541,946.00	1,668,310.59	3,541,946.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,330,847.00	1,330,847.00	758,050.07	1,330,847.00	0.00	0.0%
3) Employee Benefits		3000-3999	542,775.00	542,775.00	281,981.83	542,775.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,450,500.00	1,450,500.00	625,683.81	1,450,500.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	38,150.00	38,150.00	29,091.45	38,150.00	0.00	0.0%
6) Capital Outlay		6000-6999	20,000.00	20,000.00	4,048.06	20,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	150,000.00	150,000.00	84,740.36	150,000.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,532,272.00	3,532,272.00	1,783,595.58	3,532,272.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,674.00	9,674.00	(115,284.99)	9,674.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,674.00	9,674.00	(115,284.99)	9,674.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	382,456.42	382,456.42		382,456.42	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			382,456.42	382,456.42		382,456.42		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			382,456.42	382,456.42		382,456.42		
2) Ending Balance, June 30 (E + F1e)			392,130.42	392,130.42		392,130.42		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			384,073.09	384,073.09		384,073.09		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	8,057.33	8,057.33		8,057.33		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	3,291,860.00	3,291,860.00	1,560,595.11	3,291,860.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			3,291,860.00	3,291,860.00	1,560,595.11	3,291,860.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	239,186.00	239,186.00	107,022.06	239,186.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			239,186.00	239,186.00	107,022.06	239,186.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	4,600.00	4,600.00	693.42	4,600.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,300.00	1,300.00	0.00	1,300.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,900.00	10,900.00	693.42	10,900.00	0.00	0.0%
TOTAL, REVENUES			3,541,946.00	3,541,946.00	1,668,310.59	3,541,946.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	968,491.00	968,491.00	546,651.76	968,491.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	305,308.00	305,308.00	178,096.31	305,308.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	57,048.00	57,048.00	33,302.00	57,048.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,330,847.00	1,330,847.00	758,050.07	1,330,847.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	216,244.00	216,244.00	112,168.08	216,244.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	85,286.00	85,286.00	47,815.01	85,286.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	207,690.00	207,690.00	101,766.48	207,690.00	0.00	0.0%
Unemployment Insurance		3501-3502	665.00	665.00	380.20	665.00	0.00	0.0%
Workers' Compensation		3601-3602	32,890.00	32,890.00	19,852.06	32,890.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			542,775.00	542,775.00	281,981.83	542,775.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	140,500.00	140,500.00	13,155.70	140,500.00	0.00	0.0%
Noncapitalized Equipment		4400	10,000.00	10,000.00	2,360.51	10,000.00	0.00	0.0%
Food		4700	1,300,000.00	1,300,000.00	610,167.60	1,300,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,450,500.00	1,450,500.00	625,683.81	1,450,500.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,000.00	3,000.00	412.43	3,000.00	0.00	0.0%
Dues and Memberships		5300	12,100.00	12,100.00	11,158.00	12,100.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	5,100.00	5,100.00	(418.00)	5,100.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,450.00	13,450.00	12,815.84	13,450.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,500.00	4,500.00	5,123.18	4,500.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			38,150.00	38,150.00	29,091.45	38,150.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	20,000.00	20,000.00	4,048.06	20,000.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			20,000.00	20,000.00	4,048.06	20,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	150,000.00	150,000.00	84,740.36	150,000.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			150,000.00	150,000.00	84,740.36	150,000.00	0.00	0.0%
TOTAL, EXPENDITURES			3,532,272.00	3,532,272.00	1,783,595.58	3,532,272.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	384,073.09
Total, Restricted Balance		<u>384,073.09</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.01	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.01	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.01	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.01	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.01	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.01	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.01	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	256.00	0.00	1,468.47	7,832.00	7,832.00	New
5) TOTAL, REVENUES			256.00	0.00	1,468.47	7,832.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	2,867,832.00	(2,867,832.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	2,867,832.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			256.00	0.00	1,468.47	(2,860,000.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	2,860,000.00	2,860,000.00	2,860,000.00	New
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	2,860,000.00	2,860,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			256.00	0.00	2,861,468.47	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			256.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	256.00	0.00		0.00		
Construction Projects	0000	9780	256.00					
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll								
Unsecured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
Penalties and Interest from Delinquent Non-LCFF Taxes		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	256.00	0.00	1,468.47	7,832.00	7,832.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			256.00	0.00	1,468.47	7,832.00	7,832.00	New
TOTAL, REVENUES			256.00	0.00	1,468.47	7,832.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	2,867,832.00	(2,867,832.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	2,867,832.00	(2,867,832.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	2,867,832.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	2,860,000.00	2,860,000.00	2,860,000.00	New
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	2,860,000.00	2,860,000.00	2,860,000.00	New
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	2,860,000.00	2,860,000.00		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	131,889.00	131,889.00	136,996.16	433,102.00	301,213.00	228.4%
5) TOTAL, REVENUES			131,889.00	131,889.00	136,996.16	433,102.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			131,889.00	131,889.00	136,996.16	433,102.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			131,889.00	131,889.00	136,996.16	433,102.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,575,896.87	2,575,896.87		2,575,896.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,575,896.87	2,575,896.87		2,575,896.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,575,896.87	2,575,896.87		2,575,896.87		
2) Ending Balance, June 30 (E + F1e)			2,707,785.87	2,707,785.87		3,008,998.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	1,241,659.73	1,241,659.73		1,241,659.73		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,466,126.14	1,466,126.14		1,767,339.14		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	56,672.70	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	51,389.00	51,389.00	11,081.00	352,602.00	301,213.00	586.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	80,500.00	80,500.00	69,242.46	80,500.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			131,889.00	131,889.00	136,996.16	433,102.00	301,213.00	228.4%
TOTAL, REVENUES			131,889.00	131,889.00	136,996.16	433,102.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
9010	Other Restricted Local	1,241,659.73
Total, Restricted Balance		<u>1,241,659.73</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	309.00	309.00	63.99	309.00	0.00	0.0%
5) TOTAL, REVENUES			309.00	309.00	63.99	309.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			309.00	309.00	63.99	309.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			309.00	309.00	63.99	309.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	14,642.87	14,642.87		14,642.87	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,642.87	14,642.87		14,642.87		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,642.87	14,642.87		14,642.87		
2) Ending Balance, June 30 (E + F1e)			14,951.87	14,951.87		14,951.87		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	14,951.87	14,951.87		14,951.87		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	309.00	309.00	63.99	309.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			309.00	309.00	63.99	309.00	0.00	0.0%
TOTAL, REVENUES			309.00	309.00	63.99	309.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
7710	State School Facilities Projects	14,951.87
Total, Restricted Balance		<u>14,951.87</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	14,706.00	14,706.00	4,078.41	14,706.00	0.00	0.0%
5) TOTAL, REVENUES			14,706.00	14,706.00	4,078.41	14,706.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	171,689.00	171,689.00	(171,689.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	171,689.00	171,689.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			14,706.00	14,706.00	(167,610.59)	(156,983.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,706.00	14,706.00	(167,610.59)	(156,983.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	969,851.81	969,851.81		969,851.81	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			969,851.81	969,851.81		969,851.81		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			969,851.81	969,851.81		969,851.81		
2) Ending Balance, June 30 (E + F1e)			984,557.81	984,557.81		812,868.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	984,557.81	984,557.81		812,868.81		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	14,706.00	14,706.00	4,078.41	14,706.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,706.00	14,706.00	4,078.41	14,706.00	0.00	0.0%
TOTAL, REVENUES			14,706.00	14,706.00	4,078.41	14,706.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	171,689.00	171,689.00	(171,689.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	171,689.00	171,689.00	(171,689.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	171,689.00	171,689.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,857,499.00	3,857,499.00	2,094,989.00	3,857,499.00	0.00	0.0%
2) Federal Revenue		8100-8299	493,976.00	653,167.00	618,379.95	653,167.00	0.00	0.0%
3) Other State Revenue		8300-8599	533,572.00	551,302.00	215,421.40	551,302.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,440.00	19,440.00	27,818.75	19,440.00	0.00	0.0%
5) TOTAL, REVENUES			4,904,487.00	5,081,408.00	2,956,609.10	5,081,408.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,595,870.00	1,595,870.00	992,645.90	1,595,870.00	0.00	0.0%
2) Classified Salaries		2000-2999	477,820.00	477,820.00	283,462.33	477,820.00	0.00	0.0%
3) Employee Benefits		3000-3999	750,787.00	750,787.00	440,433.76	750,787.00	0.00	0.0%
4) Books and Supplies		4000-4999	514,572.00	646,705.00	233,257.10	646,705.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	1,184,882.00	1,318,975.00	495,493.28	1,318,975.00	0.00	0.0%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,523,931.00	4,790,157.00	2,445,292.37	4,790,157.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			380,556.00	291,251.00	511,316.73	291,251.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			380,556.00	291,251.00	511,316.73	291,251.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	6,257,433.54	6,257,433.54		6,257,433.54	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,257,433.54	6,257,433.54		6,257,433.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,257,433.54	6,257,433.54		6,257,433.54		
2) Ending Net Position, June 30 (E + F1e)			6,637,989.54	6,548,684.54		6,548,684.54		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	89,303.90	0.00		0.00		
c) Unrestricted Net Position			6,548,685.64	6,548,684.54		6,548,684.54		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,790,504.00	2,790,504.00	1,549,790.00	2,790,504.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	600,754.00	600,754.00	332,894.00	600,754.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	466,241.00	466,241.00	212,305.00	466,241.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,857,499.00	3,857,499.00	2,094,989.00	3,857,499.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	312,079.00	312,079.00	66,548.20	312,079.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	135,000.00	232,567.00	113,400.90	232,567.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	15,000.00	15,000.00	8,669.00	15,000.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	21,897.00	63,614.00	11,644.39	63,614.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	10,000.00	29,907.00	9,727.46	29,907.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	408,390.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			493,976.00	653,167.00	618,379.95	653,167.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	27,543.00	27,543.00	21,729.94	27,543.00	0.00	0.0%
Mandated Costs Reimbursements		8550	5,847.00	5,847.00	5,939.00	5,847.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	43,700.00	43,700.00	21,337.25	43,700.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	163,800.00	181,530.00	133,142.21	181,530.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	292,682.00	292,682.00	0.00	292,682.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	33,273.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			533,572.00	551,302.00	215,421.40	551,302.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	10,440.00	10,440.00	0.00	10,440.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	27,818.75	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	9,000.00	9,000.00	0.00	9,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			19,440.00	19,440.00	27,818.75	19,440.00	0.00	0.0%
TOTAL, REVENUES			4,904,487.00	5,081,408.00	2,956,609.10	5,081,408.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,364,970.00	1,364,970.00	847,009.97	1,364,970.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	230,900.00	230,900.00	145,635.93	230,900.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,595,870.00	1,595,870.00	992,645.90	1,595,870.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	78,936.00	78,936.00	80,409.83	78,936.00	0.00	0.0%
Classified Support Salaries		2200	122,347.00	122,347.00	59,217.54	122,347.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	228,985.00	228,985.00	143,088.53	228,985.00	0.00	0.0%
Other Classified Salaries		2900	42,552.00	42,552.00	746.43	42,552.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			477,820.00	477,820.00	283,462.33	477,820.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	291,019.00	291,019.00	164,097.57	291,019.00	0.00	0.0%
PERS		3201-3202	90,223.00	90,223.00	49,483.38	90,223.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	55,208.00	55,208.00	33,836.03	55,208.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	288,102.00	288,102.00	176,718.04	288,102.00	0.00	0.0%
Unemployment Insurance		3501-3502	1,021.00	1,021.00	637.39	1,021.00	0.00	0.0%
Workers' Compensation		3601-3602	25,214.00	25,214.00	15,661.35	25,214.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			750,787.00	750,787.00	440,433.76	750,787.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	15,000.00	15,000.00	3,846.96	15,000.00	0.00	0.0%
Books and Other Reference Materials		4200	10,000.00	38,732.00	2,909.34	38,732.00	0.00	0.0%
Materials and Supplies		4300	141,636.00	143,587.00	82,854.70	143,587.00	0.00	0.0%
Noncapitalized Equipment		4400	30,000.00	127,567.00	68,537.70	127,567.00	0.00	0.0%
Food		4700	317,936.00	321,819.00	75,108.40	321,819.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			514,572.00	646,705.00	233,257.10	646,705.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	10,609.00	10,609.00	5,609.41	10,609.00	0.00	0.0%
Insurance		5400-5450	12,875.00	12,875.00	23,448.50	12,875.00	0.00	0.0%
Operations and Housekeeping Services		5500	6,090.00	6,090.00	2,354.15	6,090.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	446,325.00	446,325.00	309,474.15	446,325.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	704,483.00	838,576.00	153,029.60	838,576.00	0.00	0.0%
Communications		5900	4,500.00	4,500.00	1,577.47	4,500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,184,882.00	1,318,975.00	495,493.28	1,318,975.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			4,523,931.00	4,790,157.00	2,445,292.37	4,790,157.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
	Total, Restricted Net Position	<u>0.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,814.90	4,819.55	4,532.42	4,819.75	0.20	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,814.90	4,819.55	4,532.42	4,819.75	0.20	0%
5. District Funded County Program ADA						
a. County Community Schools	2.97	4.87	4.87	4.87	0.00	0%
b. Special Education-Special Day Class	0.00	2.97	2.97	2.97	0.00	0%
c. Special Education-NPS/LCI	4.65	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	7.62	7.84	7.84	7.84	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	4,822.52	4,827.39	4,540.26	4,827.59	0.20	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)						
	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities						
	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA						
	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	380.00	380.00	380.00	380.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	380.00	380.00	380.00	380.00	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	380.00	380.00	380.00	380.00	0.00	0%

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2020-21)				
District Regular	4,819.75	4,819.75		
Charter School	0.00	0.00		
Total ADA	4,819.75	4,819.75	0.0%	Met
1st Subsequent Year (2021-22)				
District Regular	4,819.75	4,819.75		
Charter School	0.00	0.00		
Total ADA	4,819.75	4,819.75	0.0%	Met
2nd Subsequent Year (2022-23)				
District Regular	4,441.99	4,459.76		
Charter School	0.00	0.00		
Total ADA	4,441.99	4,459.76	0.4%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2020-21)				
District Regular	4,745	4,764		
Charter School	0	0		
Total Enrollment	4,745	4,764	0.4%	Met
1st Subsequent Year (2021-22)				
District Regular	4,650	4,669		
Charter School	0	0		
Total Enrollment	4,650	4,669	0.4%	Met
2nd Subsequent Year (2022-23)				
District Regular	4,557	4,575		
Charter School	0	0		
Total Enrollment	4,557	4,575	0.4%	Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	5,148	5,372	
Charter School			
Total ADA/Enrollment	5,148	5,372	95.8%
Second Prior Year (2018-19)			
District Regular	4,977	5,190	
Charter School			
Total ADA/Enrollment	4,977	5,190	95.9%
First Prior Year (2019-20)			
District Regular	4,820	5,046	
Charter School	0		
Total ADA/Enrollment	4,820	5,046	95.5%
Historical Average Ratio:			95.7%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.2%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2020-21)				
District Regular	4,532	4,764		
Charter School	0	0		
Total ADA/Enrollment	4,532	4,764	95.1%	Met
1st Subsequent Year (2021-22)				
District Regular	4,442	4,669		
Charter School	0	0		
Total ADA/Enrollment	4,442	4,669	95.1%	Met
2nd Subsequent Year (2022-23)				
District Regular	4,354	4,575		
Charter School	0	0		
Total ADA/Enrollment	4,354	4,575	95.2%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	First Interim	Second Interim		
	(Form 01CSI, Item 4A)	Projected Year Totals		
Current Year (2020-21)	53,417,085.00	53,669,559.00	0.5%	Met
1st Subsequent Year (2021-22)	52,920,564.00	55,465,792.00	4.8%	Not Met
2nd Subsequent Year (2022-23)	48,412,453.00	51,850,609.00	7.1%	Not Met

4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

For the first interim, the District used a 0% COLA for 2021-22 and 2022-23. After the Governor's January budget, the District decided to use a 3.84% COLA for 2021-22 and 1.28% COLA for 2022-23.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2017-18)	38,392,817.69	45,814,936.56	83.8%
Second Prior Year (2018-19)	40,907,880.90	49,245,652.24	83.1%
First Prior Year (2019-20)	41,524,042.67	46,725,040.32	88.9%
	Historical Average Ratio:		85.3%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	82.3% to 88.3%	82.3% to 88.3%	82.3% to 88.3%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2020-21)	43,607,463.00	50,932,876.00	85.6%	Met
1st Subsequent Year (2021-22)	42,286,928.00	48,949,015.00	86.4%	Met
2nd Subsequent Year (2022-23)	43,256,489.00	50,014,816.71	86.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2020-21)	10,878,956.00	16,295,906.00	49.8%	Yes
1st Subsequent Year (2021-22)	5,205,604.00	5,238,027.00	0.6%	No
2nd Subsequent Year (2022-23)	5,309,716.00	5,342,787.00	0.6%	No

Explanation:
(required if Yes)

This is due to ESSER II Fund.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2020-21)	5,180,487.00	5,180,487.00	0.0%	No
1st Subsequent Year (2021-22)	4,709,504.00	4,709,504.00	0.0%	No
2nd Subsequent Year (2022-23)	4,709,504.00	4,709,504.00	0.0%	No

Explanation:
(required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2020-21)	5,911,627.00	5,859,274.00	-0.9%	No
1st Subsequent Year (2021-22)	5,546,541.00	5,494,188.00	-0.9%	No
2nd Subsequent Year (2022-23)	5,546,541.00	5,494,188.00	-0.9%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2020-21)	4,621,901.00	4,837,936.00	4.7%	No
1st Subsequent Year (2021-22)	3,761,754.00	4,047,220.00	7.6%	Yes
2nd Subsequent Year (2022-23)	3,624,263.00	3,904,638.00	7.7%	Yes

Explanation:
(required if Yes)

This is due to an increase in ESSER II Fund expenditures.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2020-21)	12,196,381.00	11,352,929.00	-6.9%	Yes
1st Subsequent Year (2021-22)	10,713,169.00	10,014,116.00	-6.5%	Yes
2nd Subsequent Year (2022-23)	10,496,590.00	9,855,098.00	-6.1%	Yes

Explanation:
(required if Yes)

This is due to some adjustments made with Learning Loss Migation Funding.

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2020-21)	21,971,070.00	27,335,667.00	24.4%	Not Met
1st Subsequent Year (2021-22)	15,461,649.00	15,441,719.00	-0.1%	Met
2nd Subsequent Year (2022-23)	15,565,761.00	15,546,479.00	-0.1%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2020-21)	16,818,282.00	16,190,865.00	-3.7%	Met
1st Subsequent Year (2021-22)	14,474,923.00	14,061,336.00	-2.9%	Met
2nd Subsequent Year (2022-23)	14,120,853.00	13,759,736.00	-2.6%	Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

This is due to ESSER II Fund.

Explanation:

Other State Revenue
(linked from 6A
if NOT met)

Explanation:

Other Local Revenue
(linked from 6A
if NOT met)

- 1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:

Books and Supplies
(linked from 6A
if NOT met)

Explanation:

Services and Other Exps
(linked from 6A
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	2,080,510.00	2,080,510.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		2,066,060.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	3.0%	3.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.0%	1.0%	1.0%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2020-21)	(3,637,302.00)	50,932,876.00	7.1%	Not Met
1st Subsequent Year (2021-22)	(184,434.00)	48,949,015.00	0.4%	Met
2nd Subsequent Year (2022-23)	(5,031,256.71)	50,014,816.71	10.1%	Not Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

The District identified that retaining more stuff than we need has been contributing to our structural deficit spending. The budget reduction plan to address our structural deficit spending was taken to the Governing Board for approval, but it did not pass.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2020-21)	16,832,453.30	Met
1st Subsequent Year (2021-22)	15,156,006.30	Met
2nd Subsequent Year (2022-23)	4,820,310.87	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2020-21)	8,934,659.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	4,532	4,442	4,354
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): _____

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	78,520,063.00	72,401,632.00	77,513,809.43
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	78,520,063.00	72,401,632.00	77,513,809.43
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	2,355,601.89	2,172,048.96	2,325,414.28
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	2,355,601.89	2,172,048.96	2,325,414.28

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	2,355,601.89	2,172,049.00	2,325,414.28
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	90,492.47	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(90,492.47)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. District's Available Reserve Amount (Lines C1 thru C7)	2,355,601.89	2,172,049.00	2,325,414.28
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	2,355,601.89	2,172,048.96	2,325,414.28
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

Due to the state apportionment deferrals from February 2021 to June 2021, the cash balance of the District will go down significantly at the end of the current fiscal year and the beginning of the next fiscal year. To mitigate the cash shortfall, the District will utilize temporary interfund borrowings and issue Tax and Revenue Anticipation Notes (TRANS).

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2020-21)	(7,788,378.00)	(7,802,828.00)	0.2%	14,450.00	Met
1st Subsequent Year (2021-22)	(7,995,314.00)	(7,930,413.00)	-0.8%	(64,901.00)	Met
2nd Subsequent Year (2022-23)	(8,058,545.00)	(8,059,603.00)	0.0%	1,058.00	Met
1b. Transfers In, General Fund *					
Current Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

--

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

- 1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections? No
- 2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2020
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	3			1,447,573
Certificates of Participation				
General Obligation Bonds	26			25,330,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				26,777,573

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases	508,518	516,208	505,437	494,251
Certificates of Participation				
General Obligation Bonds	1,060,581	1,093,981	1,588,994	2,059,542
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	1,569,099	1,610,189	2,094,431	2,553,793
Has total annual payment increased over prior year (2019-20)?	Yes	Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

Capital Leases will be funded by LCAP funds and General Obligation Bonds will be funded by taxpayers.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	14,006,031.00	14,006,031.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	14,006,031.00	14,006,031.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Dec. 31, 2019	Dec. 31, 2019

3. OPEB Contributions

a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

	First Interim (Form 01CSI, Item S7A)	Second Interim
Current Year (2020-21)	Not available	Not available
1st Subsequent Year (2021-22)	Not available	Not available
2nd Subsequent Year (2022-23)	Not available	Not available

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2020-21)	394,783.00	394,783.00
1st Subsequent Year (2021-22)	451,644.00	451,644.00
2nd Subsequent Year (2022-23)	474,226.00	474,226.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2020-21)	388,291.00	388,291.00
1st Subsequent Year (2021-22)	407,706.00	407,706.00
2nd Subsequent Year (2022-23)	428,091.00	428,091.00

d. Number of retirees receiving OPEB benefits

Current Year (2020-21)	46	46
1st Subsequent Year (2021-22)	46	46
2nd Subsequent Year (2022-23)	46	46

4. Comments:

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

- 1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No

- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a

- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a

	First Interim (Form 01CSI, Item S7B)	Second Interim
2. Self-Insurance Liabilities		
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

	First Interim (Form 01CSI, Item S7B)	Second Interim
3. Self-Insurance Contributions		
a. Required contribution (funding) for self-insurance programs		
Current Year (2020-21)		
1st Subsequent Year (2021-22)		
2nd Subsequent Year (2022-23)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2020-21)		
1st Subsequent Year (2021-22)		
2nd Subsequent Year (2022-23)		

4. Comments:

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	321.0	314.5	300.0	296.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

One Year Agreement

Total cost of salary settlement

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

% change in salary schedule from prior year
or

<input type="text"/>

Multiyear Agreement

Total cost of salary settlement

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

% change in salary schedule from prior year
(may enter text, such as "Reopener")

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

Current Year
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

7. Amount included for any tentative salary schedule increases

--	--	--

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	184.3	177.1	177.1	177.1

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--	--

% change in salary schedule from prior year
or

Multiyear Agreement

Total cost of salary settlement

--	--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim for prior year settlements included in the interim?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections?

If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	41.7	33.7	33.7	33.7

1a. Have any salary and benefit negotiations been settled since first interim projections?
If Yes, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	No	No	No
Total cost of salary settlement	0	0	0
Change in salary schedule from prior year (may enter text, such as "Reopener")	N/A	N/A	N/A

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	512,924	512,924	512,924
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	19,127	19,223	19,319
3. Percent change in step and column over prior year	0.5%	0.5%	0.5%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1.** Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2.** Is the system of personnel position control independent from the payroll system?
- A3.** Is enrollment decreasing in both the prior and current fiscal years?
- A4.** Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
- A5.** Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6.** Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7.** Is the district's financial system independent of the county office system?
- A8.** Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)
- A9.** Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Second Interim Criteria and Standards Review

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	53,181,278.00	3.37%	54,971,858.00	-6.64%	51,320,027.00
2. Federal Revenues	8100-8299	193,988.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	925,302.00	0.00%	925,302.00	0.00%	925,302.00
4. Other Local Revenues	8600-8799	797,834.00	0.00%	797,834.00	0.00%	797,834.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,802,828.00)	1.64%	(7,930,413.00)	1.63%	(8,059,603.00)
6. Total (Sum lines A1 thru A5c)		47,295,574.00	3.11%	48,764,581.00	-7.75%	44,983,560.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				23,801,183.00		22,617,539.00
b. Step & Column Adjustment				442,703.00		420,686.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,626,347.00)		(240,687.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	23,801,183.00	-4.97%	22,617,539.00	0.80%	22,797,538.00
2. Classified Salaries						
a. Base Salaries				7,335,986.00		7,300,351.00
b. Step & Column Adjustment				117,376.00		116,806.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(153,011.00)		(9,153.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,335,986.00	-0.49%	7,300,351.00	1.47%	7,408,004.00
3. Employee Benefits	3000-3999	12,470,294.00	-0.81%	12,369,038.00	5.51%	13,050,947.00
4. Books and Supplies	4000-4999	1,447,427.00	-6.85%	1,348,227.00	0.16%	1,350,426.00
5. Services and Other Operating Expenditures	5000-5999	5,976,939.00	-10.93%	5,323,901.00	1.74%	5,416,479.00
6. Capital Outlay	6000-6999	66,333.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	879,232.00	0.14%	880,476.00	0.17%	881,940.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,044,518.00)	-14.74%	(890,517.00)	0.00%	(890,517.29)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		50,932,876.00	-3.90%	48,949,015.00	2.18%	50,014,816.71
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(3,637,302.00)		(184,434.00)		(5,031,256.71)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		13,673,303.58		10,036,001.58		9,851,567.58
2. Ending Fund Balance (Sum lines C and D1)		10,036,001.58		9,851,567.58		4,820,310.87
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	480,822.24		480,822.24		480,822.24
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	7,109,084.98		7,198,696.34		2,014,074.35
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,355,601.89		2,172,049.00		2,325,414.28
2. Unassigned/Unappropriated	9790	90,492.47		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,036,001.58		9,851,567.58		4,820,310.87

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,355,601.89		2,172,049.00		2,325,414.28
c. Unassigned/Unappropriated	9790	90,492.47		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)						
		2,446,094.36		2,172,049.00		2,325,414.28
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Budget adjustments and reductions due to early retirement incentives for certificated salaries						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFE/Revenue Limit Sources	8010-8099	311,608.00	0.00%	311,608.00	0.00%	311,608.00
2. Federal Revenues	8100-8299	16,101,918.00	-67.47%	5,238,027.00	2.00%	5,342,787.00
3. Other State Revenues	8300-8599	4,255,185.00	-11.07%	3,784,202.00	0.00%	3,784,202.00
4. Other Local Revenues	8600-8799	5,061,440.00	-7.21%	4,696,354.00	0.00%	4,696,354.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	7,802,828.00	1.64%	7,930,413.00	1.63%	8,059,603.00
6. Total (Sum lines A1 thru A5c)		33,532,979.00	-34.51%	21,960,604.00	1.07%	22,194,554.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,188,385.00		6,478,297.00
b. Step & Column Adjustment				133,704.00		120,496.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(843,792.00)		3,633,784.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,188,385.00	-9.88%	6,478,297.00	57.95%	10,232,577.00
2. Classified Salaries						
a. Base Salaries				3,426,677.00		2,727,784.00
b. Step & Column Adjustment				54,827.00		43,645.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(753,720.00)		(189,971.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,426,677.00	-20.40%	2,727,784.00	-5.36%	2,581,458.00
3. Employee Benefits	3000-3999	6,580,212.00	-17.36%	5,438,136.00	11.23%	6,048,813.00
4. Books and Supplies	4000-4999	3,390,509.00	-20.40%	2,698,993.00	-5.36%	2,554,212.00
5. Services and Other Operating Expenditures	5000-5999	5,375,990.00	-12.76%	4,690,215.00	-5.36%	4,438,619.00
6. Capital Outlay	6000-6999	691,843.00	-20.40%	550,737.00	-5.36%	521,194.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	242,593.00	-6.99%	225,625.00	29.21%	291,527.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	690,978.00	-6.97%	642,830.00	29.21%	830,592.72
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		27,587,187.00	-14.99%	23,452,617.00	17.25%	27,498,992.72
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		5,945,792.00		(1,492,013.00)		(5,304,438.72)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		850,659.72		6,796,451.72		5,304,438.72
2. Ending Fund Balance (Sum lines C and D1)		6,796,451.72		5,304,438.72		0.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	6,886,944.19		5,304,438.72		0.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(90,492.47)		0.00		0.00
f. Total Components of Ending Fund Balance		6,796,451.72		5,304,438.72		0.00
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Budget adjustments and reductions						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	53,492,886.00	3.35%	55,283,466.00	-6.61%	51,631,635.00
2. Federal Revenues	8100-8299	16,295,906.00	-67.86%	5,238,027.00	2.00%	5,342,787.00
3. Other State Revenues	8300-8599	5,180,487.00	-9.09%	4,709,504.00	0.00%	4,709,504.00
4. Other Local Revenues	8600-8799	5,859,274.00	-6.23%	5,494,188.00	0.00%	5,494,188.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		80,828,553.00	-12.50%	70,725,185.00	-5.02%	67,178,114.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				30,989,568.00		29,095,836.00
b. Step & Column Adjustment				576,407.00		541,182.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,470,139.00)		3,393,097.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	30,989,568.00	-6.11%	29,095,836.00	13.52%	33,030,115.00
2. Classified Salaries						
a. Base Salaries				10,762,663.00		10,028,135.00
b. Step & Column Adjustment				172,203.00		160,451.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(906,731.00)		(199,124.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,762,663.00	-6.82%	10,028,135.00	-0.39%	9,989,462.00
3. Employee Benefits	3000-3999	19,050,506.00	-6.53%	17,807,174.00	7.26%	19,099,760.00
4. Books and Supplies	4000-4999	4,837,936.00	-16.34%	4,047,220.00	-3.52%	3,904,638.00
5. Services and Other Operating Expenditures	5000-5999	11,352,929.00	-11.79%	10,014,116.00	-1.59%	9,855,098.00
6. Capital Outlay	6000-6999	758,176.00	-27.36%	550,737.00	-5.36%	521,194.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,121,825.00	-1.40%	1,106,101.00	6.09%	1,173,467.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(353,540.00)	-29.94%	(247,687.00)	-75.81%	(59,924.57)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		78,520,063.00	-7.79%	72,401,632.00	7.06%	77,513,809.43
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		2,308,490.00		(1,676,447.00)		(10,335,695.43)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		14,523,963.30		16,832,453.30		15,156,006.30
2. Ending Fund Balance (Sum lines C and D1)		16,832,453.30		15,156,006.30		4,820,310.87
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	480,822.24		480,822.24		480,822.24
b. Restricted	9740	6,886,944.19		5,304,438.72		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	7,109,084.98		7,198,696.34		2,014,074.35
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,355,601.89		2,172,049.00		2,325,414.28
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		16,832,453.30		15,156,006.30		4,820,310.87

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,355,601.89		2,172,049.00		2,325,414.28
c. Unassigned/Unappropriated	9790	90,492.47		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(90,492.47)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		2,355,601.89		2,172,049.00		2,325,414.28
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		4,532.42		4,441.99		4,354.45
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		78,520,063.00		72,401,632.00		77,513,809.43
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		78,520,063.00		72,401,632.00		77,513,809.43
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,355,601.89		2,172,048.96		2,325,414.28
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,355,601.89		2,172,048.96		2,325,414.28
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

EXHIBIT F

March 10, 2021



National School District

County of San Diego
National City, California

Audit Report

June 30, 2020



WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

National School District

Table of Contents

June 30, 2020

INDEPENDENT AUDITOR’S REPORT	1
MANAGEMENT’S DISCUSSION AND ANALYSIS	3
BASIC FINANCIAL STATEMENTS	13
Statement of Net Position	13
Statement of Activities.....	14
Balance Sheet – Governmental Funds	15
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position.....	16
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds.....	18
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	19
Statement of Net Position – Fiduciary Fund.....	21
Notes to the Financial Statements.....	22
REQUIRED SUPPLEMENTARY INFORMATION	69
Budgetary Comparison Schedule – General Fund.....	69
Schedule of the District’s Proportionate Share of the Net Pension Liability - CalSTRS	70
Schedule of the District’s Contributions - CalSTRS	71
Schedule of the District’s Proportionate Share of the Net Pension Liability – CalPERS.....	72
Schedule of the District’s Contributions - CalPERS	73
Schedule of Changes in the District’s Total OPEB Liability and Related Ratios – NSD Retiree Health Benefit Plan	74
Notes to Required Supplementary Information	75
COMBINING STATEMENTS AS SUPPLEMENTARY INFORMATION	79
Combining Balance Sheet – Nonmajor Governmental Funds.....	79
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds.....	80
Combining Balance Sheet – Nonmajor Special Revenue Funds	81
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Special Revenue Funds.....	82
Combining Balance Sheet – Nonmajor Capital Projects Funds	83
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Capital Projects Funds	84

National School District

Table of Contents

June 30, 2020

OTHER SUPPLEMENTARY INFORMATION	85
Local Education Agency Organization Structure	85
Schedule of Average Daily Attendance	86
Schedule of Instructional Time	87
Schedule of Financial Trends and Analysis	88
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements	89
Schedule of Charter Schools	90
Schedule of Expenditures of Federal Awards	91
Notes to the Schedule of Expenditures of Federal Awards	92
OTHER INDEPENDENT AUDITORS' REPORTS	93
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	93
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	95
Independent Auditor's Report on State Compliance	97
AUDITOR'S RESULTS, FINDINGS & RECOMMENDATIONS	100
Schedule of Auditor's Results	100
Schedule of Findings and Questioned Costs	101
Corrective Action Plan	105
Schedule of Prior Year Audit Findings	106

Independent Auditor's Report

To the Board of Education
National School District
National City, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the National School District (District), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the National School District as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplementary information as identified in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements.

The accompanying supplementary information identified in the table of contents, as required by the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations, Section 19810* is presented for purposes of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 3, 2021, on our consideration of National School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 3, 2021

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

This section of National School District's (NSD) annual financial reports presents the discussion and analysis of the District's financial performance during the fiscal year that ended June 30, 2020. This management discussion and analysis (MD&A) should be read in conjunction with the District's financial statements that immediately follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was (\$32,343,257). This is caused by the required recognition of the National School District's portion of the STRS and PERS Net Pension Liability.
- Overall revenues were \$75,218,371 with overall expenditures at \$82,621,723.
- Total District P-2 Average Daily Attendance (ADA) decreased approximately 3.2 percent from 4,977 to 4,820.
- In 2019-20, there was one charter school in the District with approximately 352 P-2 ADA for Integrity Charter School.
- Currently, the District has two General Obligation Bonds issued - \$18,000,000 (2014 Election Series A) and \$8,100,000 (2014 Election Series B) in order to improve District facilities, fund capitalized interest, and pay the issuance costs of the bonds.
- As of June 30, 2020, the labor negotiations with the National City Elementary Teachers Association (NCETA) and the California Schools Employee Association (CSEA) were not settled for 2020-21.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: (1) management discussion and analysis (this section), (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *Districtwide financial statements* that provide both *short-term* and *long-term* information about the District's *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual parts* of the District and report the District's operations in *more detail* than the Districtwide statements.
- The *governmental funds* statements tell how *basic* services like regular and special education were financed in the *short term* as well as what remains for future spending.
- *Proprietary funds* statements offer *short-term* and *long-term* financial information about the activities the District operates *like businesses*, such as food services.
- *Fiduciary funds* statements provide information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others to whom the resources belong.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of *required supplementary information* that further explains and supports the financial statements with a comparison of the District's budget for the year. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

Figure A-1
Organization of NSD's Annual Financial Report

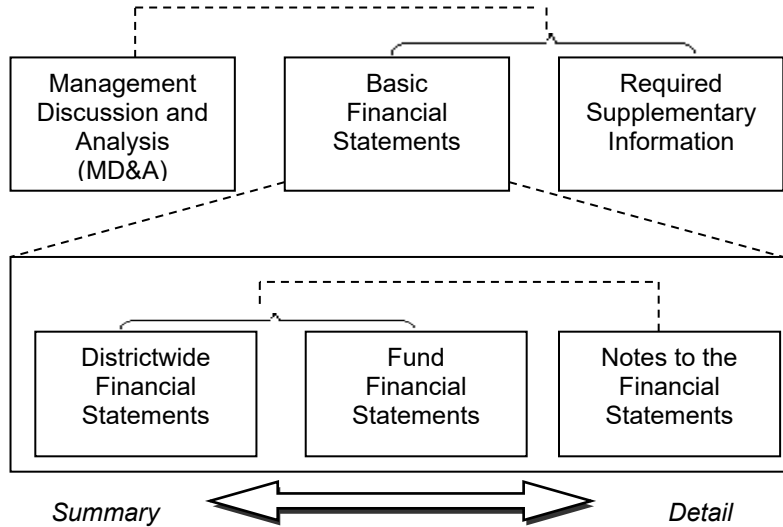


Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District's activities they cover and the types of information they contain.

The remainder of this overview section of the MD&A highlights the structure and contents of each of the statements.

Districtwide Statements

Figure A-2: Major Features of the Districtwide and Fund Financial Statements

<i>Type of Statements</i>	Districtwide	Fund Statements		
		Governmental Funds	Proprietary Funds	Fiduciary Funds
<i>Scope</i>	Entire District, except fiduciary activities	The activities of the District that are not proprietary or fiduciary, such as special education and building maintenance	Activities the District operates similar to private businesses such as food services	Instances in which the District administers resources on behalf of someone else, such as scholarship programs and student activities monies
<i>Required financial statements</i>	*statement of net position	*balance sheet	*statement of net position	*statement of fiduciary net position
	*statement of activities	*statement of revenues, expenditures and changes in fund balances	*statement of revenues, expenses, and changes in fund net position *statement of cash flows	*statement of changes in fiduciary net position
<i>Accounting basis and measurement focus</i>	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus	Accrual accounting and economic resources focus	Accrual accounting and economic resources focus
<i>Type of asset/liability information</i>	All assets and liabilities, both financial and capital, short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included	All assets and liabilities, both financial and capital, and short-term and long-term	All assets and liabilities, both short-term and long-term: Governmental Accounting Standards Board (GASB) funds do not currently contain nonfinancial assets, though they can
<i>Type of inflow/outflow information</i>	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter	All revenues and expenses during year, regardless of when cash is received or paid	All revenues and expenses during year, regardless of when cash is received or paid

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

The Districtwide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes *all* of the District's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash was received or paid.

The two Districtwide statements report the District's *net position* and how they have changed. Net position—the difference between the District's assets and liabilities—are one way to measure the District's financial health or *position*. Over a period of time, increases or decreases in the District's net position are indicators of whether its financial position is improving or deteriorating, respectively.

In the Districtwide financial statements, the District's activities are divided into two categories:

- Governmental activities—All of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state formula revenue limit finance most of these activities.
- Business-type activities—The District does not operate any business-type activities, however, the charter school is run as a business-type activity in a separate fund.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant *funds*—not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by State law and by bond covenants.
- The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debts) or to show that it is properly using certain revenues (like federal grants).

The District has three kinds of funds:

- *Governmental funds*—Most of the District's basic services are included in governmental funds, which generally focus on (1) how *cash and other financial assets* that can readily be converted to cash flow in and out, and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed *short-term* view that helps the reader determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the Districtwide statements, additional information is provided at the bottom of the governmental funds statements that explains the relationship (or differences) between them.
- *Proprietary funds*—Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds are reported in the same way as the Districtwide statements. Enterprise funds or internal service funds are the two types of proprietary funds. The District does not operate any enterprise funds or internal service funds.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

- *Fiduciary funds*—The District is the trustee, or *fiduciary*, for assets that belong to others, such as student activities funds. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position and a statement of charges in fiduciary net position. We exclude these activities from the Districtwide financial statements because the District cannot use these assets to finance its operations.

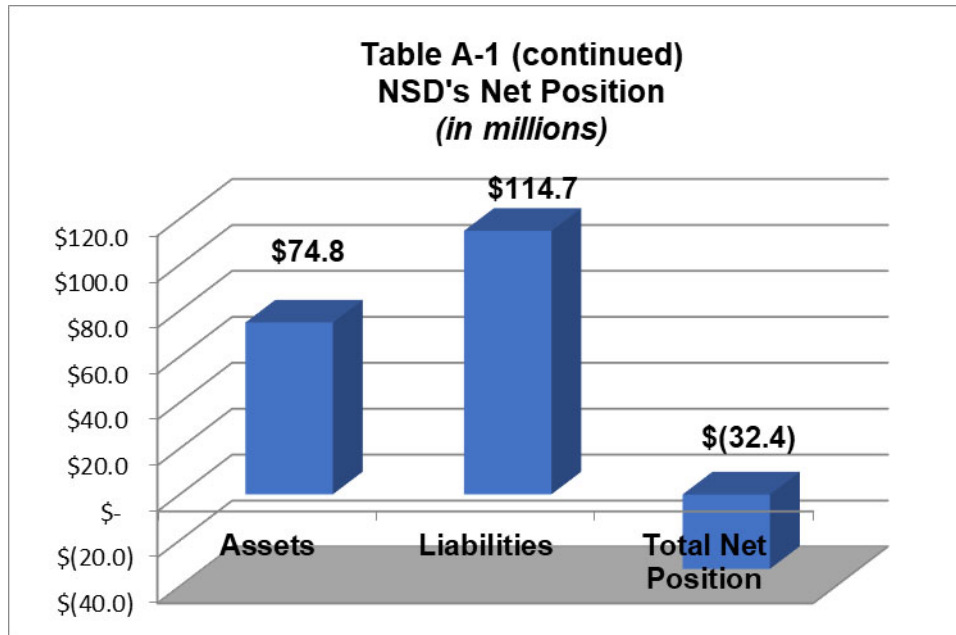
FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

The District's combined net position, (\$32,343,257), decreased by \$6,886,351 or approximately 27.1 percent from the previous year. This is caused by the required recognition of the National School District's portion of the STRS and PERS Net Pension Liability. The Statement of Net Position (see Table A-1) provides the perspective of the District as a whole. All of the data is from the District's governmental activities. The District does not operate any business-like entities.

Table A-1			
NSD's Net Position			
<i>(in millions)</i>			
	Governmental Activities	Governmental Activities	Pctg. Increase (Decrease)
	<u>2020</u>	<u>2019</u>	
Current & Other Assets	\$ 23.7	\$ 25.9	(8.6%)
Capital Assets	51.1	52.4	(2.3%)
Total Assets	74.8	78.3	(4.4%)
Deferred Outflows of Resources	21.4	21.8	(1.9%)
Long-Term Debt Outstanding	110.0	105.1	4.7%
Other Liabilities	4.7	4.2	13.0%
Total Liabilities	114.7	109.3	5.0%
Deferred Inflows of Resources	13.9	16.3	(15.1%)
Net Position			
Net Investment in Capital Assets	23.2	24.4	(5.0%)
Restricted	5.3	8.3	(35.8%)
Unrestricted	(60.9)	(58.2)	(4.6%)
Total Net Position	(\$ 32.4)	(\$ 25.5)	(27.1%)

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited



The District's decrease in financial position is the product of many factors. Several events of the past year stand out:

- The District issued two General Obligation Bonds - \$18.0 million in 2015 and \$8.1 million in 2016.
- The District was required to recognize their portion of the STRS and PERS Net Pension Liabilities.

Changes in Net Position

The District's total revenues decreased approximately 0.9 percent to \$75,218,371 (see Table A-2). Property taxes and state/federal formula aid not restricted for specific purposes represent approximately 80.0 percent of total revenues. 20.0 percent come from state and federal aid for specific operating grants and the remaining come from interagency revenues, miscellaneous revenues, and charges for services.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

Table A-2 Change in NSD's Net Position <i>(in millions)</i>			
	Governmental Activities	Governmental Activities	Pctg. Increase (Decrease)
	<u>2020</u>	<u>2019</u>	
Revenues			
General Revenues	\$ 60.0	\$ 60.8	(1.4%)
Program Revenues	<u>15.2</u>	<u>15.0</u>	1.4%
Total Revenues	75.2	75.8	(0.9%)
Expenses			
Instruction/Instruction Related	59.2	57.4	3.1%
Pupil Services	8.5	8.1	5.0%
General Administration/Plant Services	6.0	5.0	18.4%
Other Outgo/Uses	8.9	9.3	(3.7%)
Total Expenses	<u>82.6</u>	<u>79.8</u>	3.5%
Increase (Decrease)	\$ (7.4)	\$ (4.0)	(86.1%)

The total cost of all programs increased \$2.8 million or 3.5 percent to \$82.6 million. Eighty-two percent of District expenses (instruction/instruction related and pupil services) are predominantly related to educating and caring for students (see Table A-2). The purely administrative activities (other administration and data processing services) account for just 7 percent of total costs.

Total expenses exceeded revenues by approximately \$7.4 million. Last year, expenses exceeded revenues by \$4.0 million.

Governmental Activities

Revenues from the District's governmental activities decreased 0.9 percent while total expenses increased 3.5 percent. Total government revenues were \$75,218,371 (see Table A-3) while government expenditures were \$82,621,723 (see Table A-4).

Table A-3 Revenue for Governmental Activities <i>(in millions)</i>					
	<u>2020</u>	<u>%</u>	<u>2019</u>	<u>%</u>	<u>Change</u>
Program Revenues	\$ 15.2	20%	\$ 15.0	20%	\$ 0.2
General Revenues	<u>60.0</u>	80%	<u>60.8</u>	80%	<u>(0.8)</u>
Total	\$ 75.2		\$ 75.8		\$ (0.6)

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

Property taxes and state aid represent nearly 98.1 percent of general revenues with the remaining 1.9 percent of general revenues consisting of interest earnings, other agency transfers, and miscellaneous income. Program revenues consist of 84 percent from federal, state, and local operating grants and contributions; and 16 percent from charges for services.

The table below presents a two-year cost comparison of five of the District's largest functions: instruction, instruction related, pupil services, general administration, and plant services.

<u>Function</u>	<u>Total Cost of Services</u>		<u>Pctg.</u>	<u>Net Cost of Services</u>		<u>Pctg.</u>
	<u>2020</u>	<u>2019</u>	<u>Change</u>	<u>2020</u>	<u>2019</u>	<u>Change</u>
Instruction	\$ 51.7	\$ 50.2	3.0%	\$ 41.9	\$ 41.0	2.2%
Instruction Related	7.5	7.2	4.3%	6.8	6.5	4.5%
Pupil Services	8.5	8.1	5.0%	4.9	3.9	25.9%
General Administration	6.0	5.0	18.4%	5.3	4.2	26.0%
Plant Services	7.5	7.8	(3.8%)	7.5	7.8	(3.6%)
Other	1.4	1.5	(3.3%)	1.0	1.4	(32.0%)
Total	\$ 82.6	\$ 79.8	3.5%	\$ 67.4	\$ 64.8	4.0%

Table A-4 also shows the net cost of each function. The net cost is the total cost of each function less program revenues. Program revenues consist of charges for services, operating grants and contributions, and capital grants and contributions associated with each function.

- The cost of all government functions this year was \$82.6 million, an increase of 3.5 percent.
- Net costs of services were \$67.4 million, representing an increase of 4.0 percent.
- Most of the District's net costs of \$67.4 million are paid from taxes levied for general purposes (\$12.4 million), and state aid not restricted for specific purposes (\$45.3 million).
- Specific administrative costs, such as data processing and other general and administrative costs represented 7.3 percent of all expenditures in 2019-20 and 6.3 percent of all expenditures in 2018-19.

Business-Type Activities

The District did not operate any business-type activities.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The financial performance as a whole is reflected in the District's governmental funds. As the District completed the year, the governmental funds reported a combined fund balance of \$19.4 million.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget several times. The budget amendments generally fell into the following categories:

- Board designated carryovers to the 2019-20 fiscal year.
- Changes in District funding in special education, federal programs, state programs, and other local funding sources.

A comparison of the District's 2019-20 unaudited general fund ending fund balance and the final budgeted fund balance showed a \$7.7 million increase in the ending fund balance. The primary factors that led to the increase are noted below:

- Expenditure decreases of \$5.4 million. This was primarily due to unspent categorical programs, and Local Control Accountability Plan (LCAP) funds.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of June 30, 2020, the District had invested nearly \$99.3 million (before depreciation) in a broad range of capital assets, including school buildings, school sites, buses, and other administrative buildings.

Table A-5 NSD Capital Assets			
	Governmental Activities	Governmental Activities	Percentage Change
	<u>2020</u>	<u>2019</u>	
Land	\$ 3.6	\$ 3.6	0.0%
Improvement of Sites	10.8	8.7	23.4%
Construction in Progress	0.0	1.0	(100.0%)
Buildings	73.1	71.9	1.8%
Equipment & Furniture	11.8	11.3	4.9%
Accumulated Depreciation	(48.2)	(44.1)	(9.3%)
Total	\$ 51.1	\$ 52.4	(2.3%)

The \$51.1 million in net capital assets on June 30, 2020, represents a decrease in net capital assets of approximately \$1.3 million or 2.3% percent from last year (see Table A-5). This is primarily due to no major construction projects/purchases of equipment during the 2019-20 fiscal year. More detailed information about capital assets can be found in the notes of the financial statements.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

Long-Term Debt

At year-end, the District had nearly \$110.0 million in General Obligation Bond, capital leases, compensated absences, other long-term debt, net OPEB obligations, and net pension liability (STRS and PERS) (see Table A-6), which represents an increase of approximately \$4.9 million from last year. More detailed information about the District's long-term liabilities is presented in the notes of the financial statements.

	Total School District		
	2020	2019	Variance
General Obligation Bonds	\$ 26.6	\$ 26.7	\$ (0.1)
Capital Lease	1.4	1.3	0.1
Compensated Absences	1.0	0.8	0.2
Other	0.0	0.0	0.0
Net OPEB Obligation	14.0	15.4	(1.4)
Net Pension Liability	67.0	60.9	6.1
Total	\$ 110.0	\$ 105.1	\$ 4.9

FACTORS BEARING ON THE DISTRICT'S FUTURE

At the time these financial statements were prepared and audited, the District was aware of the following circumstances that could significantly affect its financial health in the future:

- The District projected a 3% declining enrollment for 2020-21 at the budget adoption in June 2020, but the actual enrollment for 2020-21 is approximately 5.6% down through January 2021.
- The labor negotiations with the National City Elementary Teachers Association (NCETA) and California Schools Employee Association (CSEA) were settled for the 2020-21 fiscal years.
- The District continues to have structural deficit spending. The budget reduction plan was taken to the Governing Board on February 24, 2021, but it did not pass.
- In November 2020, the District issued \$3,000,000 of 2016 Election, Series A, General Obligation Bond in order to finance the construction of school facilities.

NATIONAL SCHOOL DISTRICT
Management Discussion and Analysis
for the Fiscal Year Ended June 30, 2020
Unaudited

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to determine the District's accountability for the money it receives. Additional financial information can be obtained by contacting the Office of the Assistant Superintendent for Business Services and Support, National School District, 1500 N Avenue, National City, California 91950.

Basic Financial Statements

National School District

Statement of Net Position

June 30, 2020

	<u>Governmental Activities</u>
Assets	
Cash	\$ 14,130,226
Accounts Receivable	9,043,647
Inventory	423,917
Prepaid Expenses	106,159
Capital Assets:	
Land	3,585,589
Land Improvements	10,763,167
Buildings & Improvements	73,167,474
Equipment	11,856,049
Work in Progress	-
Less Accumulated Depreciation	<u>(48,243,342)</u>
Total Assets	<u>74,832,886</u>
Deferred Outflows of Resources	<u>21,424,729</u>
Liabilities	
Accounts Payable and Other Current Liabilities	4,695,929
Unearned Revenue	24,114
Long-Term Liabilities:	
Due Within One Year	1,551,004
Due In More Than One Year	<u>108,472,131</u>
Total Liabilities	<u>114,743,178</u>
Deferred Inflows of Resources	<u>13,857,694</u>
Net Position	
Net Investment in Capital Assets	23,174,870
Restricted For:	
Capital Projects	2,643,884
Debt Service	671,036
Educational Programs	624,394
Other Purposes (Expendable)	864,912
Other Purposes (Nonexpendable)	545,226
Unrestricted	<u>(60,867,579)</u>
Total Net Position	<u>\$ (32,343,257)</u>

The accompanying notes to the financial statements are an integral part of this statement.

National School District
Statement of Activities
For the Year Ended June 30, 2020

Functions	Expenses	Program Revenues			Net (Expense)
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenue and Changes in Net Position
Governmental Activities					Governmental Activities
Instruction	\$ 51,689,548	\$ 1,758,902	\$ 8,037,240	\$ 291	\$ (41,893,115)
Instruction-Related Services:					
Instructional Supervision and Administration	1,917,715	13,024	374,263	-	(1,530,428)
Instructional Library, Media and Technology	1,161,881	541	(48,199)	-	(1,209,539)
School Site Administration	4,451,177	154,176	275,450	-	(4,021,551)
Pupil Services:					
Home-to-School Transportation	1,230,237	-	(57,954)	-	(1,288,191)
Food Services	3,303,590	9,095	2,777,956	-	(516,539)
All Other Pupil Services	4,007,545	158,159	699,452	-	(3,149,934)
General Administration:					
Centralized Data Processing	1,124,178	-	(53,512)	-	(1,177,690)
All Other General Administration	4,833,027	18,823	676,902	-	(4,137,302)
Plant Services	7,487,977	2,830	(25,068)	-	(7,510,215)
Community Services	133,420	251	6,363	-	(126,806)
Interest on Long-Term Debt	883,014	-	-	-	(883,014)
Transfers Between Agencies	323,459	371,971	86,618	-	135,130
Depreciation (Unallocated)	74,955	-	-	-	(74,955)
Total Governmental Activities	<u>\$ 82,621,723</u>	<u>\$ 2,487,772</u>	<u>\$ 12,749,511</u>	<u>\$ 291</u>	<u>(67,384,149)</u>

General Revenues

Taxes and Subventions:	
Property Taxes, Levied for General Purposes	\$ 12,411,663
Property Taxes, Levied for Debt Service	1,055,622
Property Taxes, Levied for Other Specific Purposes	115,184
Federal and State Aid Not Restricted for Specific Purposes	45,271,690
Interest and Investment Earnings	288,737
Interagency Revenues	443,214
Miscellaneous	394,687
Total General Revenues	<u>59,980,797</u>
Change in Net Position	(7,403,352)
Net Position - Beginning of Year, As Adjusted (See Note M)	<u>(24,939,905)</u>
Net Position - Ending	<u>\$ (32,343,257)</u>

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Balance Sheet – Governmental Funds

June 30, 2020

	General Fund	Capital Facilities Fund	Nonmajor Governmental Funds	Total
Assets				
Cash in County Treasury	\$ 9,561,471	\$ 2,494,675	\$ 1,916,585	\$ 13,972,731
Cash on Hand and in Banks	52,680	-	89,665	142,345
Cash in Revolving Fund	15,000	-	150	15,150
Cash with Fiscal Agent/Trustee	-	-	-	-
Accounts Receivable	8,277,933	12,044	753,669	9,043,646
Due from Other Funds	363,909	69,178	27,169	460,256
Stores Inventories	359,663	-	64,254	423,917
Prepaid Expenditures	106,159	-	-	106,159
Total Assets	\$ 18,736,815	\$ 2,575,897	\$ 2,851,492	\$ 24,164,204
Liabilities and Fund Balance:				
Liabilities:				
Accounts Payable	\$ 4,098,569	\$ -	\$ 158,931	\$ 4,257,500
Due to Other Funds	90,169	-	370,086	460,255
Unearned Revenue	24,114	-	-	24,114
Total Liabilities	4,212,852	-	529,017	4,741,869
Fund Balance:				
Nonspendable	480,822	-	64,404	545,226
Restricted	941,151	2,575,897	1,287,177	4,804,225
Committed	-	-	-	-
Assigned	11,011,623	-	970,894	11,982,517
Unassigned	2,090,367	-	-	2,090,367
Total Fund Balance	14,523,963	2,575,897	2,322,475	19,422,335
Total Liabilities and Fund Balances	\$ 18,736,815	\$ 2,575,897	\$ 2,851,492	\$ 24,164,204

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2020

Total fund balances governmental funds: \$ 19,422,335

Amounts reported for assets, deferred outflows of resources, liabilities, and deferred inflows of resources for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.

Capital assets relating to governmental activities, at historical cost	99,372,279	
Accumulated depreciation	<u>(48,243,342)</u>	
	Net	51,128,937

Unamortized costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, debt issue costs for prepaid debt insurance are amortized over the life of the debt. Unamortized debt insurance costs included in deferred outflows of resources on the statement of net position are:

26,226

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unamatured interest owing at the end of the period was:

(438,429)

Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

General obligation bonds payable	26,564,362	
Capital leases payable	1,389,705	
Net pension liability	67,091,543	
Net OPEB liability	14,006,031	
Compensated absences	<u>971,494</u>	
	Total	(110,023,135)

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position, Continued
June 30, 2020

Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred outflows of resources relating to pensions	20,644,808	
Deferred inflows of resources relating to pensions	<u>(10,997,597)</u>	
Net		9,647,211

Deferred outflows and inflows of resources relating to other postemployment benefits (OPEB): In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported.

Deferred outflows of resources relating to OPEB	753,695	
Deferred inflows of resources relating to OPEB	<u>(2,860,097)</u>	
Net		<u>(2,106,402)</u>

Total net position governmental activities: \$ (32,343,257)

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds For the Year Ended June 30, 2020

	General Fund	Capital Facilities Fund	Nonmajor Governmental Funds	Total
Revenues				
State Apportionment	\$ 39,577,106	\$ -	\$ -	\$ 39,577,106
Education Protection Account Funds	4,095,882	-	-	4,095,882
Property Taxes	11,987,054	-	1,048,213	13,035,267
Federal Revenue	3,815,284	-	3,973,523	7,788,807
Other State Revenue	6,224,708	-	2,100,778	8,325,486
Interest	208,235	41,020	49,097	298,352
Other Local Revenue	4,943,972	618,443	250,305	5,812,720
Total Revenues	<u>\$ 70,852,241</u>	<u>\$ 659,463</u>	<u>\$ 7,421,916</u>	<u>\$ 78,933,620</u>
Expenditures				
Current Expenditures:				
Instruction	47,381,096	-	2,271,001	49,652,097
Instruction - Related Services	6,619,404	-	531,331	7,150,735
Pupil Services	5,189,571	-	3,389,349	8,578,920
Community Services	84,879	-	-	84,879
General Administration	5,207,657	-	404,083	5,611,740
Plant Services	7,012,079	-	206,066	7,218,145
Transfers Between Agencies	323,459	-	-	323,459
Capital Outlay	935,856	-	1,282,815	2,218,671
Debt Service:				
Principal	1,058,628	-	80,000	1,138,628
Interest	33,852	-	982,781	1,016,633
Total Expenditures	<u>73,846,481</u>	<u>-</u>	<u>9,147,426</u>	<u>82,993,907</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(2,994,240)</u>	<u>659,463</u>	<u>(1,725,510)</u>	<u>(4,060,287)</u>
Other Financing Sources (Uses):				
Transfers In	747	-	-	747
Transfers Out	-	-	(747)	(747)
Proceeds from Capital Leases	1,151,203	-	-	1,151,203
Total Other Financing Sources (Uses)	<u>1,151,950</u>	<u>-</u>	<u>(747)</u>	<u>1,151,203</u>
Net Change in Fund Balance	(1,842,290)	659,463	(1,726,257)	(2,909,084)
Fund Balance, Beginning of Year	16,366,253	1,916,434	4,048,732	22,331,419
Fund Balance, End of Year	<u>\$ 14,523,963</u>	<u>\$ 2,575,897</u>	<u>\$ 2,322,475</u>	<u>\$ 19,422,335</u>

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of
Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2020

Total change in fund balances governmental funds: \$ (2,909,084)

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay	2,261,457	
Depreciation expense	<u>(4,005,076)</u>	
	Net	(1,743,619)

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 1,138,628

Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt were: (1,151,203)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was: 125,772

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: (164,679)

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of
Governmental Funds to the Statement of Activities, Continued
For the Year Ended June 30, 2020

Pensions: In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: (1,605,778)

Other postemployment benefits (OPEB): In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year the difference between OPEB expenses and actual employer OPEB contributions was: (1,101,236)

Amortization of debt issue premium or discount or deferred gain or loss from debt refunding: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount, plus any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Amortization of debt issue premium or discount, or deferred gain or loss from debt refunding for the period is: 7,847

Change in net position of governmental activities: \$ (7,403,352)

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Statement of Net Position – Fiduciary Fund

June 30, 2020

	<u>Agency Fund</u> <u>Student Body</u> <u>Fund</u>
Assets	
Cash in Bank	\$ 62,068
Total Assets	<u>\$ 62,068</u>
Liabilities	
Due to Student Groups	\$ 62,068
Total Liabilities	<u>62,068</u>
Net Position	<u>\$ -</u>

The accompanying notes to the financial statements are an integral part of this statement.

National School District

Notes to the Financial Statements

For the Year Ended June 30, 2020

A. Summary of Significant Accounting Policies

National School District (District) accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The District operates under a locally elected Board of Education form of government and provides educational services to grades K-6 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, special revenue funds, capital facilities funds, debt service funds, and student-related activities.

2. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete.

Based on the criteria in GASB Statements 14 as amended by Statements 39 and 61, the District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB statements.

3. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from general revenues of the District.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Fund Financial Statements. The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service programs, construction and maintenance of school facilities, and repayment of long-term debt.

Fiduciary funds are used to account for assets held by the District in a trustee or agency capacity for others that cannot be used to support the District's own programs.

Major Governmental Funds

The District reports the following major governmental funds:

General Fund: The general fund is the primary operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund.

Capital Facilities Fund: The Capital Facilities Fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code §17620 through §17626*). The authority for these levies may be county or city ordinances (*Government Code §65970 through §65981*) or private agreements between the District and the developer. All funds, including interest earned, are restricted to the purposes specified in *Government Code §65970 through §65981* or *Government Code §65995*, or items specified in agreements with the developer (*Government Code §66006*).

Non-Major Governmental Funds

The District reports the following non-major governmental funds categorized by the fund type:

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following nonmajor special revenue funds:

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs.

Cafeteria Special Revenue Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code §38091 through §38093*). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code §38091 and §38100*).

Deferred Maintenance Fund: This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (*Education Code §17582*).

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Capital Projects Funds: Capital projects funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds). The District maintains the following nonmajor capital projects funds:

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code §15146*) and may not be used for any purpose other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code §17462*) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code §41003*).

County School Facilities Fund: This fund is established pursuant to *Education Code §17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), the 2006 State School Facilities Fund (Proposition 1D) or the 2016 State School Facilities Fund (Proposition 51). The fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants as provided in the Leroy F. Green School Facilities Act of 1998 (*Education Code §17070.10 et seq.*).

Special Reserve Fund for Capital Outlay Projects: The Special Reserve Fund for Capital Outlay Projects exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes (*Education Code §42840*). This fund may also be used to account for any other revenues specifically for capital projects that are not restricted to another capital projects fund. Other authorized resources that may be deposited in the Special Reserve Fund for Capital Outlay Projects are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code §17462*) and rentals and leases of real property specifically authorized for deposit to the fund by the governing board (*Education Code §41003*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt. The District maintains the following nonmajor debt service funds:

Bond Interest and Redemption Fund: The bond interest and redemption fund is used for the repayment of bonds issued for the District (*Education Code §15125 through §15262*). The County of San Diego Auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the County Treasurer from taxes levied by the County Auditor-Controller.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Fiduciary Funds

Trust and Agency Funds: Trust and agency funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held. The District maintains the following agency fund:

Student Body Fund: The student body fund is an agency fund, and therefore, consists only of accounts such as cash and balancing liability accounts, such as due to student groups. The student body itself maintains its own general fund, which accounts for the transactions of that entity in raising and expending money to promote the general welfare, morale, and educational experiences of the student body (*Education Code §48930 through §48938*).

4. Basis of Accounting – Measurement Focus

Government-Wide and Fiduciary Financial Statements. The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus. The government-wide and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. The governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds from general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

5. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid or at year end, whichever is sooner.

6. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1st. A public hearing must be conducted to receive comments prior to adoption. The District's governing board has satisfied these requirements.

These budgets are revised by the District's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts.

7. Revenues and Expenses

a. Revenues – Exchange and Non-Exchange

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current year or expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as to not distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, property taxes, interest, certain grants, and other local sources.

Non-exchange transactions are transactions in which the District receives value without directly giving equal value in return, including property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

b. Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

8. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code §41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code §53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued using the first-in/first-out (FIFO) method and consist of expendable supplies held for consumption. Reported inventories are equally offset by a non-spendable fund balance designation, which indicates that these amounts are not “available for appropriation and expenditure” even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditures during the benefiting period.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Life</u>
Buildings & Improvements	20 - 50 Years
Land Improvements	10 - 25 Years
Equipment	5 - 15 Years

d. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The balance of the liabilities is recognized in the government-wide financial statements at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

e. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the occurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

f. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers in and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

g. Fund Balances – Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance represents amounts that cannot be spent because they are either not spendable form (such as inventory or prepaid items) or legally required to remain intact (such as revolving cash accounts or principal of a permanent fund).

Restricted Fund Balance represents amounts that are subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations, or may be imposed by law through constitutional provisions or enabling legislation.

Committed Fund Balance represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget or resolution. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service, or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund convey that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Unassigned Fund Balance represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

h. Minimum Fund Balance Policy

The District maintains a minimum reserve, within the general fund, of at least 3%. The minimum reserve shall apply towards the established minimum Reserve for Economic Uncertainties or an amount that meets or exceeds the requirements by law. The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject varying constraints in use, the Reserve for Economic Uncertainties consists of balances that are otherwise unassigned.

i. Deferred Inflows and Deferred Outflows of Resources

Deferred outflows of resources is a consumption of net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

j. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources relating to pension, deferred inflows of resources relating to pension, and pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan), and additions to/deductions from the CalPERS Plan and CalSTRS Plan fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

Generally accepted accounting principles require that the reported results must pertain to liability and asset information within certain timeframes. For this report, the following time frames are used:

Valuation Date	June 30, 2018
Measurement Date	June 30, 2019
Measurement Period	July 1, 2018 to June 30, 2019

National School District

Notes to the Financial Statements, Continued

June 30, 2020

k. Postemployment Benefits Other than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report the following timeframes are used:

Valuation Date	June 30, 2018
Measurement Date	June 30, 2019
Measurement Period	July 1, 2018 to June 30, 2019

9. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

10. Use of Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

11. Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

Level 1 Inputs:	Quoted prices (unadjusted) in active markets for identical assets or liabilities that a government can access at the measurement date.
Level 2 Inputs:	Inputs other than quoted prices included within Level 1 that are observable for an asset or liability, either directly or indirectly.
Level 3 Inputs:	Unobservable inputs to an asset or liability.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

12. New Accounting Pronouncements

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2020. Those newly implemented pronouncements are as follows:

GASB Statement No. 95 – Postponement of the Effective Dates of Certain Authoritative Guidance

The primary objective of this Statement is to provide temporary relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018 and later.

The effective dates of certain provisions contained in the following pronouncements are postponed by one year:

- Statement No. 83, Certain Asset Retirement Obligations
- Statement No. 84, Fiduciary Activities
- Statement No. 88, Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements
- Statement No. 89, Accounting for Interest Cost Incurred Before the End of a Construction Period
- Statement No. 90, Majority Equity Interests
- Statement No. 91, Conduit Debt Obligations
- Statement No. 92, Omnibus 2020
- Statement No. 93, Replacement of Interbank Offered Rates
- Implementation Guide No. 2017-3, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting)
- Implementation Guide No. 2018-1, Implementation Guidance Update – 2018
- Implementation Guide No. 2019-1, Implementation Guidance Update – 2019
- Implementation Guide No. 2019-2, Fiduciary Activities

The effective dates of the following pronouncements are postponed by 18 months:

- Statement No. 87, Leases
- Implementation Guide No. 2019-3, Leases

There have been no adjustments to the financial statements or note disclosures as a result of adoption of the accounting policies.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

B. Compliance and Accountability

1. Finance Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, “Certain Financial Statement Note Disclosures”, violations of finance-related legal and contractual provisions, if any are reported below, along with actions taken to address such violations:

<u>Violation</u>	<u>Action Taken</u>
None Reported	Not Applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

The following funds are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None	Not Applicable	Not Applicable

C. Fair Value Measurements

The District’s investments at June 30, 2020, categorized within the fair value hierarchy established by generally accepted accounting principles, were as follows:

	<u>Amount</u>	<u>Fair Value Measurement Using</u>		
		<u>Quoted Prices in Active Markets for Identical Assets (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
External investment pools measured at fair value				
San Diego County Treasury	\$ 13,972,731	\$ -	\$ 13,972,731	\$ -
Total investments by fair value level	\$ 13,972,731	\$ -	\$ 13,972,731	\$ -

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code §41001). The fair value of the District’s investments in the pool is reported in the accounting financial statements as amounts based upon the District’s pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

The San Diego County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

D. Cash and Investments

1. Cash in County Treasury

In accordance with Education Code §41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$13,972,731 as of June 30, 2020). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$13,972,731. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

2. Cash on Hand, In Banks, and in Revolving Fund

Cash balances on hand and in banks (\$204,413 as of June 30, 2020) and in revolving fund (\$15,150 as of June 30, 2020) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

3. Investments Authorized by the California Government Code and the District's Investment Policy

The table below identifies the investment types that are authorized for the District by the California Government Code (or the District's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the District's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the District, rather than the general provisions of the California Government Code or the District's investment policy.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 Years	None	None
Registered State Bonds, Notes, Warrants	5 Years	None	None
U.S. Treasury Obligations	5 Years	None	None
U.S. Agency Securities	5 Years	None	None
Banker's Acceptance	180 Days	40%	30%
Commercial Paper	270 Days	25%	10%
Negotiable Certificates of Deposit	5 Years	30%	None
Repurchase Agreements	1 Year	None	None
Reverse Repurchase Agreements	92 Days	20% of Base	None
Medium-Term Corporate notes	5 Years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 Years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

National School District

Notes to the Financial Statements, Continued

June 30, 2020

4. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county treasury is restricted by Government Code §53635 pursuant to §53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of risk.

At June 30, 2020, credit risk for the District's investments was as follows:

<u>Investment Type</u>	<u>Rating</u>	<u>Rating Agency</u>	<u>Amount</u>
County Treasurer's Investment Pool	Unrated	Not Applicable	\$ 13,972,731

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At June 30, 2020, the District's bank balances, including revolving cash, did not exceed FDIC insurance limitations and as such were not exposed to custodial credit risk.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District maintains pooled investments with the San Diego County Treasury with a fair value of \$13,972,731. The average weighted maturity for this pool was 516 days at June 30, 2020.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

1. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is a 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission (SEC) as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

E. Accounts Receivable

There are no significant receivables which are not scheduled for collection within one year of year end. Accounts receivable balances as of June 30, 2020 consisted of:

	Major Governmental Funds			Total
	General Fund	Capital Facilities Fund	Nonmajor Governmental Funds	
Federal Government:				
Special Education	\$ 1,464,838	\$ -	\$ -	\$ 1,464,838
Title I	397,701	-	-	397,701
Child Development	-	-	311,552	311,552
Child Nutrition Program	-	-	172,863	172,863
Other Federal Programs	244,988	-	-	244,988
State Government:				
LCFF State Aid	4,556,002	-	-	4,556,002
Lottery	260,842	-	-	260,842
Child Development	-	-	170,974	170,974
Child Nutrition Program	-	-	14,794	14,794
Other State Programs	78,726	-	-	78,726
Local Sources				
Interest	50,998	9,624	5,968	66,590
Special Education	253,190	-	-	253,190
Local Contracts	441,708	-	63,690	505,398
ICS Chargebacks	443,214	-	-	443,214
Other Local Sources	85,726	2,420	13,828	101,974
Total Accounts Receivable	<u>\$ 8,277,933</u>	<u>\$ 12,044</u>	<u>\$ 753,669</u>	<u>\$ 9,043,646</u>

F. Prepaid Expenditures

As of June 30, 2020, prepaid expenditures consisted of:

	General Fund
Prepaid Insurance	\$ 92,141
Prepaid Subscription	14,018
Total Prepaid Expenditures	<u>\$ 106,159</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

G. Capital Assets

Capital asset activity for the year ended June 30, 2020, was as follows:

Governmental activities:	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets not being depreciated:				
Land	\$ 3,585,589	\$ -	\$ -	\$ 3,585,589
Work in progress	967,252	1,384,097	2,351,349	-
Total capital assets not being depreciated	<u>4,552,841</u>	<u>1,384,097</u>	<u>2,351,349</u>	<u>3,585,589</u>
Capital assets being depreciated:				
Land improvements	8,722,595	2,040,572	-	10,763,167
Buildings and improvements	72,537,969	629,505	-	73,167,474
Equipment	11,297,418	558,631	-	11,856,049
Total capital assets being depreciated	<u>92,557,982</u>	<u>3,228,708</u>	<u>-</u>	<u>95,786,690</u>
Less accumulated depreciation for:				
Land improvements	(5,870,572)	(477,442)		(6,348,014)
Buildings and improvements	(30,849,941)	(2,367,433)		(33,217,374)
Equipment	(7,517,753)	(1,160,201)		(8,677,954)
Total accumulated depreciation	<u>(44,238,266)</u>	<u>(4,005,076)</u>	<u>-</u>	<u>(48,243,342)</u>
Total capital assets being depreciated, net	<u>48,319,716</u>	<u>(776,368)</u>	<u>-</u>	<u>47,543,348</u>
Governmental activities capital assets, net	<u>\$ 52,872,557</u>	<u>\$ 607,729</u>	<u>\$ 2,351,349</u>	<u>\$ 51,128,937</u>

Depreciation was charged to functions as follows:

Instruction	\$ 2,668,457
Instruction Related	514,330
Pupil Services	61,008
Community Services	48,529
General Administration	253,893
Plant Services	383,904
Unallocated	74,955
	<u>\$ 4,005,076</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

H. Interfund Balances & Activities

1. Due to and From Other Funds

Balances due to and due from other funds at June 30, 2020 consisted of the following:

<u>Interfund Receivable (Due From Other Funds)</u>	<u>Interfund Payable (Due To Other Funds)</u>	<u>Amount</u>	<u>Purpose</u>
General Fund	Nonmajor Governmental Funds	\$ 363,907	Temporary loan and reimbursement
General Fund	Nonmajor Governmental Funds	2	Deferred maintenance fund closeout
Capital Facilities Fund	General Fund	69,178	RDA funds transfer
Nonmajor Governmental Funds	General Fund	2,024	Food sales
Nonmajor Governmental Funds	General Fund	21,171	Reimbursement of expenses
Nonmajor Governmental Funds	Nonmajor Governmental Funds	3,128	Reimbursement of expenses
Nonmajor Governmental Funds	Nonmajor Governmental Funds	846	Food sales
	Total	<u>\$ 460,256</u>	

2. Transfers to and From Other Funds

Transfers to and from other funds at June 30, 2020, consisted of the following:

<u>Transfers In</u>	<u>Transfers Out</u>	<u>Amount</u>	<u>Purpose</u>
General Fund	Nonmajor Governmental Funds	\$ 747	Deferred maintenance fund closeout
	Total	<u>\$ 747</u>	

National School District

Notes to the Financial Statements, Continued

June 30, 2020

I. Accounts Payable

Accounts payable balances as of June 30, 2020 consisted of:

	<u>Major Governmental Funds</u>		Nonmajor Governmental Funds	Total Governmental Funds
	<u>General Fund</u>	<u>Capital Facilities Fund</u>		
Vendors Payable	\$ 915,805	\$ -	\$ 100,067	\$ 1,015,872
Payroll and Benefits	134,539	-	22,649	157,188
Pension Related	538,944	-	36,215	575,159
Grantor Government	2,427,636	-	-	2,427,636
Charter School Property Taxes & Interest	81,645	-	-	81,645
Total Accounts Payable	<u>\$ 4,098,569</u>	<u>\$ -</u>	<u>\$ 158,931</u>	<u>\$ 4,257,500</u>

J. Unearned Revenue

Unearned revenue balances as of June 30, 2020 consisted of:

	<u>General Fund</u>
Federal Programs	
Title III	\$ 15,589
Other Federal Programs	<u>8,525</u>
Total Unearned Revenue	<u>\$ 24,114</u>

K. Short Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as other financing sources. The District did not issue any short-term debt during the fiscal year ended June 30, 2020.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

L. Fund Balance Classifications of the Governmental Funds

Ending fund balance classifications of the governmental funds for the year ended June 30, 2020 consisted of:

	Major Governmental Funds		Nonmajor Governmental Funds	Total Governmental Funds
	General Fund	Capital Facilities Fund		
Nonspendable Fund Balance				
Revolving Cash	\$ 15,000	\$ -	\$ 150	\$ 15,150
Inventory	359,663	-	64,254	423,917
Prepaid Expenditures	106,159	-	-	106,159
Total Nonspendable Fund Balance	480,822	-	64,404	545,226
Restricted Fund Balance				
Child Nutrition Program	-	-	318,052	318,052
Capital Projects	53,344	2,575,897	14,643	2,643,884
Educational Programs	340,948	-	283,446	624,394
Debt Service	-	-	671,036	671,036
Other Purposes	546,859	-	-	546,859
Total Restricted Fund Balance	941,151	2,575,897	1,287,177	4,804,225
Assigned Fund Balance				
LCAP Programs	4,233,447	-	-	4,233,447
Department/Site Carryover	1,006,986	-	-	1,006,986
Instructional Materials	531,856	-	-	531,856
Tier III Programs	668,036	-	-	668,036
Economic Uncertainties	4,571,298	-	-	4,571,298
Capital Projects	-	-	969,852	969,852
Child Development Program	-	-	1,042	1,042
Total Committed Fund Balance	11,011,623	-	970,894	11,982,517
Unassigned Fund Balance				
For Economic Uncertainties	2,090,367	-	-	2,090,367
Total Unassigned Fund Balance	2,090,367	-	-	2,090,367
Total Fund Balance	\$ 14,523,963	\$ 2,575,897	\$ 2,322,475	\$ 19,422,335

National School District

Notes to the Financial Statements, Continued

June 30, 2020

M. Adjustment to Beginning Net Position

During the fiscal year ended June 30, 2020 the District made corrections to capital assets for an error noted in a prior year. As a result, beginning net position was adjusted as follows:

	<u>Governmental Activities</u>
Prior Year Audit Report Ending Net Position	\$ (25,456,909)
Adjustments for:	
Corrections to Capital Assets - Buildings	630,716
Corrections to Accumulated Depreciation - Buildings	<u>(113,712)</u>
Total Adjustments	<u>517,004</u>
Beginning Net Position, As Restated	<u><u>\$ (24,939,905)</u></u>

N. Long Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2020, are as follows:

	<u>Beginning</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending</u>	<u>Due Within</u>
<u>Governmental Activities:</u>					
General Obligation Bonds	\$ 26,652,209	\$ -	\$ 87,847	\$ 26,564,362	\$ 126,280
Capital Leases	1,297,130	1,151,203	1,058,628	1,389,705	453,230
Net Pension Liability*	60,942,483	6,149,060	-	67,091,543	-
Total OPEB Obligation*	15,413,028	-	1,406,997	14,006,031	-
Compensated Absences*	806,815	164,679	-	971,494	971,494
Total Governmental Activities	<u>\$ 105,111,665</u>	<u>\$ 7,464,942</u>	<u>\$ 2,553,472</u>	<u>\$ 110,023,135</u>	<u>\$ 1,551,004</u>

*Other long-term liabilities

- Payments for general obligation bonds are made from the bond interest and redemption fund.
- Payments for capital leases are made from the general fund.
- Payments for pension contributions are made from the general fund, child development fund, and cafeteria fund.
- Payments for OPEB contributions are made from the general fund, child development fund, and cafeteria fund.
- Payments for compensated absences are made from the general fund, child development fund, and cafeteria fund.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

2. General Obligation Bonds

The District's bonded debt consists of various issues of general obligation bonds that are generally callable with interest payable semiannually. Bond proceeds pay primarily for acquiring or constructing capital facilities. The District repays general obligation bonds from voter-approved property taxes.

On November 4, 2014, registered voters authorized the issuance of \$26,100,000 principal amount of general obligation bonds. Of the total amount originally authorized, all amounts have been issued.

General obligation bonds at June 30, 2020 consisted of the following:

	<u>Date of Issue</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Amount of</u>
2014 Election Series A	05/15/15	3.00 - 5.00%	08/01/45	\$ 18,000,000
2014 Election Series B	07/27/16	2.00 - 4.00%	08/01/46	8,100,000
Total				<u>\$ 26,100,000</u>

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2014 Election Series A					
Principal	\$ 17,310,000	\$ -	\$ -	\$ 17,310,000	\$ -
Premium	447,696	-	-	447,696	-
2014 Election Series B					
Principal	8,100,000	-	80,000	8,020,000	115,000
Premium	794,513	-	7,847	786,666	11,280
Total	<u>\$ 26,652,209</u>	<u>\$ -</u>	<u>\$ 87,847</u>	<u>\$ 26,564,362</u>	<u>\$ 126,280</u>

The annual requirements to amortize the bonds outstanding at June 30, 2020 are as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
<u>June 30,</u>			
2021	\$ 115,000	\$ 977,832	\$ 1,092,832
2022	150,000	973,082	1,123,082
2023	190,000	964,982	1,154,982
2024	235,000	954,907	1,189,907
2025	280,000	942,732	1,222,732
2026-2030	2,235,000	4,443,410	6,678,410
2031-2035	3,865,000	3,879,778	7,744,778
2036-2040	5,915,000	3,024,538	8,939,538
2041-2045	8,665,000	1,653,206	10,318,206
2046-2050	3,680,000	135,000	3,815,000
Total	<u>\$ 25,330,000</u>	<u>\$ 17,949,467</u>	<u>\$ 43,279,467</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Premium

Bond premium arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the premium increase the face value of the bond and then amortize the premium over the life of the bond.

Effective interest on general obligation bonds issued at a premium are as follows:

	2014 Election Series A	2014 Election Series B
Total Interest Payments	\$ 14,651,113	\$ 7,637,831
Less Bond Premium	(500,388)	(818,382)
Net Interest Payments	<u>14,150,725</u>	<u>6,819,449</u>
PAR Amount of Bonds	18,000,000	8,100,000
Periods	30	30
Effective Interest Rate	2.62%	2.81%

3. Capital Leases

On March 30, 2016 the District entered into a capital lease agreement with Municipal Finance Corporation for the purchase of equipment valued at \$1,714,000. The lease is payable in three annual installments consisting of principal and interest at 2.50%. The final payment on the lease was made during the 2019-20 fiscal year.

On March 30, 2016 the District entered into a capital lease agreement with Municipal Finance Corporation for the purchase of equipment valued at \$1,040,000. The lease is payable in six annual installments consisting of principal and interest at 2.70% commencing August 2017 and concluding August 2022.

On November 4, 2019 the District entered into a capital lease agreement with Apple Inc. for the purchase of equipment valued at \$1,151,203. The lease is payable through an initial payment in November 2019 plus three annual installments consisting of principal and interest at 2.70% commencing August 2020 and concluding August 2022.

Minimum future lease payments as of June 30, 2020 are as follows:

Year Ended June 30,	Principal	Interest	Total
2021	\$ 453,230	\$ 39,115	\$ 492,345
2022	460,385	31,960	492,345
2023	476,090	16,255	492,345
Total	<u>\$ 1,389,705</u>	<u>\$ 87,330</u>	<u>\$ 1,477,035</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

4. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2020 amounted to \$971,494. This amount is included as part of long-term liabilities in the government-wide financial statements.

5. Net Pension Liability

The District's beginning net pension liability was \$60,942,483 and increased by \$6,149,060 during the year ended June 30, 2020 for an ending net pension liability of \$67,091,543. See Note O for additional information regarding the net pension liability.

6. Total OPEB Liability

The District's beginning total OPEB liability was \$15,413,028 and decreased by \$1,406,997 during the year ended June 30, 2020 for an ending total OPEB liability of \$14,006,031. See Note P for additional information regarding the total OPEB liability.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

O. Pension Plans

1. General Information about the Pension Plans

a. Plan Descriptions

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

b. Benefits Paid

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plan's provisions and benefits in effect at June 30, 2020 are summarized as follows:

	CalSTRS	
	Before Jan. 1, 2013	After Jan. 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55-60	55-62
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.4%	1.0 - 2.4%*
Required Employee Contribution Rates (at June 30, 2020)	10.250%	10.205%
Required Employer Contribution Rates (at June 30, 2020)	17.100%	17.100%
Required State Contribution Rates (at June 30, 2020)	10.328%	10.328%

*Amounts are limited to 120% of Social Security Wage Base.

**The rate imposed on CalSTRS 2% at 62 members is based on the normal cost of benefits.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

	CalPERS	
	Before Jan. 1, 2013	After Jan. 1, 2013
Hire Date		
Benefit Formula	2% at 55	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	50-62	52-67
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.5%	1.0 - 2.5%*
Required Employee Contribution Rates (at June 30, 2020)	7.000%	7.000%
Required Employer Contribution Rates (at June 30, 2020)	19.721%	19.721%

*Amounts are limited to 120% of Social Security Wage Base.

**The rate imposed on CalPERS 2% at 62 members is based on the normal cost of benefits.

c. Contributions

CalSTRS

For the fiscal year ended June 30, 2020 (measurement date June 30, 2019), California Education Code §22950 requires members to contribute monthly to the system 10.205% (if hired on or after January 1, 2013) or 10.25% (if hired before January 1, 2013) of the creditable compensation upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS board have been established at 17.10% of creditable compensation for the fiscal year ended June 30, 2020. Rates are defined in Education Code §22950.5 through the fiscal year ending June 30, 2021. Beginning in the fiscal year ending on June 30, 2022 and for each fiscal year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary.

CalPERS

California Public Employees' Retirement Law §20814(c) requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of the employees. For the fiscal year ended June 30, 2020 (measurement date June 30, 2019), the employee contribution rate was 7.00% and the employer contribution rate was 19.721% of covered payroll.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

On Behalf Payments

Consistent with California Education Code §22955.1, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the fiscal year ended June 30, 2020 (measurement date June 30, 2019) the State contributed 10.328% of salaries creditable to CalSTRS. Consistent with the requirements of generally accepted accounting principles, the District has recorded these contributions as revenue and expense in the fund financial statements (current financial resources measurement focus). The government-wide financial statements have recorded revenue and expense for pension expense paid on behalf of the District (economic resources measurement focus). Contributions reported for on behalf payments are based on the District's proportionate share of the States contribution for the fiscal year. Contributions made by the state on behalf of the District and the State's pension expense associated with District employees for the past three fiscal years are as follows:

CalSTRS			
Year Ended June 30,	On Behalf Contribution Rate	On Behalf Contribution Amount	On Behalf Pension Expense
2018	8.292%	\$ 2,085,550	\$ 1,082,227
2019	14.241%	4,065,532	(758,966)
2020	10.328%	3,056,266	78,744

CalPERS			
Year Ended June 30,	On Behalf Contribution Rate	On Behalf Contribution Amount	On Behalf Pension Expense
2019	6.487%	\$ 595,721	-

The contributions made by the State during the fiscal year ended June 30, 2019 included amounts resulting from Senate Bill (SB) 90 settlement in which the State contributed an additional \$2.2 Billion to CalSTRS and \$904 Million to CalPERS during the 2018-19 fiscal year in order to reduce employer contribution rates in 2019-20 and 2020-21. In addition, the State contributed an additional \$1.1 Billion to CalSTRS during the 2019-20 fiscal year as a continuing settlement associated with SB90. As a result, on behalf contributions for the years ended June 30, 2019 and June 30, 2020 are not comparable to the year June 30, 2018 as presented.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

d. Contributions Recognized

For the fiscal year ended June 30, 2020 (measurement period June 30, 2019), the contributions recognized for each plan were:

	Fund Financial Statements		
	<u>(Current Financial Resources Measurement Focus)</u>		
	<u>CalSTRS</u>	<u>CalPERS</u>	<u>Total</u>
Contributions - Employer	\$ 5,060,239	\$ 1,912,954	\$ 6,973,193
Contributions - State On Behalf Payments	3,056,266	-	3,056,266
Total Contributions	<u>\$ 8,116,505</u>	<u>\$ 1,912,954</u>	<u>\$ 10,029,459</u>

	Government-Wide Financial Statements		
	<u>(Economic Resources Measurement Focus)</u>		
	<u>CalSTRS</u>	<u>CalPERS</u>	<u>Total</u>
Contributions - Employer	\$ 3,629,193	\$ 1,352,731	\$ 4,981,924
Contributions - State On Behalf Payments	3,056,266	-	3,056,266
Total Contributions	<u>\$ 6,685,459</u>	<u>\$ 1,352,731</u>	<u>\$ 8,038,190</u>

2. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2019 (measurement date) the District reported net pension liabilities for its proportionate share of the net pension liability of each plan as follows:

	<u>Proportionate Share of the Net Pension Liability</u>
CalSTRS	\$ 47,967,668
CalPERS	<u>19,123,875</u>
Total	<u>\$ 67,091,543</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

The District's net pension liability for each Plan is measured as the proportionate share of the total net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2019. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018 rolled forward to measurement date June 30, 2019 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, as actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2019 and June 30, 2020 were as follows:

	CalSTRS			CalPERS
	District's Proportionate Share	State's Proportionate Share*	Total For District Employees	District's Proportionate Share
Proportion June 30, 2019	0.0474%	0.0290%	0.0763%	0.0653%
Proportion June 30, 2020	0.0531%	0.0300%	0.0831%	0.0656%
Change in Proportion	0.0057%	0.0010%	0.0068%	0.0003%

*Represents State's Proportionate Share on behalf of District employees.

a. Pension Expense

	CalSTRS	CalPERS	Total
Change in Net Pension Liability (Asset)	\$ 4,442,353	\$ 1,706,707	\$ 6,149,060
State On Behalf Pension Expense	78,744	-	78,744
Employer Contributions to Pension Expense	5,060,239	1,912,954	6,973,193
(Increase) Decrease in Deferred Outflows of Resources	(993,207)	226,475	(766,732)
Increase (Decrease) in Deferred Inflows of Resources	(3,697,145)	(79,405)	(3,776,550)
Total Pension Expense	\$ 4,890,984	\$ 3,766,731	\$ 8,657,715

National School District

Notes to the Financial Statements, Continued

June 30, 2020

b. Deferred Outflows and Inflows of Resources

At June 30, 2020, The District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>		
	<u>CalSTRS</u>	<u>CalPERS</u>	<u>Total</u>
Pension contributions subsequent of measurement date	\$ 5,060,239	\$ 1,912,954	\$ 6,973,193
Differences between actual and expected experience	109,510	1,665,103	1,774,613
Changes in assumptions	4,571,655	1,476,806	6,048,461
Changes in employer's proportionate share	<u>5,773,267</u>	<u>75,274</u>	<u>5,848,541</u>
Total Deferred Outflows of Resources	<u>\$ 15,514,671</u>	<u>\$ 5,130,137</u>	<u>\$ 20,644,808</u>

	<u>Deferred Inflows of Resources</u>		
	<u>CalSTRS</u>	<u>CalPERS</u>	<u>Total</u>
Differences between actual and expected experience	\$ (871,881)	-	\$ (871,881)
Changes in employer's proportionate share	(6,107,162)	(666,943)	(6,774,105)
Net difference between projected and actual earnings	<u>(3,169,871)</u>	<u>(181,740)</u>	<u>(3,351,611)</u>
Total Deferred Inflows of Resources	<u>\$ (10,148,914)</u>	<u>\$ (848,683)</u>	<u>\$ (10,997,597)</u>

Pension contributions made subsequent to the measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2020. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a five-year period. Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

Year Ended	<u>Deferred Outflows</u>		<u>Deferred Inflows</u>		Net Effect
	<u>of Resources</u>		<u>of Resources</u>		
June 30,	<u>CalSTRS</u>	<u>CalPERS</u>	<u>CalSTRS</u>	<u>CalPERS</u>	<u>on Expenses</u>
2021	\$ 9,202,781	\$ 3,199,721	\$ (4,157,770)	\$ (38,220)	8,206,512
2022	4,142,540	1,230,935	(3,502,344)	(588,475)	1,282,656
2023	1,084,676	500,178	(2,250,650)	(272,258)	(938,054)
2024	1,084,674	199,303	(64,053)	50,270	1,270,194
2025	-	-	(174,095)	-	(174,095)
Thereafter	-	-	<u>(2)</u>	-	<u>(2)</u>
Total	<u>\$ 15,514,671</u>	<u>\$ 5,130,137</u>	<u>\$ (10,148,914)</u>	<u>\$ (848,683)</u>	<u>\$ 9,647,211</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

c. Actuarial Assumptions

Total pension liabilities for the fiscal year ended June 30, 2020 were based on actuarial valuations determined using the following actuarial assumptions:

	<u>CalSTRS</u>	<u>CalPERS</u>
Fiscal Year	June 30, 2020	June 30, 2020
Measurement Date	June 30, 2019	June 30, 2019
Valuation Date	June 30, 2018	June 30, 2018
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Actuarial Assumptions:		
Discount Rate	7.10%	7.15%
Inflation	2.75%	2.50%
Wage Growth	3.50%	(3)
Investment Rate of Return	7.10%	7.15%
Post Retirement Benefit Increase	(1)	(4)
Mortality	(2)	(5)

- (1) CalSTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.
- (2) CalSTRS projects mortality by setting the projection scale equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) tables issued by the Society of Actuaries.
- (3) Wage growth is a component of inflation for CalPERS assumptions.
- (4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.
- (5) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvement using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

d. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 7.15% for CalPERS. The projection of cash flows used to determine the discount rates assumed the contributions from the plan members, employers, and state contributing agencies (where applicable) will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate, and the use of the Discount bond rate calculations is not necessary for either plan. The stress test results are presented in detailed reports that can be obtained from CalPERS and CalSTRS respective websites.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

The CalPERS discount rate was increased from 7.50% to 7.65% at measurement date June 30, 2015 (Fiscal year June 30, 2016) to correct for an adjustment to exclude administrative expenses. Subsequently CalPERS discount rate was decreased from 7.65% to 7.15% at measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from actuarially determined amounts.

The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher total pension liability and net pension liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. The last ALM completed by CalSTRS was conducted in 2015. CalSTRS is in process of completing the next ALM with an initial expected completion date of November 2019. CalPERS completed their ALM in 2018 with new policies in effect on July 1, 2018. Both CalSTRS and CalPERS conduct new ALM's every 4 years.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

The tables below reflect the long-term expected real rate of return by asset class. The rate of return was calculated using capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

CalSTRS

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Global Equity	47.00%	4.80%
Fixed Income	12.00%	1.30%
Real Estate	13.00%	3.60%
Private Equity	13.00%	6.30%
Risk Mitigating Strategies	9.00%	1.80%
Inflation Sensitive	4.00%	3.30%
Cash/Liquidity	2.00%	-0.40%

*20 year average

CalPERS

Asset Class*	Assumed Asset Allocation	Real Return Years 1-10**	Real Return Years 11+***
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Assets	0.00%	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Assets	13.00%	3.75%	4.93%
Liquidity	1.00%	0.00%	-0.92%

*In the basic financial statements, fixed income is included in global debt securities; liquidity is included in short term investments; inflation assets are included in both global equity securities and global debt securities.

**An expected inflation of 2.00% is used for this period.

***An expected inflation of 2.92% is used for this period.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

e. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	<u>CalSTRS</u>	<u>CalPERS</u>
1% Decrease	6.10%	6.15%
Net Pension Liability	\$ 71,503,584	\$ 25,358,564
Current Discount Rate	7.10%	7.15%
Net Pension Liability	\$ 47,967,668	\$ 19,123,875
1% Increase	8.10%	8.15%
Net Pension Liability	\$ 29,998,125	\$ 10,828,644

National School District

Notes to the Financial Statements, Continued

June 30, 2020

3. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS

	Increase (Decrease)				
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)	State's Share of Net Pension Liability (c)	District's Share of Net Pension Liability (a) - (b) - (c)
Balance at June 30, 2019					
(Previously Reported)	\$ 236,230,448	\$ 167,692,645	\$ 68,537,803	\$ 25,012,488	\$ 43,525,315
Changes for the year:					
CalSTRS Auditor Adjustment	-	(1,512)	1,512	546	966
Change in prop. share	21,452,169	15,228,228	6,223,941	937,451	5,286,490
Service cost	5,863,057	-	5,863,057	2,116,147	3,746,910
Interest	18,663,721	-	18,663,721	6,736,277	11,927,444
Difference between expected and actual experience	(1,534,949)	-	(1,534,949)	(554,008)	(980,941)
Change in benefits	26,594	-	26,594	9,598	16,996
Contributions:					
Employer	-	4,690,838	(4,690,838)	(1,693,059)	(2,997,779)
Employee	-	3,031,670	(3,031,670)	(1,094,217)	(1,937,453)
State On Behalf	-	4,433,536	(4,433,536)	(1,600,191)	(2,833,345)
Net investment income	-	12,380,844	(12,380,844)	(4,468,605)	(7,912,239)
Other income	-	106,044	(106,044)	(38,275)	(67,769)
Benefit payments, including refunds of employee contributions	(12,711,724)	(12,711,724)	-	-	-
Administrative expenses	-	(211,048)	211,048	76,173	134,875
Borrowing costs	-	(87,515)	87,515	31,587	55,928
Other expenses	-	(3,552)	3,552	1,282	2,270
Net changes	<u>31,758,868</u>	<u>26,855,809</u>	<u>4,903,059</u>	<u>460,706</u>	<u>4,442,353</u>
Balance at June 30, 2020	<u>\$ 267,989,316</u>	<u>\$ 194,548,454</u>	<u>\$ 73,440,862</u>	<u>\$ 25,473,194</u>	<u>\$ 47,967,668</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

CalPERS

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2019			
(Previously Reported)	\$ 59,743,948	\$ 42,326,780	\$ 17,417,168
Changes for the year:			
Change in prop. share	269,805	191,149	78,656
Service cost	1,461,180	-	1,461,180
Interest	4,306,864	-	4,306,864
Difference between expected and actual experience	917,862	-	917,862
Change in assumptions	-	-	-
Contributions:			
Employer	-	1,658,643	(1,658,643)
Employee	-	665,413	(665,413)
Plan to plan res. movement	-	199	(199)
Net Investment income	-	2,763,792	(2,763,792)
Benefit payments, including refunds of employee contributions	(2,852,694)	(2,852,694)	-
Administrative expenses	-	(30,289)	30,289
Other expenses	-	97	(97)
Net changes	4,103,017	2,396,310	1,706,707
Balance at June 30, 2020	\$ 63,846,965	\$ 44,723,090	\$ 19,123,875

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports available on their respective websites.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

P. Postemployment Benefits Other than Pension Benefits (OPEB)

1. Plan Description

The District's defined benefit OPEB plan (the Plan), provides OPEB for all permanent fulltime employees of the District. The Plan is a single-employer defined benefit OPEB plan administered by the District. Authority to establish and amend the benefit terms and financing requirements lies with the District's board of directors. No assets are accumulated in a trust that meets the criteria in Paragraph 4 of GASB Statement No. 75.

Certificated Employees

The District provides retiree medical including prescription drug benefits to eligible retirees to the retiree's attainment of age 65. Eligibility for retiree medical benefits requires retirement under CalSTRS on or after age 55 with at least 15 years of full-time District eligible service. The District's contribution is 100% of the cost for retiree only medical coverage. The retiree may cover their spouse and eligible dependents on a self-pay basis.

Classified Employees

The District provides retiree medical including prescription drug benefits to eligible retirees to the retirees' attainment of age 65. Eligibility for retiree medical benefits requires retirement under CalPERS on or after age 55 with at least 10 years of full-time District eligible service. The District's contribution for the cost of retiree only medical coverage varies based on eligible service at retirement as follows:

<u>Service at Retirement</u>	<u>District Contribution Percentage</u>
15+ Years	100%
14 Years	90%
13 Years	80%
12 Years	70%
11 Years	60%
10 Years	50%

Management Employees

Management employees receive the same benefits as their respective employee group.

Board Members

Board members not already in receipt of retiree medical benefits do not receive benefits.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Employees Covered by Benefit Terms

At measurement date, June 30, 2020, Plan membership consisted of the following:

Inactive plan members or beneficiaries currently receiving benefits	94.00
Inactive plan members entitled to but not yet receiving benefits	-
Active plan members	<u>490.00</u>
	<u>584.00</u>

Contributions

The District makes contributions to the Plan on a pay-as-you-go basis at 100% of the premium for certificated employees and a pro-rated premium for classified employees as noted above. For the fiscal year ended June 30, 2020 the District made 100% of premium payments.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

2. Total OPEB Liability of the Plan

The District's total OPEB liability was measured as of June 30, 2019, and was determined by an actuarial valuation as of that June 30, 2018.

Actuarial Assumptions

The total OPEB liability was determined by an actuarial valuation as of June 30, 2020, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Fiscal Year	July 1 st to June 30 th
Measurement Date	June 30, 2019
Funding Policy	Pay-as-you-go
Discount Rate	2.92% per annum
Inflation	2.50% per annum
Salary Increases	2.75% plus Merit Scale
Pre-retirement Turnover	Based on 2017 experience studies for CalPERS and CalSTRS pension plan termination rates
Mortality Rates	Pub G.H – 2010 Generational MP 2019 mortality table for CalPERS members and the Pub T.H-2010 Generational MP 2019 mortality table for CalSTRS members.
Retirement Rates	Ranges from 7.5% to 100% based on age with 100% retiring by age 70.
Retirement Eligibility Age	55 for CalSTRS members, 50 for CalPERS members
Participant Rates	97.5% of active employees are assumed to elect retiree health coverage at retirement, selecting similar plans as current retirees.
Spouse Coverage	30% of future retirees electing coverage are assumed to elect coverage for their spouse. Spouses are assumed to be the same age as retiree.
Average Claim Costs	Based on premiums, expected claims are expected to range from \$7,984 to \$14,823
Medical Trend Rates	6.5% decreasing to 5.0%

Discount Rate

The discount rate of 2.92% is the average of the range of 3-20 year municipal bond rate indices: S&P Municipal Bond 20 Year High Grade Rate Index, Bond Buyer 20-Bond GO index, and Fidelity GO AA 20 Year Bond Index.

The discount rate has decreased from the June 30, 2019 discount rate of 3.80%.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Actuarial Cost Method

The actuarial cost method used to determine the allocation of the retiree health actuarial liability to the past (accrued), current and future periods is the Entry Age Normal (EAN) cost method. The EAN cost method is a projected benefit cost method which means the cost is based on the projected benefit expected to be paid at retirement.

The EAN normal cost equals the level annual amount of contribution from the employee's date of hire (entry date) to their retirement date that is sufficient to fund the projected benefit. As required by GASB 75, the normal cost is calculated to remain level as a percentage of pay. The EAN actuarial accrued liability equals the present value of all future benefits for retired and current employees and their beneficiaries less the portion expected to be funded by future normal costs.

Changes in the Total OPEB Liability

	<u>Total OPEB Liability</u>
Balance at June 30, 2019	\$ 15,413,028
Changes for the year:	
Service cost	1,039,765
Interest	611,260
Differences between expected and actual experience	(2,732,453)
Changes of assumptions	408,413
Benefit payments, including refunds of member contributions	<u>(733,982)</u>
Net change	<u>(1,406,997)</u>
Balance at June 30, 2020	<u>\$ 14,006,031</u>

Sensitivity of the total OPEB liability to changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current discount rate:

	1% Decrease <u>(1.92%)</u>	Valuation Discount Rate <u>(2.92%)</u>	1% Increase <u>(3.92%)</u>
Total OPEB Liability	\$ 15,000,962	\$ 14,006,031	\$ 13,058,156

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Sensitivity of the total OPEB liability to changes in the health care cost trend rates

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1 percentage point higher than the current healthcare cost trend rates:

	<u>1% Decrease</u>	<u>Healthcare Cost Trends Rate</u>	<u>1% Increase</u>
	5.50%	6.50%	7.50%
	Decreasing to	Decreasing to	Decreasing to
	<u>4.00%</u>	<u>5.00%</u>	<u>6.00%</u>
Total OPEB Liability	\$ 12,529,219	\$ 14,006,031	\$ 15,731,888

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020, the District recognized OPEB expense of \$1,351,806. At June 30, 2020 the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Contributions subsequent to measurement date	\$ 386,119	\$ -
Changes of assumptions	367,576	(400,889)
Differences between expected and actual experience	<u>-</u>	<u>(2,459,208)</u>
Total	<u>\$ 753,695</u>	<u>\$ (2,860,097)</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Net Effect on OPEB Expense</u>
2021	\$ 426,960	\$ (340,060)	\$ 86,900
2022	40,841	(340,060)	(299,219)
2023	40,841	(340,060)	(299,219)
2024	40,841	(340,060)	(299,219)
2025	40,841	(340,060)	(299,219)
Thereafter	163,367	(1,159,797)	(996,430)
Total	<u>\$ 753,691</u>	<u>\$ (2,860,097)</u>	<u>\$ (2,106,406)</u>

Q. Risk Management

The District is exposed to risk of losses due to:

- Torts,
- Theft of, damage to, or destruction of assets,
- Business interruption,
- Errors or omissions,
- Job related illness or injuries to employees,
- Natural disasters,
- Other risks associated with public entity risk pools

Risk management is the process of managing the District's activities to minimize the adverse effects of these risks. The main element of risk management are risk control (to minimize the losses that strike an organization) and risk financing (to obtain finances to provide for or restore the economic damages of those losses). Risk financing techniques include risk retention, risk transfer to and from an insurer, and risk transfer to a non-insurer.

The District has implemented the risk financing technique of risk transfer to an insurer. The District has purchased property & liability insurance as well as workers compensation insurance to cover any losses resulting from the risks identified above.

There have been no significant changes in property and liability or workers compensation coverage during the current fiscal year.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

R. Participation in Joint Powers Authorities

The District is a member of two joint powers agreements (JPA) entities, the Southern California Regional Liability Excess Fund and the Protected Insurance Program for Schools for the operation of a common risk management and insurance programs for property and liability coverage, workers compensation, and other employee benefits. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from coverage in the prior year.

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in these statements. Audited financial statements are available from the respective entities.

S. Commitments and Contingencies

1. State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

2. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District as of June 30, 2020.

3. Construction Commitments

As of June 30, 2020, the District did not have any construction commitments with respect to unfinished capital projects.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

T. Deferred Outflows of Resources

The 2014 Election Series A General Obligation Bonds issued May 2015 included prepaid bond insurance. Based on the provisions of GASB 65, the prepaid bond insurance is recorded as a deferred outflow of resources and being amortized over the life of the bonds using the economic interest method.

In accordance with GASB Statement No. 68 & 71, payments made subsequent to the pension plan measurement date and other items as outlined in the GASB pronouncement have been recorded as deferred outflows of resources.

In accordance with GASB Statement No. 75 certain items related to OPEB as identified in the GASB statement are recorded as deferred outflows of resources.

A summary of the deferred outflows of resources as of June 30, 2020 is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Prepaid Bond Insurance	26,226	-	-	26,226
Pension Related				-
CalSTRS	14,521,464	10,346,729	9,353,522	15,514,671
CalPERS	5,356,612	2,909,472	3,135,947	5,130,137
OPEB Related	401,831	705,468	353,604	753,695
Total Deferred Outflows of Resources	<u>\$ 20,306,133</u>	<u>\$ 13,961,669</u>	<u>\$ 12,843,073</u>	<u>\$ 21,424,729</u>

Future amortization of deferred outflows of resources is as follows:

Year Ending June 30,	Prepaid Insurance	Pension Related	OPEB Related	Total
2021	\$ -	\$ 12,402,502	\$ 426,960	\$ 12,829,462
2022	205	5,373,475	40,841	5,414,521
2023	250	1,584,854	40,841	1,625,945
2024	311	1,283,977	40,841	1,325,129
2025	364	-	40,841	41,205
Thereafter	25,096	-	163,371	188,467
Total	<u>\$ 26,226</u>	<u>\$ 20,644,808</u>	<u>\$ 753,695</u>	<u>\$ 21,424,729</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

U. Deferred Inflows of Resources

In accordance with GASB Statement No. 68 & 71, items as outlined in the GASB statement have been recorded as deferred inflows of resources.

In accordance with GASB Statement No. 75 certain items related to OPEB as identified in the GASB statement are recorded as deferred inflows of resources.

A summary of the deferred inflows of resources as of June 30, 2020 is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Pension Related				
CalSTRS	\$ 13,846,059	\$ 430,722	\$ 4,127,867	\$ 10,148,914
CalPERS	928,088	(251,346)	(171,941)	848,683
OPEB Related	-	3,266,972	406,875	2,860,097
Total Deferred Inflows of Resources	<u>\$ 14,774,147</u>	<u>\$ 3,446,348</u>	<u>\$ 4,362,801</u>	<u>\$ 13,857,694</u>

Future amortization of deferred inflows of resources is as follows:

Year Ending June 30,	Pension Related	OPEB Related	Total
2021	\$ 4,195,990	\$ 340,060	\$ 4,536,050
2022	4,090,819	340,060	4,430,879
2023	2,522,908	340,060	2,862,968
2024	13,783	340,060	353,843
2025	174,095	340,060	514,155
Thereafter	2	1,159,797	1,159,799
Total	<u>\$ 10,997,597</u>	<u>\$ 2,860,097</u>	<u>\$ 13,857,694</u>

National School District

Notes to the Financial Statements, Continued

June 30, 2020

V. Upcoming Accounting Guidance

The Governmental Accounting Standards Board (GASB) issues pronouncements and additional guidance for governmental agencies to establish consistent accounting across all governments in the United States. The following table represents items that have been issued by GASB that will become effective in future periods:

Description	Date Issued	Fiscal Year Effective
GASB Statement 84, Fiduciary Activities	01/2017	2020-21
GASB Statement 87, Leases	06/2017	2021-22
GASB Statement 89, Accounting for Interest Cost Incurred before the End of a Construction Period	06/2018	2021-22
GASB Statement 90, Majority Equity Interest – an amendment of GASB Statements 14 and 61	08/2018	2020-21
GASB Statement 91, Conduit Debt Obligations	05/2019	2022-23
GASB Statement 92, Omnibus 2020	01/2020	2021-22
GASB Statement 93, Replacement of Interbank Offered Rates	03/2020	2020-21
GASB Statement 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements	03/2020	2022-23
GASB Statement 96, Subscription-Based Information Technology Arrangements	05/2020	2022-23
GASB Statement 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans – an amendment of GASB Statements 14, 84 and supersession of GASB Statement 32	06/2020	2021-22
GASB Implementation Guide No. 2019-1, Implementation Guidance Update – 2019	04/2019	2020-21
GASB Implementation Guide No. 2019-2, Fiduciary Activities	06/2019	2020-21
GASB Implementation Guide No. 2019-3, Leases	08/2019	2021-22
GASB Implementation Guide No. 2020-1, Implementation Guidance Update – 2020	04/2020	2021-22

The effects of the upcoming guidance and pronouncements on the District's financial statements has not yet been determined.

National School District

Notes to the Financial Statements, Continued

June 30, 2020

W. COVID-19 Considerations

In March 2020 the World Health Organization declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting the National School District from March 16, 2020 and continuing into the Fall of 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The 2020-21 fiscal year opened in a fully distance learning model, until such time as campuses can be re-opened. At this point in time the National School District campuses remain closed until San Diego County meets the benchmark requirements.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. The National School District has established a re-opening plan that they believe will provide a safe environment for the students and teachers.

The federal and state government have provided schools with some funds to assist in the additional costs that resulted from the COVID-19 pandemic. Additionally, for the 2019-20 fiscal year, the state placed all school districts in a hold harmless state shifting attendance reporting periods to a point prior to the pandemic to prevent sudden losses of attendance from impacting funding for the 2019-20 fiscal year. Finally, funding for the 2020-21 fiscal year is frozen at amounts provided in 2019-20, with adjustments based on the Governor's budget. The District has established their 2020-21 budget with this in consideration.

X. Subsequent Events

New Bond Issuance

On November 1, 2020 the District issued 3,000,000 in Election of 2016 General Obligation Bonds, Series A. The bonds were issued to finance the renovation, construction, acquisition, furnishing and equipping of classrooms, schools, sites, and facilities of the District and paying the costs related thereto as authorized by the voters at the November 2016 election.

The Bonds are general obligation bonds of the District payable solely from ad valorem property taxes levied on taxable property within the District. The Board of Supervisors of the County of San Diego is empowered and is obligated to levy the ad valorem taxes, without limitation of rate or amount, upon property within the District subject to taxation by the District (except certain personal property which is taxable at limited rates), for the payment of interest and principal of the Bonds when due.

Interest on the 2020 Bonds is 1.15% payable semi-annually. Principal amounts mature annually on August 1st through August 1, 2026.

Required Supplementary Information

National School District

Budgetary Comparison Schedule – General Fund

For the Year Ended June 30, 2020

	Budgeted Amounts			Variance to Final Budget Positive (Negative)
	Original	Final	Actual	
Revenues				
LCFF Sources				
State Apportionment	\$ 40,175,207	\$ 39,159,022	\$ 39,577,106	\$ 418,084
Education Protection Account	6,803,818	7,753,676	4,095,882	(3,657,794)
Property Taxes	8,299,323	8,628,187	11,987,054	3,358,867
Federal Revenue	3,340,509	4,225,316	3,815,284	(410,032)
Other State Revenue	3,732,034	4,627,355	6,224,708	1,597,353
Interest Income	175,755	175,755	208,235	32,480
Other Local Revenue	4,386,136	5,109,977	4,943,972	(166,005)
Total Revenues	66,912,782	69,679,288	70,852,241	1,172,953
Expenditures				
Current Expenditures:				
Certificated Salaries	29,983,117	31,669,312	29,435,535	2,233,777
Classified Salaries	10,084,985	10,369,043	10,473,213	(104,170)
Employee Benefits	18,069,098	19,027,661	19,267,654	(239,993)
Books and Supplies	2,412,267	5,594,761	4,799,608	795,153
Services and Other Operating	7,682,032	9,518,405	7,922,759	1,595,646
Other Outgo	157,328	285,174	323,459	(38,285)
Transfers of Indirect Costs	(338,940)	(338,940)	(404,083)	65,143
Capital Outlay	-	1,901,711	935,856	965,855
Debt Service				
Principal	846,859	1,159,826	1,058,628	101,198
Interest	34,214	52,856	33,852	19,004
Total Expenditures	68,930,960	79,239,809	73,846,481	5,393,328
Excess (Deficiency) of Revenues Over Expenditures	(2,018,178)	(9,560,521)	(2,994,240)	6,566,281
Other Financing Sources (Uses)				
Transfers In	-	209	747	538
Proceeds from Capital Leases	-	-	1,151,203	1,151,203
Net Financing Sources (Uses)	-	209	1,151,950	1,151,741
Net Change in Fund Balance	(2,018,178)	(9,560,312)	(1,842,290)	7,718,022
Fund Balance - Beginning of Year	16,366,253	16,366,253	16,366,253	-
Fund Balance - End of Year	\$ 14,348,075	\$ 6,805,941	\$ 14,523,963	\$ 7,718,022

See Accompanying Notes to Required Supplementary Information

National School District

Schedule of the District's Proportionate Share of the Net Pension Liability - CalSTRS Last Ten Fiscal Years*

	Fiscal Year									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
District's proportion of the net pension liability (asset)	0.0531%	0.0474%	0.0572%	0.0524%	0.0573%	0.0536%	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset)	\$ 47,967,668	\$ 43,525,315	\$ 52,880,205	\$ 42,387,683	\$ 38,568,249	\$ 31,335,267	N/A	N/A	N/A	N/A
State's proportionate share of the net pension liability (asset) associated with the District	27,090,759	26,796,151	25,168,499	27,463,212	20,183,709	17,824,986	N/A	N/A	N/A	N/A
Total	\$ 75,058,427	\$ 70,321,466	\$ 78,048,704	\$ 69,850,895	\$ 58,751,958	\$ 49,160,253	N/A	N/A	N/A	N/A
District's covered payroll**	25,150,333	30,232,774	30,232,774	26,037,830	26,473,649	23,760,497	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	190.72%	143.97%	174.91%	162.79%	145.69%	131.88%	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	72.56%	70.99%	69.46%	70.04%	74.02%	76.52%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

See Accompanying Notes to Required Supplementary Information

National School District

Schedule of the District's Contributions - CalSTRS

Last Ten Fiscal Years*

	Fiscal Year									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Contractually required contribution	\$ 5,060,239	\$ 4,647,482	\$ 3,629,193	\$ 3,803,283	\$ 2,793,859	\$ 2,350,860	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(5,060,239)	(4,647,482)	(3,629,193)	(3,803,283)	(2,793,859)	(2,350,860)	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	N/A	N/A	N/A
District's covered payroll**	\$ 29,592,041	\$ 28,547,187	\$ 25,150,333	\$ 30,232,774	\$ 26,037,830	\$ 26,473,649	N/A	N/A	N/A	N/A
Contributions as a percentage of covered payroll	17.10%	16.28%	14.43%	12.58%	10.73%	8.88%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on the fiscal year.

See Accompanying Notes to Required Supplementary Information

National School District

Schedule of the District's Proportionate Share of the Net Pension Liability – CalPERS

Last Ten Fiscal Years*

	Fiscal Year									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
District's proportion of the net pension liability (asset)	0.0656%	0.0653%	0.0699%	0.0698%	0.0700%	0.0719%	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset)	\$ 19,123,875	\$ 17,417,168	\$ 16,692,943	\$ 13,779,359	\$ 10,322,837	\$ 8,165,863	N/A	N/A	N/A	N/A
District's covered payroll**	\$ 9,182,992	\$ 8,709,877	\$ 8,981,012	\$ 8,448,756	\$ 7,788,055	\$ 7,563,145	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	208.25%	199.97%	185.87%	163.09%	132.55%	107.97%	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	70.05%	70.85%	71.87%	73.90%	79.43%	83.38%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

See Accompanying Notes to Required Supplementary Information

National School District

Schedule of the District's Contributions - CalPERS

Last Ten Fiscal Years*

	Fiscal Year									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Contractually required contribution	\$ 1,912,954	\$ 1,658,632	\$ 1,352,731	\$ 1,247,283	\$ 1,000,924	\$ 916,732	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(1,912,954)	(1,658,632)	(1,352,731)	(1,247,283)	(1,000,924)	(916,732)	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	N/A	N/A	N/A
District's covered payroll**	\$ 9,700,086	\$ 9,182,992	\$ 8,709,877	\$ 8,981,012	\$ 8,448,756	\$ 7,788,055	N/A	N/A	N/A	N/A
Contributions as a percentage of covered payroll	19.721%	18.062%	15.531%	13.888%	11.847%	11.771%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on the fiscal year.

See Accompanying Notes to Required Supplementary Information

National School District

Schedule of Changes in the District's Total OPEB Liability and Related Ratios – NSD Retiree Health Benefit Plan Last Ten Fiscal Years*

	Fiscal Year									
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Total OPEB liability:										
Service cost	\$ 1,039,765	\$ 1,088,861	\$ 1,053,567	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Interest	611,260	527,954	497,078	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Changes of benefit terms	-	-	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Differences between expected and actual experience	(2,732,453)	-	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Changes of assumptions	408,413	(534,519)	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Benefit payments	(733,982)	(680,465)	(648,062)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Net change in total OPEB liability	(1,406,997)	401,831	902,583	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total OPEB liability - beginning	15,413,028	15,011,197	14,108,614	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total OPEB liability - ending	<u>\$ 14,006,031</u>	<u>\$ 15,413,028</u>	<u>\$ 15,011,197</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Covered payroll	\$ 36,993,539	\$ 33,246,000	\$ 33,246,000	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total OPEB liability as a percentage of covered payroll	37.86%	46.36%	45.15%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

See Accompanying Notes to Required Supplementary Information

National School District

Notes to Required Supplementary Information
For the Year Ended June 30, 2020

Excess of Expenditures Over Appropriations

As of June 30, 2020, the District's expenditures which exceeded appropriations in the following categories:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>	<u>Reason for Excess Expenditures</u>
General Fund:		
Classified Salaries	\$ 104,170	The District underestimated salary increases associated with bargaining agreements.
Employee Benefits	239,993	The District underestimated employee benefit payments for one time payments made to CalSTRS on behalf of the District by the state.
Other Outgo	38,285	The District underestimated the cost of transfers of services.

Amounts in excess of appropriations were not considered a violation of any laws, regulations, contracts or grant agreements and did not have a direct or material effect on the financial statements.

National School District

Notes to Required Supplementary Information, Continued

For the Year Ended June 30, 2020

Schedule of District's Proportionate Share – CalSTRS

1. Benefit Changes: There were no changes to benefits in 2015, 2016, 2017, 2018, 2019 and 2020.
2. Changes in Assumptions: There were no changes to assumptions in 2015, 2016, 2017, 2019 and 2020. In 2018 there was a change in discount rate from 7.60% to 7.10%.

Schedule of District's Contributions – CalSTRS

The total pension liability for California State Teachers' Retirement System (CalSTRS) was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, 2016, 2017 and 2018 and rolling forward the total pension liabilities to the June 30, 2014, 2015, 2016, 2017, 2018 and 2019 (measurement dates). In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/06 - 06/30/10	07/01/06 - 06/30/10	07/01/06 - 06/30/10
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.60%	7.60%	7.60%
Consumer Price Inflation	3.00%	3.00%	3.00%
Wage Growth (Average)	3.75%	3.75%	3.75%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2018	June 30, 2019	June 30, 2020
Measurement Date	06/30/17	06/30/18	06/30/19
Valuation Date	06/30/16	06/30/17	06/30/20
Experience Study	07/01/06 - 06/30/15	07/01/06 - 06/30/15	07/01/06 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.10%	7.10%	7.10%
Consumer Price Inflation	2.75%	2.75%	2.75%
Wage Growth (Average)	3.50%	3.50%	3.50%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple

CalSTRS changed the mortality assumptions based on the July 1, 2010 through June 30, 2015 experience study adopted by the CalSTRS board in February 2017. CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries. Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on the CalSTRS website.

National School District

Notes to Required Supplementary Information, Continued
For the Year Ended June 30, 2020

Schedule of District's Proportionate Share – CalPERS

1. Benefit Changes: There were no changes to benefits in 2015, 2016, 2017, 2018, 2019 and 2020.
2. Changes in Assumptions. There were no changes in assumptions in 2015, 2017, and 2020. In 2016 the discount rate was changed from 7.50% to 7.65%. In 2018 the discount rate was changed from 7.65% to 7.15%. In 2019, demographic assumptions and inflation rate were changed in accordance to the CalPERS experience study and review of actuarial assumptions published December 2017. There were no changes to the discount rate in this period.

Schedule of District's Contributions – CalPERS

The total pension liability was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, 2016 and 2017 and rolling forward the total pension liabilities to June 30, 2014, 2015, 2016, 2017 and 2018 (measurement dates). The financial reporting actuarial valuation as of June 30, 2014, 2015, 2016, 2017 and 2018 (measurement dates) used the following actuarial methods and assumptions, applied to all periods included in the measurement:

<u>Reporting Period</u>	<u>June 30, 2015</u>	<u>June 30, 2016</u>	<u>June 30, 2017</u>
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/11
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.50%	7.65%	7.65%
Consumer Price Inflation	2.75%	2.75%	2.75%
Wage Growth (Average)	3.00%	3.00%	3.00%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple
<u>Reporting Period</u>	<u>June 30, 2018</u>	<u>June 30, 2019</u>	<u>June 30, 2020</u>
Measurement Date	06/30/17	06/30/18	06/30/19
Valuation Date	06/30/16	06/30/17	06/30/18
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/15	07/01/97 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.15%	7.50%	7.50%
Consumer Price Inflation	2.75%	2.50%	2.50%
Wage Growth (Average)	3.00%	3.00%	3.00%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the December 2017 experience study report (based on demographic data from 1997 to 2015) available on the CalPERS website.

National School District

Notes to Required Supplementary Information, Continued

For the Year Ended June 30, 2020

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

- 1) Benefit Changes: There were no changes to benefit terms for the 2018, 2019, or 2020 fiscal years.
- 2) Changes in Assumptions: In 2019 the discount rate changed from 3.50% to 3.80%. In 2020 the discount rate changed from 3.80% to 2.92%. There have been no additional changes in assumptions.
- 3) No assets are accumulated in a trust that meets the criteria in GASB Statement No. 75 Paragraph 4.
- 4) The following are the discount rates used for each period:

<u>Year</u>	<u>Discount Rate</u>
2018	3.50%
2019	3.80%
2020	2.92%

Combining Statements as Supplementary Information

National School District

Combining Balance Sheet – Nonmajor Governmental Funds

June 30, 2020

	Special Revenue Funds	Capital Project Funds	Debt Service Fund <u> </u> Bond Interest & Redemption Fund	Total Nonmajor Governmental Funds
Assets				
Cash in County Treasury	\$ 262,039	\$ 983,510	\$ 671,036	\$ 1,916,585
Cash on Hand and in Banks	89,665	-	-	89,665
Cash in Revolving Fund	150	-	-	150
Accounts Receivable	749,505	4,164	-	753,669
Due from Other Funds	24,041	3,128	-	27,169
Stores Inventories	64,254	-	-	64,254
Total Assets	<u>\$ 1,189,654</u>	<u>\$ 990,802</u>	<u>\$ 671,036</u>	<u>\$ 2,851,492</u>
Liabilities and Fund Balance:				
Liabilities:				
Accounts Payable	\$ 158,931	\$ -	\$ -	\$ 158,931
Due to Other Funds	363,779	6,307	-	370,086
Total Liabilities	<u>522,710</u>	<u>6,307</u>	<u>-</u>	<u>529,017</u>
Fund Balance:				
Nonspendable	64,404	-	-	64,404
Restricted	601,498	14,643	671,036	1,287,177
Assigned	1,042	969,852	-	970,894
Total Fund Balance	<u>666,944</u>	<u>984,495</u>	<u>671,036</u>	<u>2,322,475</u>
Total Liabilities and Fund Balances	<u>\$ 1,189,654</u>	<u>\$ 990,802</u>	<u>\$ 671,036</u>	<u>\$ 2,851,492</u>

National School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds June 30, 2020

	Special Revenue Funds	Capital Project Funds	Debt Service Fund Bond Interest & Redemption Fund	Total Nonmajor Governmental Funds
Revenues				
Property Taxes	\$ -	\$ -	\$ 1,048,213	\$ 1,048,213
Federal Revenue	3,973,523	-	-	3,973,523
Other State Revenue	2,093,678	-	7,100	2,100,778
Interest	10,070	27,556	11,471	49,097
Other Local Revenue	250,226	-	79	250,305
Total Revenues	<u>\$ 6,327,497</u>	<u>\$ 27,556</u>	<u>\$ 1,066,863</u>	<u>\$ 7,421,916</u>
Expenditures				
Current Expenditures:				
Instruction	2,271,001	-	-	2,271,001
Instruction - Related Services	531,331	-	-	531,331
Pupil Services	3,389,349	-	-	3,389,349
General Administration	404,083	-	-	404,083
Plant Services	163,279	42,787	-	206,066
Capital Outlay	6,423	1,276,392	-	1,282,815
Debt Service:				
Principal	-	-	80,000	80,000
Interest	-	-	982,781	982,781
Total Expenditures	<u>6,765,466</u>	<u>1,319,179</u>	<u>1,062,781</u>	<u>9,147,426</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(437,969)</u>	<u>(1,291,623)</u>	<u>4,082</u>	<u>(1,725,510)</u>
Other Financing Sources (Uses):				
Transfers Out	(747)	-	-	(747)
Total Other Financing Sources (Uses)	<u>(747)</u>	<u>-</u>	<u>-</u>	<u>(747)</u>
Net Change in Fund Balance	(438,716)	(1,291,623)	4,082	(1,726,257)
Fund Balance, Beginning of Year	1,105,660	2,276,118	666,954	4,048,732
Fund Balance, End of Year	<u>\$ 666,944</u>	<u>\$ 984,495</u>	<u>\$ 671,036</u>	<u>\$ 2,322,475</u>

National School District

Combining Balance Sheet – Nonmajor Special Revenue Funds

June 30, 2020

	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Total Nonmajor Special Revenue Funds
Assets				
Cash in County Treasury	\$ 129,520	\$ 132,517	\$ 2	\$ 262,039
Cash on Hand and in Banks	-	89,665	-	89,665
Cash in Revolving Fund	-	150	-	150
Accounts Receivable	547,166	202,339	-	749,505
Due from Other Funds	21,171	2,870	-	24,041
Stores Inventories	-	64,254	-	64,254
Total Assets	<u>\$ 697,857</u>	<u>\$ 491,795</u>	<u>\$ 2</u>	<u>\$ 1,189,654</u>
Liabilities and Fund Balance:				
Liabilities:				
Accounts Payable	\$ 127,705	\$ 31,226	\$ -	\$ 158,931
Due to Other Funds	285,664	78,113	2	363,779
Total Liabilities	<u>413,369</u>	<u>109,339</u>	<u>2</u>	<u>522,710</u>
Fund Balance:				
Nonspendable	-	64,404	-	64,404
Restricted	283,446	318,052	-	601,498
Assigned	1,042	-	-	1,042
Total Fund Balance	<u>284,488</u>	<u>382,456</u>	<u>-</u>	<u>666,944</u>
Total Liabilities and Fund Balances	<u>\$ 697,857</u>	<u>\$ 491,795</u>	<u>\$ 2</u>	<u>\$ 1,189,654</u>

National School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances –
 Nonmajor Special Revenue Funds
 June 30, 2020

	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Total Nonmajor Special Revenue Funds
Revenues				
Federal Revenue	\$ 1,175,167	\$ 2,798,356	\$ -	\$ 3,973,523
Other State Revenue	1,890,720	202,958	-	2,093,678
Interest	3,058	6,265	747	10,070
Other Local Revenue	226,975	23,251	-	250,226
Total Revenues	<u>\$ 3,295,920</u>	<u>\$ 3,030,830</u>	<u>\$ 747</u>	<u>\$ 6,327,497</u>
Expenditures				
Current Expenditures:				
Instruction	2,271,001	-	-	2,271,001
Instruction - Related Services	531,331	-	-	531,331
Pupil Services	82,459	3,306,890	-	3,389,349
General Administration	234,749	169,334	-	404,083
Plant Services	162,861	418	-	163,279
Capital Outlay	-	6,423	-	6,423
Total Expenditures	<u>3,282,401</u>	<u>3,483,065</u>	<u>-</u>	<u>6,765,466</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>13,519</u>	<u>(452,235)</u>	<u>747</u>	<u>(437,969)</u>
Other Financing Sources (Uses):				
Transfers Out	-	-	(747)	(747)
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>(747)</u>	<u>(747)</u>
Net Change in Fund Balance	13,519	(452,235)	-	(438,716)
Fund Balance, Beginning of Year	270,969	834,691	-	1,105,660
Fund Balance, End of Year	<u>\$ 284,488</u>	<u>\$ 382,456</u>	<u>\$ -</u>	<u>\$ 666,944</u>

National School District

Combining Balance Sheet – Nonmajor Capital Projects Funds

June 30, 2020

	Building Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Total Nonmajor Capital Projects Funds
Assets				
Cash in County Treasury	\$ -	\$ 14,582	\$ 968,928	\$ 983,510
Accounts Receivable	51	61	4,052	4,164
Due from Other Funds	3,128	-	-	3,128
Total Assets	<u>\$ 3,179</u>	<u>\$ 14,643</u>	<u>\$ 972,980</u>	<u>\$ 990,802</u>
Liabilities and Fund Balance:				
Liabilities:				
Due to Other Funds	\$ 3,179	\$ -	\$ 3,128	\$ 6,307
Total Liabilities	<u>3,179</u>	<u>-</u>	<u>3,128</u>	<u>6,307</u>
Fund Balance:				
Restricted	-	14,643	-	14,643
Assigned	-	-	969,852	969,852
Total Fund Balance	<u>-</u>	<u>14,643</u>	<u>969,852</u>	<u>984,495</u>
Total Liabilities and Fund Balances	<u>\$ 3,179</u>	<u>\$ 14,643</u>	<u>\$ 972,980</u>	<u>\$ 990,802</u>

National School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances –
 Nonmajor Capital Projects Funds
 June 30, 2020

	Building Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Total Nonmajor Capital Projects Funds
Revenues				
Interest	\$ 7,659	\$ 291	\$ 19,606	\$ 27,556
Total Revenues	<u>\$ 7,659</u>	<u>\$ 291</u>	<u>\$ 19,606</u>	<u>\$ 27,556</u>
Expenditures				
Current Expenditures:				
Plant Services	39,659	-	3,128	42,787
Capital Outlay	1,276,392	-	-	1,276,392
Total Expenditures	<u>1,316,051</u>	<u>-</u>	<u>3,128</u>	<u>1,319,179</u>
Net Change in Fund Balance	(1,308,392)	291	16,478	(1,291,623)
Fund Balance, Beginning of Year	1,308,392	14,352	953,374	2,276,118
Fund Balance, End of Year	<u>\$ -</u>	<u>\$ 14,643</u>	<u>\$ 969,852</u>	<u>\$ 984,495</u>

Other Supplementary Information

National School District

Local Education Agency Organization Structure

June 30, 2020

The National School District was established in 1871. There were no changes in the boundaries of the District during the current fiscal year. The District is currently operating ten elementary schools for kindergarten through grade six and one preschool. In addition, the District has authorized Integrity Charter School, which serves students in grades kindergarten through eighth grade.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Barbara Avalos	President	Four Year Term Expires December 2020
Brian Clapper	Clerk	Four Year Term Expires December 2020
Alma Sarmiento	Member	Four Year Term Expires December 2022
Maria Betancourt-Castañeda	Member	Four Year Term Expires December 2022
Maria Dalla	Member	Four Year Term Expires December 2022

ADMINISTRATION

Leighangela Brady, Ed.D.
Superintendent

Leticia Hernandez, Ed.D.
Assistant Superintendent
Human Resources

Sharmila Kraft, Ed.D.
Assistant Superintendent
Educational Services

Lisbeth Johnson, Ed.D.
Interim Assistant Superintendent
Business Services

National School District

Schedule of Average Daily Attendance
Year Ended June 30, 2020

	Second Period Report		Annual Report	
	Certificate #670AB848		Certificate #ADE63BF1	
	Original	Revised	Revised	Revised
TK/K-3				
Regular ADA	2,728.58	N/A	2,728.58	N/A
Extended Year Special Education	2.38	N/A	2.38	N/A
Nonpublic, Nonsectarian Schools	2.00	N/A	2.00	N/A
Total TK/K-3	2,732.96	N/A	2,732.96	N/A
Grades 4-6				
Regular ADA	2,082.75	N/A	2,082.75	N/A
Extended Year Special Education	1.19	N/A	1.19	N/A
Nonpublic, Nonsectarian Schools	2.65	N/A	2.65	N/A
Total Grades 4-6	2,086.59	N/A	2,086.59	N/A
Total ADA	4,819.55	N/A	4,819.55	N/A

N/A – There were no audit findings which resulted in necessary revisions to attendance for the Second Period Report.

On March 17, 2020 Governor Newsom signed Senate Bill (SB) 117 which mitigated the effect of lost attendance due to COVID-19 that occurred after February 29, 2020. For the purpose of preventing losses of attendance-based funding as a result of reductions in average daily attendance (ADA) due to COVID-19, this legislation provided that the ADA used for both the second period (P2) and the Annual period apportionment include all full school months from July 1, 2019 to February 29, 2020 for all local education agencies (LEAs).

Average daily attendance is a measurement of the number of pupils attending classes of the District and Charter Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

National School District
 Schedule of Instructional Time
 Year Ended June 30, 2020

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2019-20 Actual Minutes</u>	<u>2019-20 COVID-19 Closure Minutes</u>	<u>2019-20 Total Instructional Minutes</u>	<u>2019-20 Actual School Days</u>	<u>2019-20 COVID-19 Closure Days</u>	<u>2019-20 Total School Days</u>	<u>Status</u>
National School District								
Kindergarten	36,000	40,105	14,420	54,525	133	47	180	Complied
1st Grade	50,400	39,815	14,420	54,235	133	47	180	Complied
2nd Grade	50,400	39,815	14,420	54,235	133	47	180	Complied
3rd Grade	50,400	39,815	14,420	54,235	133	47	180	Complied
4th Grade	54,000	39,815	14,420	54,235	133	47	180	Complied
5th Grade	54,000	39,815	14,420	54,235	133	47	180	Complied
6th Grade	54,000	39,815	14,420	54,235	133	47	180	Complied
John Otis Elementary School								
Kindergarten	36,000	40,480	14,610	55,090	133	47	180	Complied
1st Grade	50,400	39,150	14,185	53,335	133	47	180	Complied
2nd Grade	50,400	39,815	14,420	54,235	133	47	180	Complied
3rd Grade	50,400	39,815	14,420	54,235	133	47	180	Complied
4th Grade	54,000	39,815	14,420	54,235	133	47	180	Complied
5th Grade	54,000	39,150	14,185	53,335	133	47	180	Did Not Comply
6th Grade	54,000	39,815	14,420	54,235	133	47	180	Complied

Due to COVID-19 the District closed all campuses on March 17, 2020 through the end of the school year. Distance learning was provided to students for school days during the closure. This schedule has been reflected based on the original approved calendar and instructional time planned by the District for the 2019-20 fiscal year.

School districts and charter schools must maintain their instructional minutes as defined in Education Code §46201 through §46207. This schedule is required of all school districts, including basic aid districts, as well as all charter schools.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code §46201 through §46207. The District and Charter Schools have met or exceeded their target funding.

National School District

Schedule of Financial Trends and Analysis Year Ended June 30, 2020

<u>General Fund</u>	<u>Budget 2021 (See Note 1)</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Revenues and Other Financing Sources	\$ 75,011,036	\$ 72,004,191	\$ 72,565,062	\$ 67,961,939
Expenditures and Other Financing Uses	<u>79,149,558</u>	<u>73,846,481</u>	<u>74,855,392</u>	<u>64,646,739</u>
Net Change in Fund Balance	<u>(4,138,522)</u>	<u>(1,842,290)</u>	<u>(2,290,330)</u>	<u>3,315,200</u>
Ending Fund Balance	<u>\$ 10,385,441</u>	<u>\$ 14,523,963</u>	<u>\$ 16,366,253</u>	<u>\$ 18,656,583</u>
Available Reserves (See Note 2)	<u>\$ 2,999,599</u>	<u>\$ 6,661,665</u>	<u>\$ 6,681,853</u>	<u>\$ 10,457,241</u>
Available Reserves as a Percentage of Total Outgo	<u>3.79%</u>	<u>9.02%</u>	<u>8.93%</u>	<u>16.18%</u>
Long Term Debt	<u>\$ 27,374,557</u>	<u>\$ 27,954,067</u>	<u>\$ 28,756,154</u>	<u>\$ 30,161,335</u>
Average Daily Attendance at P2	<u>4,820</u>	<u>4,820</u>	<u>4,977</u>	<u>5,148</u>

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The general fund balance has decreased by \$4,132,620 (22.15%) over the past two years. The fiscal year 2020-21 budget projects a decrease of \$4,138,522 (30.95%). For a district of this size, the State recommends available reserves of 3% of total general fund expenditures and other financing uses (total outgo).

Total long-term debt has decreased by \$2,207,268 over the past two years.

Average daily attendance has decreased by 328 over the past two years.

Notes:

1. Budget 2021 is included for analytical purposes only and has not been subjected to audit.
2. Available reserves consist of all unassigned fund balances contained within the general fund and all assigned fund balances designated for economic uncertainty.

National School District

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements Year Ended June 30, 2020

The fund balances for all funds as reported by the District in their unaudited financial statements are in agreement with the fund balances reported in the accompanying audited financial statements.

This schedule provides the information necessary to reconcile the fund balances of all funds as reported on the SACS Annual Financial and Budget Report with the audited financial statements. Funds that required no adjustment are not presented.

National School District

Schedule of Charter Schools

Year Ended June 30, 2020

The National School District charters the following charter schools:

<u>Charter Schools</u>	<u>Charter Number</u>	<u>Included in Audit?</u>
Integrity Charter School	0553	No

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit.

National School District

Schedule of Expenditures of Federal Awards Year Ended June 30, 2020

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Total Federal Expenditures
CHILD NUTRITION CLUSTER:				
<u>U.S. Department of Agriculture</u>				
Passed through California Department of Education				
School Breakfast Program	10.553	13526	\$ -	\$ 658,552
National School Lunch Program	10.555	13523	-	2,028,125
National School Lunch Program - Noncash Commodities	10.555	13392	-	111,680
Total Child Nutrition Cluster			-	2,798,357
SPECIAL EDUCATION (IDEA) CLUSTER:				
<u>U.S. Department of Education</u>				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	-	1,064,026
IDEA Local Assistance - Private Schools	84.027	10015	7,395	7,395
IDEA Mental Health	84.027	13430	-	57,295
IDEA Preschool Grants	84.173	15197	-	42,954
IDEA Preschool Staff Development	84.173	13431	-	506
Total Special Education (IDEA) Cluster			7,395	1,172,176
OTHER PROGRAMS:				
<u>U.S. Department of Health and Human Services</u>				
Passed through California Department of Education				
Head Start	93.600	10016	-	1,175,167
<u>U.S. Department of Education</u>				
Passed through California Department of Education				
Title I	84.010	14329	-	1,756,511
Title III English Learner Student Program	84.365	14346	-	370,330
Title II Supporting Effective Instruction	84.367	14341	-	226,868
School Improvement Grant	84.377	15127	-	156,120
Title IV Student Support Academic Enrichment	84.424	15396	-	114,689
Total Other Programs			-	3,799,685
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 7,395	\$ 7,770,218

See accompanying notes to schedule of expenditures of federal awards.

National School District

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2020

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The District used an indirect cost rate of 8.10% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The District did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*. The following programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the District:

<u>Program</u>	<u>CFDA #</u>	<u>Indirect Cost Rate</u>
Child Nutrition Cluster	10.553, 10.555	5.12%
Title III English Learner Student Program	84.365	2.00%

Schoolwide Program

The District operates “schoolwide programs” at all school sites. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the District in its schoolwide programs:

<u>Program</u>	<u>CFDA #</u>	<u>Amount Expended</u>
Title I	84.010	\$ 1,756,511

Other Independent Auditors' Reports

Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Education
National School District
National City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of National School District (District), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise National School District's basic financial statements, and have issued our report thereon dated March 3, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered National School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of National School District's internal control. Accordingly, we do not express an opinion on the effectiveness of National School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been detected.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether National School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 3, 2021

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Education
National School District
National City, California

Report on Compliance for Each Major Federal Program

We have audited National School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of National School District's major federal programs for the year ended June 30, 2020. National School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of National School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about National School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of National School District's compliance.

Opinion on Each Major Federal Program

In our opinion, National School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of National School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered National School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of National School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 3, 2021

Independent Auditor's Report on State Compliance

To the Board of Education
National School District
National City, California

Report on State Compliance

We have audited the National School District's compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2020.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's Audit Guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District’s compliance with state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other Than Charter Schools	
A. Attendance.....	Yes
B. Teacher Certification and Misassignments.....	Yes
C. Kindergarten Continuance.....	Yes
D. Independent Study.....	N/A
E. Continuation Education.....	N/A
F. Instructional Time.....	Yes
G. Instructional Materials.....	Yes
H. Ratio of Administrative Employees to Teachers.....	Yes
I. Classroom Teacher Salaries.....	Yes
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	Yes
L. School Accountability Report Card.....	Yes
M. Juvenile Court Schools.....	N/A
N. Middle or Early College High Schools.....	N/A
O. K-3 Grade Span Adjustment.....	Yes
P. Transportation Maintenance of Effort.....	Yes
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	Yes
S. District of Choice.....	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act.....	Yes
U. After/Before School Education and Safety Program.....	Yes
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
Charter Schools	
AA. Attendance.....	N/A
BB. Mode of Instruction.....	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	N/A
DD. Determination of Funding for Nonclassroom Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	N/A
FF. Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, National School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance with the statutory requirements for programs noted above, which are required to be reported in accordance with the States audit guide, *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 and which are described in the accompanying Schedule of Findings and Questioned Costs as items 2020-001 and 2020-002.

National School District's Response to Findings

National School District's response to the findings identified in our audit are described in the accompanying corrective action plan. National School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
March 3, 2021

Auditor's Results, Findings & Recommendations

National School District

Schedule of Auditor's Results

Year Ended June 30, 2020

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

FEDERAL AWARDS

Internal control over major programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Type of auditor's report issued on compliance for major programs: Unmodified

Compliance supplement utilized for single audit August 2020 with December 2020 Addendum

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I
84.367	Title II Supporting Effective Instruction
93.600	Head Start

Dollar threshold used to distinguish between Type A and Type B programs \$750,000

Auditee qualified as low-risk auditee? X Yes No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *2019-20 Guide for Annual Audits of California K-12 Local Education Agencies?* X Yes No

Type of auditor's report issued on compliance for state programs: Unmodified

National School District

Schedule of Findings and Questioned Costs

Year Ended June 30, 2020

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Awards

None

National School District

Schedule of Findings and Questioned Costs, Continued

Year Ended June 30, 2020

C. State Award Findings

Finding Number: 2020-001
Repeat Finding: No
Description: Instructional Time
Type of Finding: State Compliance (40000)

Criteria or Specific Requirement

Education Code §46201 requires minimum instructional minutes in grades 4-8 of 54,000.

Condition

Instructional minutes for fifth grade at John Otis Elementary School calculated to 53,335, an amount short of the minimum requirement by 665 minutes.

Questioned Costs

\$84,594 – Calculated using the 2019-20 Audit Penalty Calculator provided by the California Department of Education for 5th Grade ADA of 653.35 at P2 for the District.

Cause

There was a miscalculation of instructional time at the beginning of the school year which resulted in a grade level at one school site to be short their minimum annual instructional minutes.

Effect

The school site did not comply with the requirements of Education Code §46201 for fifth grade students.

Context

The District has ten school sites with fifth grade students, the error in calculation occurred at one school site. All other grade levels and school sites complied with the minimum required instructional minutes as outlined in Education Code §46201.

Due to COVID19, there are no annual instructional time requirements for the 2020-21 fiscal year. Districts must follow the provisions of Education Code §43500-43504 as identified by Senate Bill 98 and amended by Senate Bill 820 for instructional time requirements. In the 2021-22 fiscal year the requirements revert back to Education Code requirements effective in the 2019-20 year.

Recommendation

We recommend the District implement review procedures over all instructional time calculations to ensure that minimum instructional minutes are met at each school site for each grade level. Additionally, the District may look into a waiver of the penalty with the California Department of Education which typically requires making up the missing minutes for two consecutive years.

Views of Responsible Officials

See Corrective Action Plan

National School District

Schedule of Findings and Questioned Costs, Continued

Year Ended June 30, 2020

Finding Number: 2020-002
Repeat Finding: No
Description: GANN Limit
Type of Finding: State Compliance (40000)

Criteria or Specific Requirement

Education Code §42132 requires the District's governing board to adopt a resolution identifying actual appropriations limit, known as the GANN limit, for the prior year on or before September 15 of each year. This GANN limit is utilized in the calculation of the current year GANN limit.

Condition

In our review of the GANN limit calculation for 2019-20 we identified a variance of prior year amounts when comparing the Final Prior Year Appropriations Limit to the 2018-19 Actual Appropriations Limit calculation of \$2,412. Upon further review, it appears that when the official file is loaded into different computers the appropriations limit inflation adjustment, an amount which pre-populates and cannot be changed by the District, changes resulting in a variance in the final calculation. The computer used by the District inflation adjustment showed 1.0369 vs the computer utilized by the County Office of Education for the official file submitted to the California Department of Education inflation adjustment showed 1.0367.

Questioned Costs

\$2,412

Cause

The state issued software appears to calculate different amounts for inflation adjustment from different computers.

Effect

Amounts calculated on the 2019-20 appropriations calculation are utilizing an incorrect prior year appropriations limit final calculation.

Context

In November of 1979, California voters approved Proposition 4, an initiative that added Article XIII-B to the California Constitution. This constitutional amendment, known as the Gann Initiative, place limits on the growth of expenditures for publicly funded programs. Calculation of the GANN Limit ensure that Districts are in compliance with this constitutional amendment.

Recommendation

Establish review procedures over the GANN Limit calculation to ensure a proper prior year amount is being utilized in the calculation.

Views of Responsible Officials

See Corrective Action Plan



March 3, 2021

To Whom it May Concern:

The accompanying Corrective Action Plan has been prepared as required by the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the Education Audit appeals Panel. The name of the contact person responsible for corrective action, the planned corrective action, and the anticipated completion date for each finding included in the current year's Schedule of Findings and Questioned Costs have been provided.

In addition, we have also prepared the accompanying Summary Schedule of Prior Audit Findings which includes the status of audit findings reported in the prior year's audit.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Leighangela Brady".

Dr. Leighangela Brady
Superintendent

NATIONAL SCHOOL DISTRICT

1500 'N' Avenue • National City, CA 91950 • (619) 336-7500 • Fax (619) 336-7505 • <http://nsd.us>

Creating Successful Learners... Now

National School District

Corrective Action Plan
Year Ended June 30, 2020

State Compliance Findings

Finding Number: 2020-001
Program Name: Instructional Time
Contact Person: Dr. Sharmila Kraft, Assistant Superintendent, Educational Services
Anticipated Completion Date: Ongoing

Planned Corrective Action: The Business Services Office will calculate instructional minutes for all of its ten schools and communicate appropriate personnel within the District if instructional minutes do not meet the minimum requirement.

Finding Number: 2020-002
Program Name: GANN Limit
Contact Person: Erina Cowart, Director of Finance
Anticipated Completion Date: March 2021

Planned Corrective Action: In the past, the District heavily relied on the prepopulated data in Standardized Account Code Structure (SACS) software which was used by local educational agencies in preparing budgets, interim reports, and year-end financial reports to the California Department of Education. The District will make sure that all prepopulated data are correct before finalizing its year-end financial reports (unaudited actuals).

National School District

Schedule of Prior Year Audit Findings

Year Ended June 30, 2020

Finding/Recommendation	Status	Explanation if Not Implemented
------------------------	--------	--------------------------------

There were no audit findings reported in the prior year audit.