

South Bay Union School District Board of Trustees Meeting

Thursday
July 22, 2021
Zoom Conferencing

This meeting will be recorded.

Welcome

Welcome to the meeting of the South Bay Union School District Board of Trustees. As a courtesy to others, we ask that you silence your cell phones during the meeting. Your cooperation is appreciated.

If you wish to address the Board of Trustees

The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board, matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard it the Board shall provide an opportunity for the public to speak. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. Speakers are not permitted to yield their time to another person. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board.

Brown Act

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board of Trustees in advance of its meetings, may be viewed at the South Bay Union School District located at 601 Elm Avenue, Imperial Beach, California 91932. In addition, if you would like a copy of any record related to an item on the agenda, please contact the Superintendent's Office at 619-628-1605. Also, in accordance with the Brown Act, all public Board meeting tape recordings are available for review for 30 days following the meeting, after which they are recycled. Please contact the Superintendent's Office at 619-628-1605 if you wish to schedule an appointment to review the tape recording.

Compliance with the Americans with Disabilities Act (ADA)

The South Bay Union School District, in compliance with the Americans with Disabilities Act (ADA) and California Government Code section 54953.2 reads "All meetings of a legislative body of a local agency that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Contact the Superintendent's Office at 619-628-1605 for specific information on resources/programs that may be available for such accommodation at least 48 hours in advance of meetings and five days in advance of scheduled services and activities. Translation and Hearing-Impaired services are also available."

Cumplimiento de la Ley de Estadounidenses con Discapacidades (ADA)

El distrito Escolar de South Bay Union, en cumplimiento con la Ley de las Américas con Discapacidades (ADA) y la sección 54953.2 del Código gubernamental de California, dice: ' Todas las reuniones de un órgano legislativo de una agencia local que sean abiertas y públicas deberán cumplir con las protecciones y prohibiciones contenidas en la Sección 202 de la Ley de Estadounidenses con Discapacidades de 1990 (42 U.S.C. Artículo 12132),y las normas y reglamentos federales adoptados en aplicación de los mismos. A petición por escrito al Distrito, se proporcionarán modificaciones o adaptaciones relacionadas con la discapacidad, incluyendo ayudas o servicios auxiliares. Comuníquese con la oficina del Superintendente al 619-628-1605 para obtener información específica sobre los recursos/programas que pueden estar disponibles para dicho alojamiento al menos 48 horas antes de las reuniones y cinco días antes de los servicios y actividades programadas. También hay servicios de

traducción y con discapacidad auditiva.'

The South Bay Union School District is an Equal Opportunity Employer

The South Bay Union School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable State and Federal laws and regulations. The District official who monitors compliance is the Assistant Superintendent of Human Resources and Organizational Development, 601 Elm Avenue, Imperial Beach, CA 91932, phone 619-628-1690. Individuals who believe they have been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources and Organizational Development Office.

**South Bay Union School District
Board of Trustees Meeting
Zoom Conferencing
July 22, 2021
Agenda**

1. ZOOM CONFERENCE INFORMATION

The South Bay Union Board of Trustees will be holding their Regular Board Meeting via Zoom Conferencing. You may access this meeting via this link:

<https://us02web.zoom.us/j/85781606201>

In lieu of in-person attendance and only during the time of this public health crisis, members of the public can submit their comments on agenda and non-agenda items via email to acooper@sbusd.org.

Comments for the "Public Comments" section of the agenda must be received by the time the President opens that portion of the agenda. Comments for agenda items will be accepted until the President announces that public comment for that item is closed. A recess may be called to allow District staff to review the correspondence. The Board welcomes your comments and your continued participation and involvement in the District's decision-making process.

Email Structure

- Subject: Agenda Item Number and Short Description**
- Body Text: Your comment will be read aloud and entered into the record. Comments will be limited to three minutes.**

REGULAR BOARD MEETING - 6:00 PM, BURRESS AUDITORIUM

2. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE

Call to order by President Doyle at ____ PM.

Roll Call:

Mary Doyle, President	Present ____	Absent ____
Louis Barrios, Vice President	Present ____	Absent ____
Cheryl Quinones, Clerk	Present ____	Absent ____
Marco Amaral, Member	Present ____	Absent ____
Jannet Medina, Member	Present ____	Absent ____

3. CHANGES IN THE AGENDA

At this time Trustees or Staff may recommend changing the order of agenda items and/or request that an item from the Consent Calendar be placed within the Discussion/Action section of the Board Meeting. The Secretary will keep track of any recommendations. Note: No new items may be added without advance public notice.

4. **APPROVAL OF MEETING AGENDA**

Approve the July 22, 2021 Regular Board Meeting Agenda after determining any changes to the Order of Business.

Motion _____ **Second** _____ **Vote** _____

5. **COMMUNICATIONS TO THE BOARD OF TRUSTEES**

Five Minute Limit per Group

- Educational Leadership
- Capital Projects
- South Bay PTA Council
- South Bay Union School District Education Foundation
- California School Employees Association, Chapter 59 (CSEA)
- Southwest Teachers Association (SWTA)
- District Superintendent

6. **PUBLIC COMMENTS ON NON-AGENDA ITEMS**

7. **DISCUSSION/ACTION ITEMS**

GENERAL FUNCTIONS

A. Contract with Leadership Associates

Approve the Services Agreement Contract with Leadership Associates to conduct a Superintendent search.

Motion _____ **Second** _____ **Vote** _____

EDUCATIONAL LEADERSHIP

B. ESSER Safe Return to In-Person Instruction and Continuity of Services Plan

Recognize **Deputy Superintendent Cindy Wagner** and **approve** the ESSER Safe Return to In-Person Instruction and Continuity of Services Plan.

Motion _____ **Second** _____ **Vote** _____

C. School Plans for Student Achievement

Recognize **Deputy Superintendent Cindy Wagner** and **approve** the School Plans for Student Achievement.

Motion _____ **Second** _____ **Vote** _____

D. Governance Documents

Recognize **Deputy Superintendent Cindy Wagner**, review the Board Governance Documents, provide comments/direction, and **approve** for First and Final Reading.

- BP/AR 6158 - Independent Study

Motion _____ **Second** _____ **Vote** _____

CONSENT CALENDAR

All matters listed on the Consent Calendar are considered by the Board to be routine and will be enacted in one motion in the form listed below. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff or the public wish to comment on any item. Only Board members may remove a consent item for discussion and separate vote. The Superintendent and staff recommend approval/adoption/ratification/acceptance of all Consent

Calendar items, unless otherwise noted.

Motion _____ **Second** _____ **Vote** _____

GENERAL FUNCTIONS

E. Minutes

Approve the Minutes of the Regular Meeting on June 10, 2021 and the Special Meeting on July 15, 2021.

F. Proclamation - Women's Equality Day

Adopt the Proclamation recognizing Women's Equality Day on August 26, 2021.

EDUCATIONAL LEADERSHIP

G. Resolution 21-011

Adopt Resolution 21-011 to enter into a local agreement with the California Department of Education for Child Development Services for the 2021-2022 school year.

H. Agreement with Jewish Family Service

Approve the agreement with Jewish Family Service for the Positive Parenting Program.

I. Williams UCP Report: Quarter 4

Accept the Williams Uniform Complaint Procedures Report for Quarter 4.

J. Agreement with South Bay Community Services - Mental Health

Approve agreement with South Bay Community Services for implementation of the Children's Mental Health Program.

K. Agreement with San Joaquin County Office of Education

Approve agreement with the San Joaquin County Office of Education.

L. Confidential Settlement Agreement - SSID# 4502330346 Perm ID: 1118052

Approve the Confidential Settlement Agreement.

M. Agreement with the Orange County Office of Education

Approve the agreement with the Orange County Office of Education.

N. Agreement with Maxim Healthcare Services

Approve the agreement with Maxim Healthcare Services for Special Education staffing.

O. Agreement with the San Diego Center for Children

Approve the agreement with the San Diego Center for Children for Non-Public School placements for 2021-2022.

P. Award of Bid

Approve the award of bid for unified communication services to En@.

Q. Agreement with South Bay Community Services - PEI

Approve agreement with South Bay Community Services for implementation of school-based Prevention and Early Intervention (PEI) services.

R. Agreement with the Institute for Effective Education

Approve the agreement with the Institute for Effective Education for Non-Public School placements for 2021-2022.

S. Confidential Settlement Agreement - SSID# 8239246907 Perm ID: 1120896

Approve the Confidential Settlement Agreement.

BUSINESS SERVICES

T. Warrant and Check Registers

Approve/ratify the school district warrants and checks as listed.

U. Purchase Order Reports 13 and 1

Approve/ratify the Purchase Orders listed on Purchase Order Reports 13 and 1.

V. Memorandum of Understanding (Impacts and Effects of Technology) - CSEA,

Chapter 59

Approve/ratify the MOU with CSEA, Chapter 59 regarding the Impacts and Effects of Technology.

W. Memorandum of Understanding (Impacts and Effects of Layoff) - CSEA, Chapter 59

Approve/ratify the MOU with CSEA, Chapter 59 regarding the Impacts and Effects of Resolution 20-039.

X. Memorandums of Understanding SWTA

Approve/ratify the Memorandums of Understanding with SWTA.

Y. Child Nutrition Procurement

Approve proceeding with the contracts and vendors for Child Nutrition procurement for 2021-2022.

Z. Agreement for Legal Services

Approve the 2021-22 Agreement for Legal Services with Atkinson, Andelson, Loya, Ruud & Romo.

HUMAN RESOURCES

AA. Activity Lists

Approve the Certificated and Classified Activity Lists.

AB. Resolution 21-012

Adopt Resolution 21-012 regarding the District's intent to assign teachers under Board Policy 4113 to provide greater flexibility in local teacher assignments in grades TK-8.

8. COMMUNICATIONS FROM THE BOARD OF TRUSTEES (3 minute limit per Trustee)

9. ADJOURNMENT

Meeting adjourned by Board President at ____ PM.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Board of Trustees
FROM: Board of Trustees
SUBJECT: Contract with Leadership Associates

BACKGROUND INFORMATION

Superintendent Katie McNamara has submitted her retirement, effective November 2, 2021.

CURRENT CONSIDERATIONS

At their meeting on July 15, 2021, the Board of Trustees approved contracting with Leadership Associates to conduct a search for the District's new Superintendent. The contract is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

There is no impact on student achievement related to this item.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The total cost of the contract is \$22,500, payable in two increments: (1) \$11,250 upon completion of stakeholder input, and (2), \$11,250 upon selection of a finalist.

RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the Services Agreement Contract with Leadership Associates to conduct a Superintendent search.

ATTACHMENTS:

Description	Upload Date	Type
Contract	7/16/2021	Exhibit



SERVICES AGREEMENT

LEADERSHIP ASSOCIATES

www.leadershipassociates.org

3905 State Street #7-407
Santa Barbara, CA 93105
(805) 364-2775

AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT is made this **22nd day of July 2021** between LEADERSHIP ASSOCIATES, hereinafter called the Contractor, and **SOUTH BAY UNION SCHOOL DISTRICT**, hereinafter called the District.

The Contractor agrees to perform services for the District as follows:

The Contractor will conduct a Superintendent search, as delineated in the attached Summary of Services.

The District agrees to pay the Contractor **TWENTY-TWO THOUSAND, FIVE HUNDRED DOLLARS (\$22,500)** for services provided. Payment is to take place in two increments: **(1) \$11,250** upon completion of stakeholder input, and **(2), \$11,250** upon selection of a finalist. The Contractor will submit invoices to the District for each of the payment increments. Payments are due within 30 days of receipt of invoice.

**Remittance payable/forwarded to: Leadership Associates
Attn: Betty Hall
449 W. Foothill Blvd., #427
Glendora, CA 91741**

The Contractor is to perform the above services **beginning July 16, 2021, with ratification of agreement on July 22, 2021.**

Contractor agrees to hold harmless and indemnify the District, its officers, agents, and employees with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of person or damage to, destruction, loss, or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder.

It is expressly understood and agreed to by both parties hereto that the Contractor, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent, or employee of the aforesaid District. Either party may terminate this agreement by providing the other party with ten (10) days written notice. Upon such termination, fees will be determined on a pro rata basis.

Leadership Associates does not participate in a California public pension system. Leadership Associates and the District understand that the work/services provided should not be considered creditable toward the STRS earnings limit as the work is not normally performed by employees of the District and requires less than 24 months (496 business days). REF. CA Education Code § 26135.7 (2014)

CONTRACTOR:
LEADERSHIP ASSOCIATES
Taxpayer ID#: 68-0383653

DISTRICT:
SOUTH BAY UNION SCHOOL DISTRICT

By: Richard D. Thome

By: _____

Name: Rich Thome

Name: _____

Title: Lead Consultant

Title: _____

Date: July 15, 2021

Date: _____

FEE AND SUMMARY OF SERVICES

SOUTH BAY UNION SCHOOL DISTRICT SUPERINTENDENT SEARCH

I. TOTAL FEE TO CONDUCT SEARCH: \$22,500 (all-inclusive)

This fee includes:

- All expenses incurred by consultants
- All consultations with the Board
- Development and posting of the position description announcing the position
- Cost of advertising in EdCal (Two consecutive publications)
- Acceptance of applications and responding to all inquiries regarding the position
- Recruitment of candidates and extensive background checks
- Gathering of community and staff input and providing Board with a written report, including online survey
- Coordination of logistics of the search:
 - scheduling appointments
 - notification of unsuccessful candidates
 - scheduling community verification process
- Assisting in the development of interview questions and supporting the Board with the interview process
- Assisting the Board's administrative assistant throughout the process with templates, scheduling of input sessions, checklists, online postings, and sample agenda language
- Acting as an advisor to the Board of Education
- Assisting the new superintendent and Board through transition and community verification process, if conducted

II. GUARANTEE

- Should the new superintendent leave within two years, Leadership Associates will conduct a new search at no cost except for travel and advertising expenses, provided the Board majority remains the same.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: ESSER Safe Return to In-Person Instruction and Continuity of Services Plan

BACKGROUND INFORMATION

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

CURRENT CONSIDERATIONS

With the approval of the federal American Rescue Plan, each local educational agency receiving Elementary and Secondary School Emergency Relief (ARP ESSER) funds is required to adopt a Safe Return to In-Person Instruction and Continuity of Services Plan (Exhibit) and review it at least every six months for possible revisions. The plan must describe how the local educational agency will maintain the health and safety of students, educators and other staff.

IMPACT ON STUDENT ACHIEVEMENT

Safely returning students to in-person learning is a high priority and will have a significant impact on improving student achievement. In addition, ESSER funding is serving critical needs in the areas of academics, mental health, and safety.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial impacts of the LEA plan itself. The Board has approved the COVID Spending Plan and will take further action on the fiscal portion of ESSER in future Board meetings.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the ESSER Safe Return to In-Person Instruction and Continuity of Services Plan.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseeinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

South Bay Union School District

Option for ensuring safe in-person instruction and continuity of services:
will amend its plan

1. Please choose one:

- ☐ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

- ☒ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

SBUSD has a reopening plan, and COVID Prevention Plan. SBUSD has amended these plan given most recent public health guidelines to be in full compliance within 30 days of completing ESSER III assurances.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

SBUSD will continue to maintain health and safety protocols consistent with the most recent public health guidance from CDC, CDPH, and local agencies. Through collaboration with the San Diego County Public Health Department and San Diego County Office of Education, district staff have a deep understanding of key mitigation strategies and any changes made to guidance. Staff update all plans and policies as regulations and guidance change. Key mitigation strategies include universal masking, access to frequent hand washing, enhanced ventilation through HEPA air scrubbers throughout the district and in all classrooms, increased cleaning protocols, and access to free and on-site antigen and/or PCR testing. In addition, the district maintains a compliant COVID Prevention Plan, in alignment with current CalOSHA standards.

As per California Public Health Department Guidance for K-12 Schools, issued on JULY 12, 2021 the following measures are in place:

Masking:

K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students. Masks are optional outdoors for all in K-12 school settings. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it. All students will be provided a cloth face mask and will be given a disposable mask if they arrive at school without one.

Physical Distancing:

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies such as masking are implemented. Classroom space will be maximized.

Ventilation:

Ventilation will be optimized through the use of HEPA air filters in all classroom spaces and other critical indoor spaces.

Staying Home When Sick and Quarantine:

Students and staff will be asked to stay home or isolate when sick, as per the San Diego County COVID-19 Decision Tree, based on CDPH Guidance

Testing:

Free, onsite testing options will be made available through state-wide testing programs as well as a contract with USCD HHealth Services. This testing will be used in preventative screening and contact tracing. Testing is not required of students or staff.

Case Reporting:

All positive cases of COVID-19 will be reported to the San Diego County Public Health department through a district liaison.

Hand Hygiene:

Teachers and staff will teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. All staff will promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves. Adequate supplies will be provided to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

Cleaning and Disinfecting:

Surfaces will be cleaned at least once a day to sufficiently remove potential virus that may be on surfaces. If a space has had a sick person with COVID-19 within the last 24 hours, the space(s) will be cleaned AND disinfected the spaces occupied by that person during that time, according to public health guidelines.

Nutrition Services:

Meals will be provided to students during school hours. Physical distancing will be maximized as much as possible while eating (especially indoors). Additional spaces outside of the cafeteria will be used for mealtime seating as is practical. Frequently touched surfaces and surfaces that come in contact with food will be washed, rinsed, and sanitized before and after meals.

Vaccination Verification:

To inform implementation of prevention strategies that vary by vaccination status (testing, contact tracing efforts, and quarantine and isolation practices), vaccine verification will take place as per CDC vaccine verification recommendations.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

All SBUSD students have access to one-on-one technology devices and Wi-Fi. Teachers have been trained to deliver instruction both in-person and remotely. Should isolation or quarantining become necessary, we can quickly pivot to a fully online learning environment. Specialized digital platforms have been implemented to meet the needs of English Learners, and include accessibility supports for all students, including those with disabilities to be able to access content. Learning acceleration tutors will be hired for each site to support acceleration of learning and mitigation of learning loss.

SBUSD has increased health personnel to include nursing support at all school sites and additional health clerks. In addition, SBUSD will employ behavior intervention assistants at all sites to support student needs in mental health. Lastly, SBUSD will employ additional social workers to support families in need.

Meals are available to all SBUSD students throughout the summer through bulk meal distribution. Upon reopening, all students will be provided free meals at school.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

SBUSD worked with labor organizations through the bargaining process, created a recovery teams including certificated and classified employees. Parents and community members were provided opportunities to provide input on school reopening plans at Board meetings throughout the 2020-2021 school year. Several surveys were sent to staff and families regarding preferences for reopening and feedback. Monthly presentations were made at all Governing Board meetings with opportunities for feedback and public comment. Public comment was available through an email process to provide access to all individuals. Feedback received was considered in the development of plans.

In addition, the LEA provides the following assurances:

- ☒ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

www.sbusd.org

- ☒ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

- ☒ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

- ☒ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- ☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- ☒ The LEA has created its plan in an understandable and uniform format.
- ☒ The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- ☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Cindy Wagner, Deputy Superintendent
601 Elm Avenue, Imperial Beach, CA 91932
cwagner@sbusd.org

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: School Plans for Student Achievement

BACKGROUND INFORMATION

California SB 374 requires each school to consolidate all plans required by the consolidated application program into a School Plan for Student Achievement (SPSA). The plans are to meet the content requirements of Education Code Section 64001 for a School Plan for Student Achievement, as outlined in Every Student Succeeds Act (ESSA). Such a plan must be developed at each school that operates any programs funded through the Consolidated Application. Accordingly, the plan must:

1. Align District LCAP with school goals for improving pupil achievement based on verifiable state data including California School Dashboard performance indicators;
2. Identify the means of evaluating progress towards those academic performance goals;
3. Address how funds will be used to improve the academic performance of all students;
4. Identify how state and federal requirements will be implemented, and be consistent with federally required district improvement plans;
5. Consolidate all plans required by programs funded through the Consolidated Application for which the school receives an allocation and, when feasible, other categorical programs;
6. Be developed, approved and annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school through the Consolidated Application;
7. Be developed with the review, certification and advice of applicable school advisory committees; and
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

The School Plan for Student Achievement is a strategic planning document for student achievement in an ongoing process that ensures alignment between the District LCAP, LEA Plan, and site goals. The corresponding action steps and fiscal allocations ensure student achievement, community involvement, and needed accountability. In addition, the school plan provides vital information to the California Department of Education during the Federal Program Monitoring (FPM) review process in which South Bay is a mandated participant. SPSAs must meet federal requirements outlined in the Every Student Succeeds Act.

CURRENT CONSIDERATIONS

School Plans (Exhibits) are being submitted for the 2021-2022 school year. The plans include all federal funds allocated to sites for student achievement improvement (Title I and Title III). In addition, all SPSAs must be aligned to the District LCAP.

IMPACT ON STUDENT ACHIEVEMENT

The purpose of the School Plan for Student Achievement is to align the key leverage strategies for focused student achievement improvement with the findings from the Comprehensive Needs

Assessment at each site.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

School Site Councils have analyzed the needs of each school and have allocated federal site funds to best meet those needs. The budget allocations identified in the School Plan for Student Achievement represent the allocation of federal funds only.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the School Plans for Student Achievement.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Bayside	7/13/2021	Exhibit
Berry	7/13/2021	Exhibit
Central	7/13/2021	Exhibit
Emory	7/13/2021	Exhibit
Mendoza	7/13/2021	Exhibit
Nicoloff	7/13/2021	Exhibit
Oneonta	7/13/2021	Exhibit
Pence	7/13/2021	Exhibit
Sunnyslope	7/13/2021	Exhibit
Virtual Academy	7/13/2021	Exhibit

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
Bayside STEAM Academy	37-68395-6040463	May 11, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

The following survey information highlights the 2020-2021 California Healthy Kids Survey data. In almost all categories, the 2021 CHKS data is an improvement from the previous CHKS conducted in the spring of 2020.

Bayside administered the California Healthy Kids Surveys, Parent Surveys, and Staff Surveys electronically during distance learning.

Summary of Parent Surveys:

79% of families surveyed reported their child's teacher checked in with her/him at least 1x a month. Only 7% of families felt that their child's teacher was not responsive to their social-emotional needs. 85% of families feel their child is receiving adequate instruction from teachers to support their child. 89% of families feel their child is receiving regular feedback on their school work. 87% of Bayside families feel the school encourages them to be active partners with the school in educating their children. 93% of families report that school staff treats parents with respect, and 86% of families feel the school staff take parent concerns seriously.

Summary of Student Surveys:

92% of students in grades 3-6 feel their teachers and grow-ups at Bayside care about them. (higher than the district average and an increase from the previous year.) 93% of students feel their teacher lets them know when they did a good job representing a 10% increase from the prior year. 84% of students report positive beliefs around their self-efficacy and believe they can do most things if they try. 86% of students reported that they had experienced no cyberbullying in the past 30 days. 72% of students report feeling good and happy. 80% of students feel they have a friend that cares about them. 93% of students report that their teachers have high expectations for them.

Summary of Teacher Surveys:

87% of teachers feel the school has kept them well-informed about COVID-related safety measures and protocols. 93% of teachers report that they regularly collaborate with their colleagues. 84% of teachers report that they need additional training supporting students exposed to trauma or stressful life events. 96% of teachers believe that the school motivates students to learn. 66% of teachers believe disruptive student behavior is a problem (moderate to severe). 90% of teachers report that Bayside is a supportive and inviting place for staff to work, and 94% of teachers feel they have close professional relationships with one another. 96% of teachers feel the school uses objective data in making decisions. 46% of teachers report that lack of respect of staff by students is a problem.

While we recognize the limited number of respondents may have influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment to inform the goals and evidence-based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

The focus of classroom observations included the implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted.

As schools moved to distance learning, observations have taken the form of participating in zoom/google meets/seesaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

California School Dashboard data were analyzed to identify areas of strength and areas needing improvement for all students and specific student groups. Before school closures, groups of stakeholders at Bayside Steam Academy engaged in data analysis and evaluation of current programs. The data analysis revealed that 75% of students in grades 3-6 were not achieving standards in reading, and 80% were not achieving standards in math. Also, the data showed that 20% of Bayside students are chronically absent. The data also showed that 54% of English learners are making adequate progress in developing English.

In addition, all teachers administer a reading assessment three times per year to identify student independent and instructional reading levels. This information is used to guide reading instruction and identify the need for possible interventions. Findings from the District Reading Assessment indicate the following - as a school, we have increased the over reading proficiency from 20% of the students (in 2015) to 50% of the students reading at grade level by June. For the past 2 years, the percentage of students reading at grade level has remained flat at roughly 50%.

Stakeholders have identified the following problems of practice related to data analysis- too many students are not reading at grade level, too many students are chronically absent, and the achievement gaps become even larger when analyzing data from student groups, SWD, and English learners. Current stakeholder feedback has been centered around the following areas: mitigate learning loss during distance learning, help students grow academically, help students gain confidence, motivation, and grow as independent learners and problem solvers, support English learners to increase their proficiency in English, ensure students are safe, and emotionally safe and happy and attend school daily.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments are used to guide instructional decisions. Examples of such assessments include TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 3 times a year, F & P reading assessments given to students on an as needed basis, and Fastbridge Reading & Math assessments 2 times a year. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Bayside Steam Academy meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Bayside Steam Academy are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included - data analysis, TC virtual units of study, Go Guardian, Flip Grid, Screen Castify, Fastbridge Assessment Program, math units, ST math, Distance learning technology platforms including Google Classroom, Foss Science, Trauma-Informed Care, Mindfulness, Google Meet, and Zoom, and Sanford Harmony SEL curriculum.

The following professional development has been identified through both District surveys and the site-level comprehensive needs assessment for the 2021-2022 school year.

TC Virtual Units of Study, Social-Emotional Learning, Sanford Harmony, Mindfulness, Build relationships, Trauma informed practices, Small group, and 1 on 1 conferring, RTI, Power standards, Targeted instruction based on data analysis.

Professional development during Distance Learning is primarily focused on technology, web-based instructional tools, social-emotional learning, and engagement strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. Also, ongoing professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-2021 school year, teachers at Bayside Steam Academy participated in professional development in the following content areas - data analysis, TC virtual units of study, Go Guardian, Flip Grid, Screen Castify, Fastbridge Assessment Program, math units, ST math, Distance learning technology platforms including Google Classroom, Foss Science, Trauma-Informed Care, Mindfulness, Google Meet, Zoom, and Sanford Harmony SEL curriculum.

Beginning the year in a Distance Learning Instructional Model has required a shift in how professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum and a professional learning community (PLC) time for teachers to collaborate. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics primarily focus on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. The staff is also participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-2021 school year, collaboration took place in a similar manner, but all staff meets, PD, and Admin-led PLCs were held virtually rather than in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have been modified to meet the minimum requirements identified in SB98.

Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met.

Instructional minutes for the 2021-2022 school year will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on-site to ensure students and teachers have the necessary materials and that Bayside Steam Academy is Williams Legislation compliant. As per Williams's audits and the board adopted sufficiency of materials, all students have access to standards-based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade-level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided Reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet all students' needs, including those who are underperforming to master grade-level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. Also, one-to-one conferring serves as ongoing formative assessment and teaching based on individual needs. During Distance Learning, teachers are playing close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study

ST Math

Imagine Learning for English Learners

Lexia Core 5

Designated ELD for English Learners

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study

ST Math, Dream Box

Imagine Learning for English Learners

Lexia Core 5

Leveled Literacy Intervention (LLI)

Sanford Harmony SEL Curriculum

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site-level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

The California Healthy Kids Survey results measured parent engagement, parent attendance at school community-building events (either in-person or virtually), Back to School Night attendance (in-person), and parent-teacher conference attendance. Examples of parent engagement before school closures included: monthly PTA community events, bingo nights, coffee with the principal, movie nights, family dances, and steam fairs. 85% of parents report that the school promptly responds to their phone calls, messages, text, etc., and 87% of parents feel Bayside encourages them to be an active partner with the school in educating their children. 84% of parents report feeling welcome to participate at Bayside, and 93% feel they are treated with respect by Bayside staff.

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year included: virtual PTA elections and create a list of virtual parent involvement events, virtual back to school event, weekly coffee with the principal, ELAC meetings, SSC meetings, the Let's Talk app, virtual SST and IEP meetings, and virtual parent teacher-conferences.

In 2021-2022 parents will be encouraged to participate in various virtual parent events, including bingo night, literacy night, BTSN, SSC, PTA, ELAC meeting, and monthly coffee with the principal zoom meetings. Parents will be encouraged to participate in various in-person events when appropriate and following all CDPH guidelines.

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)

Bayside Steam Academy has an active School Site Council (SSC), PTA, and the English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Bayside Steam Academy has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on 10/30/2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title III - None

Title I - Math impact teacher to support English Learners and at-risk students, professional development, reading Instructional assistant for ELs and at-risk students, after school tutoring, intervention curriculum

Based on the comprehensive needs assessment and a school-wide focus on mitigating learning loss, the following evidence-based strategies to improve student achievement will be provided by categorical funding in the 2021-2022 school year:

Title III - EL impact teacher to support language and literacy development

Title I - ELA and Math impact teachers, Professional Development around interventions, Sanford Harmony SEL curriculum, creating targeted small intervention groups, purchasing reading books for home use, principal-led professional development, before and after school learning opportunities, and enrichment. Fund PIQE (Parent Institute Quality Education) to support parent and school connections and provides parenting classes.

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-2022 School Plan for Student Achievement.

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

Since the winter and spring of 2021, Bayside Steam Academy has made family and staff input and feedback a priority in planning our 2021-2022 school plan. This feedback has taken the form of surveys, staff meetings, district advisory groups, including DELAC/PAC, SSC surveys, and monthly virtual coffee with the principal.

In February/March of 2021, SBUSD conducted the California Healthy Kids Survey for students, families, and teachers. These results provided insight into the strategies and action plans for Bayside's 2021-2022 SPSA.

Site-level SSC and ELAC meetings were held to provide additional input and evaluate Title I and Title III programs identified in the 2021-2022 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on - 10/6/2020, 10/30/2020, 11/10/2020, 12/1/2020, 1/19/2021, 2/23/2021, 3/23/2021, and 4/26/2021

ELAC Meetings were held on -10/29/2020, 12/11/2021, 2/18/2021, 4/15/2021

In March 2021, staff was invited to rank the top priorities for Bayside's 2021-2022 school plan. The following were the highest priorities: A welcoming and safe environment, social-emotional learning and mental support for students, building relationships with students, differentiated and responsive instruction, supports for English learners, literacy development, and equity and inclusion. These seven top priorities were very similar to our SSC priorities and the district results.

Bayside Steam Academy has engaged in extensive stakeholder input via parent, student, and staff surveys in creating the 2021-2022 school plan. Based on our top priorities outlined above, the following areas were identified as our main action steps and strategies for the 2021-2022 school plan: social-emotional learning, differentiated instruction delivered by both impact teachers and classroom teachers, targeted academic intervention both during, before, and after school, release time to review data and conduct empathy interviews, community building, and re-engaging our families in the life of the school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding per ADA basis. Due to COVID-19 and school budgets being held harmless, state funding allocated in this plan is based on Fall 2019 data. The allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2021-2022 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	3.96%	3.96%	3.8%	21	21	17
Asian	%	0.19%	0.2%		1	1
Filipino	2.83%	2.64%	2.3%	15	14	10
Hispanic/Latino	82.83%	83.96%	83.1%	439	445	368
Pacific Islander	%	0.19%	%		1	
White	6.79%	6.42%	7.7%	36	34	34
Multiple/No Response	3.4%	2.45%	1.8%	18	13	8
Total Enrollment				530	530	443

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	89	107	77
Grade 1	69	72	50
Grade 2	82	66	66
Grade3	69	79	66
Grade 4	77	64	69
Grade 5	59	78	52
Grade 6	85	64	63
Total Enrollment	530	530	443

Conclusions based on this data:

1. Due to the covid-19 pandemic, our 2021-2022 projected enrollment is 430 students representing a declined of 100 students. Prior to the pandemic, Bayside's enrollment remained flat at 530 students for the past 5 years.
2. The largest percent of students at Bayside are Hispanic. This percentage has remained relatively flat over the past three years at 84% indicating a need for strong ELD instruction across all grade levels.
3. Although student group percentages have remained relatively flat over the past three years, the overall enrolment data is promising. Bayside has maintained flat enrollment numbers in a district with declining enrollment for the past five years. Due to the pandemic in March 2020 and reduced staffing, Bayside has decreased to 440 students, with 20+ students being overflowed due to lack of space in current classroom configurations.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	231	236	165	43.6%	44.5%	37.2%
Fluent English Proficient (FEP)	27	14	19	5.1%	2.6%	4.3%
Reclassified Fluent English Proficient (RFEP)	4	10	18	1.8%	4.3%	7.6%

Conclusions based on this data:

1. The data indicates that over the past three years (from 2017-2020), the number of English Learners has increased from 225 to 236 students. This is due to an increase in the number of English language learners moving into the area over the years and decreasing the number of students being reclassified each year. As of November 2020, Bayside has 170 English learners representing 38% of students. Due to the Pandemic and our decrease in enrollment, we are projected to have 189 English Learners for the 2021-2022 school year.
2. Although our RFEP numbers have doubled from 18-19 to 19-20, there is still a need to reclassify more students. This data indicates that English learners are more prepared to access grade-level curriculum than ever before; however, the need to assess EL progress throughout the year is ongoing. The ongoing virtual assessment tool that Bayise is using during distance learning is called Fastbridge. The preliminary RFEP data from 2020-2021 looks promising at potentially reclassifying 15+ students.
3. RFEP students have decreased significantly from 12.2% in 17-18 to 4.3% in 19-20, less than two-thirds the number of students reclassified as fluent English language speakers in 17-18. This data represents a need to refocus on the designated and integrated ELD curriculum and improved grade level ELD groupings. Due to the pandemic, Bayside English learners could not take the ELPAC summative assessment in the spring of 2020. However, all our English Learners are being assessed on the ELPAC during the 2020-2021 school year.

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	78	65	60	69	60	60	69	60	90.9	88.5	92.3
Grade 4	79	68	82	75	63	76	75	63	76	94.9	92.6	92.7
Grade 5	68	85	63	67	78	62	67	78	62	98.5	91.8	98.4
Grade 6	68	69	83	67	69	79	67	69	79	98.5	100	95.2
All	281	300	293	269	279	277	269	279	277	95.7	93	94.5

* 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	2356.	2372.	2386.	5.00	11.59	13.33	10.00	8.70	15.00	26.67	24.64	31.67	58.33	55.07	40.00
Grade 4	2398.	2399.	2407.	8.00	6.35	7.89	16.00	9.52	17.11	16.00	22.22	18.42	60.00	61.90	56.58
Grade 5	2430.	2444.	2446.	2.99	7.69	4.84	13.43	17.95	20.97	22.39	23.08	30.65	61.19	51.28	43.55
Grade 6	2462.	2451.	2452.	1.49	1.45	3.80	28.36	18.84	18.99	17.91	23.19	21.52	52.24	56.52	55.70
All Grades	N/A	N/A	N/A	4.46	6.81	7.22	17.10	13.98	18.05	20.45	23.30	24.91	57.99	55.91	49.82

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	8.33	7.25	10.00	31.67	39.13	41.67	60.00	53.62	48.33
Grade 4	10.67	6.35	9.21	33.33	36.51	38.16	56.00	57.14	52.63
Grade 5	4.48	10.26	9.68	38.81	39.74	43.55	56.72	50.00	46.77
Grade 6	4.48	5.80	7.79	46.27	31.88	28.57	49.25	62.32	63.64
All Grades	7.06	7.53	9.09	37.55	36.92	37.45	55.39	55.56	53.45

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	5.00	10.29	11.67	36.67	30.88	46.67	58.33	58.82	41.67
Grade 4	12.00	8.06	5.41	36.00	32.26	51.35	52.00	59.68	43.24
Grade 5	8.96	10.26	4.84	34.33	44.87	59.68	56.72	44.87	35.48
Grade 6	5.97	4.48	6.58	41.79	32.84	46.05	52.24	62.69	47.37
All Grades	8.18	8.36	6.99	37.17	35.64	50.74	54.65	56.00	42.28

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	6.67	8.70	11.67	46.67	65.22	65.00	46.67	26.09	23.33
Grade 4	2.67	9.52	6.58	48.00	55.56	67.11	49.33	34.92	26.32
Grade 5	2.99	5.13	8.06	50.75	56.41	59.68	46.27	38.46	32.26
Grade 6	4.48	5.80	6.49	61.19	56.52	55.84	34.33	37.68	37.66
All Grades	4.09	7.17	8.00	51.67	58.42	61.82	44.24	34.41	30.18

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	8.33	11.59	11.67	48.33	46.38	51.67	43.33	42.03	36.67
Grade 4	6.67	6.35	5.26	48.00	53.97	48.68	45.33	39.68	46.05
Grade 5	2.99	14.10	8.06	50.75	44.87	41.94	46.27	41.03	50.00
Grade 6	5.97	17.39	15.58	50.75	44.93	35.06	43.28	37.68	49.35
All Grades	5.95	12.54	10.18	49.44	47.31	44.00	44.61	40.14	45.82

Conclusions based on this data:

1. No new SBAC data exist, so the following conclusions are from 2016-2019.

The data indicates 74.73% of students are not yet meeting standards in ELA. This data indicates the need for increasing teachers' use of effective instructional practices such as targeted small group instruction and the need for additional targeted Tier II ELA push-in support by impact teachers. The action steps that follow will support this need. (25.27% of students in grades 3-6 are at or above grade-level standard.)
2. While we recognize that the SBAC data is 2 years old, all other data is pointing in the same direction.

With the exception of 2016-2017, the number of students not meeting standards has remained relatively flat, indicating a need to build collective efficacy and capacity in ELA through more time dedicated to reviewing current, timely data to help inform instruction and differentiation to meet the needs of all students. (Principal-led professional development meetings are outlined as a strategy below.)
3. Considering the four domains, reading and writing remain the largest area for opportunity with 56% and 55% of students below standard, thus reinforcing our direction to focus resources in Balanced Literacy Instruction and target small group instruction in reading and writing.

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	78	65	63	74	63	63	74	63	95.5	94.9	96.9
Grade 4	79	68	82	74	64	79	74	64	79	93.7	94.1	96.3
Grade 5	68	85	63	68	78	62	68	78	62	100	91.8	98.4
Grade 6	68	69	83	67	68	81	67	68	81	98.5	98.6	97.6
All	281	300	293	272	284	285	272	284	285	96.8	94.7	97.3

* 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	2406.	2388.	2407.	6.35	5.41	4.76	31.75	22.97	31.75	26.98	25.68	25.40	34.92	45.95	38.10
Grade 4	2420.	2420.	2420.	6.76	1.56	5.06	13.51	15.63	8.86	32.43	37.50	39.24	47.30	45.31	46.84
Grade 5	2420.	2439.	2449.	2.94	1.28	6.45	5.88	10.26	6.45	22.06	30.77	33.87	69.12	57.69	53.23
Grade 6	2423.	2427.	2422.	0.00	2.94	2.47	2.99	5.88	6.17	31.34	25.00	22.22	65.67	66.18	69.14
All Grades	N/A	N/A	N/A	4.04	2.82	4.56	13.24	13.73	12.63	28.31	29.58	30.18	54.41	53.87	52.63

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	15.87	14.86	17.46	47.62	29.73	36.51	36.51	55.41	46.03
Grade 4	13.51	7.81	8.86	21.62	31.25	27.85	64.86	60.94	63.29
Grade 5	7.35	3.85	8.06	11.76	32.05	29.03	80.88	64.10	62.90
Grade 6	1.49	4.41	5.00	20.90	19.12	18.75	77.61	76.47	76.25
All Grades	9.56	7.75	9.51	25.00	28.17	27.46	65.44	64.08	63.03

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	7.94	9.46	19.05	53.97	40.54	44.44	38.10	50.00	36.51
Grade 4	9.46	6.25	5.06	40.54	45.31	40.51	50.00	48.44	54.43
Grade 5	2.94	2.56	8.06	27.94	32.05	30.65	69.12	65.38	61.29
Grade 6	0.00	5.88	3.70	29.85	29.41	24.69	70.15	64.71	71.60
All Grades	5.15	5.99	8.42	37.87	36.62	34.74	56.99	57.39	56.84

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	11.11	17.57	19.05	53.97	44.59	50.79	34.92	37.84	30.16
Grade 4	9.46	4.69	6.33	37.84	42.19	41.77	52.70	53.13	51.90
Grade 5	2.94	3.85	6.45	30.88	46.15	38.71	66.18	50.00	54.84
Grade 6	0.00	2.94	4.94	47.76	35.29	28.40	52.24	61.76	66.67
All Grades	5.88	7.39	8.77	42.28	42.25	39.30	51.84	50.35	51.93

Conclusions based on this data:

1. No new SBAC data exist, so the following conclusions are from 2016-2019.

The data indicates, that over the past three years, the percent of students meeting or exceeding the standard in math has remained flat at 17%, indicating a strong need for effective math instruction in every classroom and Tier II push in support for at-promise students by an impact teacher.
2. While we recognize that the SBAC data is 2 years old, all other data is pointing in the same direction.

39.30% of students are achieving "at or near" the standard in the Domain of Communicating Reasoning. This data suggest that Communicating Reasoning is a relative strength for Bayside and this is due to a renewed focus on Number Talks during the math block.
3. The data indicates that over a three year period, 3rd-grade students have performed significantly above the school average in math. 40%, 28%, and 36% represent the percent of 3rd-grade students who met or exceeded the math standard over the past 3 years. This is due to the team's effective targeted instruction focused on the standards, the increased student use of the ST Math curriculum, and the early adoption of number talks incorporated into every math block.

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	1426.9	1423.3	1435.5	1429.4	1406.6	1409.0	39	42
Grade 1	1460.4	1455.6	1456.3	1456.7	1463.9	1454.0	40	30
Grade 2	1462.5	1492.8	1462.8	1498.0	1462.1	1487.2	26	42
Grade 3	1478.3	1489.6	1462.2	1484.0	1494.1	1494.7	35	28
Grade 4	1494.4	1499.9	1488.4	1489.8	1499.9	1509.5	33	37
Grade 5	1500.5	1523.7	1501.0	1503.7	1499.5	1543.2	26	30
Grade 6	1514.8	1502.0	1494.0	1484.5	1535.1	1518.9	24	24
All Grades							223	233

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	33.33	11.90	30.77	40.48	28.21	30.95	*	16.67	39	42
1	30.00	16.67	42.50	30.00	*	36.67	*	16.67	40	30
2	*	16.67	*	47.62	*	26.19	*	9.52	26	42
3	*	17.86	31.43	39.29	37.14	17.86	*	25.00	35	28
4	*	18.92	45.45	43.24	*	16.22	*	21.62	33	37
5	*	20.00	*	36.67	*	36.67	*	6.67	26	30
6	*	0.00	*	50.00	*	25.00	*	25.00	24	24
All Grades	22.87	15.02	36.77	41.20	21.52	27.04	18.83	16.74	223	233

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	30.77	14.29	46.15	45.24	*	23.81	*	16.67	39	42
1	37.50	26.67	37.50	30.00	*	33.33	*	10.00	40	30
2	42.31	42.86	*	42.86	*	7.14	*	7.14	26	42
3	*	39.29	42.86	17.86	*	21.43	*	21.43	35	28
4	36.36	37.84	33.33	37.84	*	5.41	*	18.92	33	37
5	*	23.33	*	50.00	*	16.67	*	10.00	26	30
6	*	20.83	*	33.33	*	16.67	*	29.17	24	24
All Grades	32.29	29.61	38.57	37.77	13.00	17.17	16.14	15.45	223	233

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	11.90	*	30.95	41.03	52.38	*	4.76	39	42
1	32.50	10.00	30.00	26.67	*	36.67	*	26.67	40	30
2	*	14.29	*	35.71	*	26.19	*	23.81	26	42
3	*	7.14	31.43	28.57	*	35.71	42.86	28.57	35	28
4	*	13.51	39.39	24.32	*	35.14	*	27.03	33	37
5	*	16.67	*	26.67	*	40.00	*	16.67	26	30
6	*	8.33	*	16.67	*	41.67	*	33.33	24	24
All Grades	16.59	12.02	30.04	27.90	27.35	38.20	26.01	21.89	223	233

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	64.10	11.90	33.33	83.33	*	4.76	39		42
1	62.50	50.00	30.00	43.33	*	6.67	40		30
2	53.85	38.10	*	54.76	*	7.14	26		42
3	*	25.00	48.57	42.86	34.29	32.14	35		28
4	*	21.62	48.48	54.05	*	24.32	33		37
5	*	13.33	46.15	70.00	*	16.67	26		30
6	*	20.83	70.83	41.67	*	37.50	24		24
All Grades	40.81	25.75	42.60	57.51	16.59	16.74	223		233

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	*	16.67	56.41	64.29	*	19.05	39	42
1	*	6.67	50.00	73.33	*	20.00	40	30
2	*	30.95	42.31	61.90	*	7.14	26	42
3	45.71	46.43	37.14	39.29	*	14.29	35	28
4	45.45	40.54	42.42	40.54	*	18.92	33	37
5	57.69	63.33	*	26.67	*	10.00	26	30
6	50.00	33.33	*	50.00	*	16.67	24	24
All Grades	39.01	33.05	43.05	51.93	17.94	15.02	223	233

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	*	4.76	69.23	88.10	*	7.14	39	42
1	45.00	16.67	40.00	53.33	*	30.00	40	30
2	*	4.76	42.31	69.05	*	26.19	26	42
3		3.57	57.14	64.29	42.86	32.14	35	28
4	*	10.81	60.61	48.65	36.36	40.54	33	37
5	*	16.67	61.54	56.67	*	26.67	26	30
6	*	12.50	*	37.50	45.83	50.00	24	24
All Grades	18.39	9.44	52.47	61.80	29.15	28.76	223	233

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	43.59	45.24	43.59	33.33	*	21.43	39	42
1	30.00	10.00	55.00	70.00	*	20.00	40	30
2	*	23.81	61.54	59.52	*	16.67	26	42
3	31.43	25.00	37.14	57.14	31.43	17.86	35	28
4	*	24.32	54.55	48.65	*	27.03	33	37
5		23.33	76.92	70.00	*	6.67	26	30
6	*	0.00	62.50	87.50	*	12.50	24	24
All Grades	24.66	23.61	54.26	58.37	21.08	18.03	223	233

Conclusions based on this data:

1. Due to the Pandemic, Bayside English Learners were not assessed on the ELPAC summative assessment during the 2019-2020 school year.

Based on the data, 56% of students scored a 3 or 4 on the 2018-2019 ELPAC assessment due to more teachers following the designated ELD curriculum with fidelity and the improved student grouping strategy that did not split EL students over three grade levels. Make-up testing was scheduled for October 2020.

2. While we recognize that the ELPAC data is 2 years old, all other data points in the same direction.

Based on the data, 44% of students scored a 1 or 2 on the 2018-2019 ELPAC summative assessment indicating a need to provide ongoing assessments and monitor student progress throughout the year. Additionally, we need to further strengthen our integrated and designated ELD instruction in the classroom and improve overall literacy instruction.

3. The lowest ELPAC domain is reading at 28% scored beginning, therefore supporting a need to focus on language skills both by the homeroom teacher and with targeted push-in support from an EL impact teacher.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
530	71.7	44.5	0.9
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	236	44.5
Foster Youth	5	0.9
Homeless	23	4.3
Socioeconomically Disadvantaged	380	71.7
Students with Disabilities	80	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	4.0
Asian	1	0.2
Filipino	14	2.6
Hispanic	445	84.0
Two or More Races	13	2.5
Pacific Islander	1	0.2
White	34	6.4

Conclusions based on this data:

1. The most current enrollment data in April 2021, indicates a decline in enrollment with 440 students attending Bayside virtually (with 20 students overflowed).

The data indicates that of the 534 students at Bayside, 75.1% are Socioeconomically disadvantaged, therefore a school-wide need to support students in poverty by addressing their social emotional learning needs both in and out

of the classroom. Due to the pandemic, Bayside current enrollment as of November, 2020 is 450 students, representing a decline of 80 students.

2. Even with the decline in enrollment, Bayside's demographics remain similar to past years.

Bayside has 23 homeless students representing 4.3 percent of the student body, indicating a need to address students' social emotional needs with our school wide SEL curriculum Sanford Harmony, and connect families with community resources.





3. 43.6% of students are English Learners at Bayside according to the 2019 data. Current data suggest that 38% of students are English learners, indicating a need to further support English Learners with effective integrated and systematic ELD instruction, by monitoring students' progress, and by improving overall literacy instruction.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. While we recognize that the SBAC data is 2 years old, all current data is pointing in the same direction.
Socioeconomic disadvantage students (SED) and students with disabilities are (SWD) significantly underperforming their peers in ELA, their distance from standard was significant lower than their peers at 79.3 and 132.4 respectively, resulting in the need for improved overall literacy instruction and targeted tier II support.
2. In the overall performance indicators, our students are performing at level "orange" in 2 of the 4 dashboard indicators (ELA & math) with one indicator (suspension) in "green." 1.5% of students were suspended at least once in the school year, representing a decrease from the previous year of 1%. This indicates the school is on the correct pathway to improve school culture and build common beliefs and expectations around student behaviors. One performance indicator (chronic absenteeism) in "red," with 20% of students chronically absent. This data represents a need to review our attendance procedures and outreach protocols to improve in this area.
3. Overall, students performed 79.3 points below standard in Math. Although this represents a slight improvement from the previous year and the dashboard color is "orange," there is a need to build teacher capacity around the math standards and current math data to improve math instruction.

School and Student Performance Data

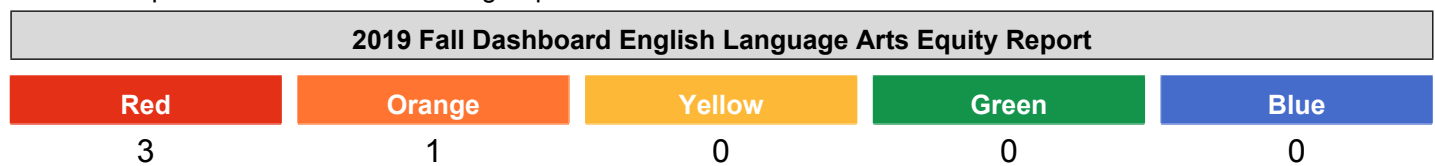
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 63.7 points below standard Maintained ++2.3 points 260	 Red 77.9 points below standard Declined -5.7 points 126	 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	 Red 70.4 points below standard Maintained ++2.6 points 212	 Red 136.1 points below standard Declined -3.7 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 42.4 points below standard 12	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.7 points below standard Maintained ++2.3 points 215	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 54.6 points below standard Declined Significantly -31.5 points 19

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
86.4 points below standard Increased ++6.8 points 100	46.6 points below standard Declined Significantly -35.2 points 26	49.6 points below standard Increased ++11.2 points 127

Conclusions based on this data:

- While we recognize that the SBAC data is 2 years old, all other data is pointing in the same direction.

The data indicate that overall, student performance in ELA is 63.7 points below standard, representing a status of "maintained" of +2.3 points from the year prior. this data indicates that there is still a need to improve overall literacy instruction, review student FastBridge assessment data regularly, provide targeted support for at-promise students, and monitor students' progress throughout the year.
- English learners are 86.4 below standard in ELA, representing an increase of 6.8 points. This data indicates a need for more effective integrated/systematic ELD instruction, improved overall literacy instruction, monitoring students' progress, and targeted push-in EL support form impact teachers.
- The data indicates that Students with Disabilities are significantly below all other students groups at 136.1 points below standard (representing an improvement of 3.7 points), therefore we need to restructure the way our classroom rosters are developed and strengthen all classroom teaching instruction and re-exam tier III curriculum and teaching practices.

School and Student Performance Data

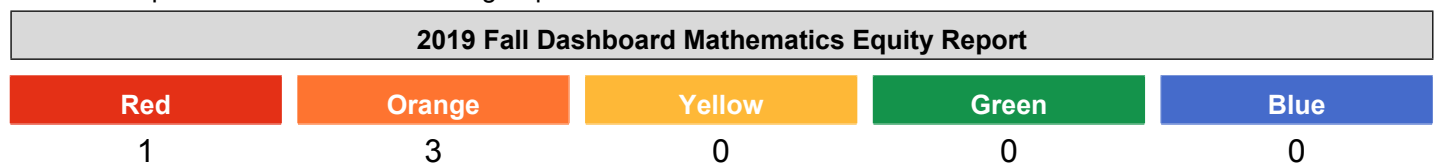
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Orange 79.3 points below standard Maintained -0.8 points 260	English Learners  Orange 92.1 points below standard Declined -6 points 126	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Socioeconomically Disadvantaged  Orange 86.1 points below standard Maintained -0.2 points 212	Students with Disabilities  Red 160.7 points below standard Declined Significantly -22.5 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 62.9 points below standard 12			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.1 points below standard Maintained ++1.6 points 215	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 No Performance Color 86.3 points below standard Declined Significantly -56.6 points 19

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
87.7 points below standard Increased ++7.8 points 100	109.4 points below standard Declined Significantly -50 points 26	68.7 points below standard Increased ++4.1 points 127

Conclusions based on this data:

- While we recognize that the SBAC data is 2 years old, all other data is pointing in the same direction.

The data indicates that overall students are 79.3 points below standard in math. Although this indicator is "orange" and represents a slight improvement of .8 points from the previous year, the data strongly illustrates a need to improve and align math instruction in all classrooms, conduct regular formative assessments and monitor students' progress throughout the year.
- Students with disabilities are the furthest from the standard at 160.7 in math, representing a significant improvement of 22.5 points from the previous year. Although there was a very positive increase, students with disabilities remain a large concern. The data indicates a need to reexamine our placement and services for students with disabilities and regularly use formative assessments to target instruction and monitor students' progress.
- Our English Learner student group is 92.1 points below standard with an improvement of 6 points from the previous year. Based on the data, Bayside will strengthen both first instruction in math, provide Tier II push-in support for targeted students, and will utilize regular formative assessments and progress monitoring.

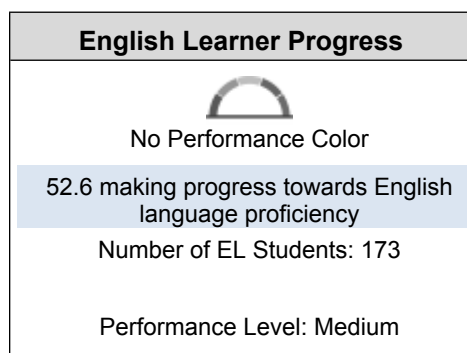
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
13.8	33.5	6.9	45.6

Conclusions based on this data:

1. While we recognize that this ELPAC data is 2 years old, all other data is pointing in the same direction.

Overall, the data above indicates 52.6% of English learners are making progress towards English language proficiency, representing a performance level of "Medium". Due to the pandemic, Bayside was not able to assess our English learners on the ELPAC in the spring of 2020. Although there is no comparison data yet, these numbers will be used to monitor EL progress in the years to come.
2. Based on the ELPAC results, 13.8% of EL students decreased by one ELPI level. This data represents a need to know who these students are, target their language needs throughout the day, and progress monitor all English learners.
3. According to the data, 45.6% of EL students progressed at least one ELPI level. Again, this data represents baseline data to compare with the ELPAC scores in the spring of 2021. There is a need to develop a plan to review their other academic indicators and assessments in order to identify those who are eligible to be reclassified.

School and Student Performance Data

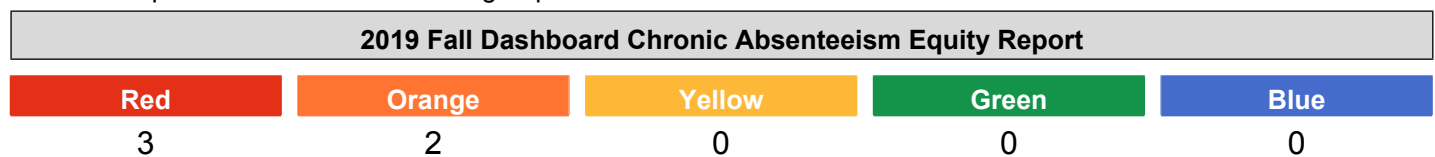
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Red 20.7 Increased +2.5 566	English Learners  Orange 17.4 Increased +0.6 258	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 42.9 Maintained 0 28	Socioeconomically Disadvantaged  Red 23.5 Increased Significantly +3.5 446	Students with Disabilities  Orange 21.8 Declined -3.8 101

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">14.3</div> Increased +0.6 21	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">17.6</div> Increased +10 17
Hispanic  Red <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">20.3</div> Increased +1.3 469	Two or More Races  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">40</div> Increased +23.3 20	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Red <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">20.5</div> Increased +4.2 39

Conclusions based on this data:

- While we recognize that this dashboard data is 2 years old, all other data is pointing in the same direction.

The data indicates that overall, 20.7% of students at Bayside were chronically absent in 2019. This percentage represents an increase of 2.5% on the previous year. This data represents a strong need to continue to work proactively with families throughout the year, monitor attendance numbers weekly, and provide tiered levels of support to families to improve student attendance.
- The data shows that 42.9% of homeless students were chronically absent in 2019, representing the same percentage from the previous year. This student group represents the highest percentage of chronically absent students at Bayside. Thus this indicates a strong need for the school to know who our homeless students are, know their needs, monitor their attendance, and support our homeless students better.
- Student with disabilities (SWD) are 21.8% chronically absent (a 3.8% decrease from the previous year), representing one of two student groups with an orange performance level on the California Dashboard. There is a strong need to work with families during IEP's and throughout the year to help support families with health related absences and provide independent study agreements when appropriate.

School and Student Performance Data

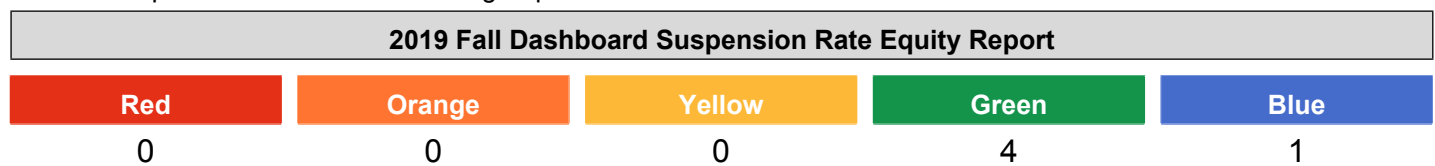
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



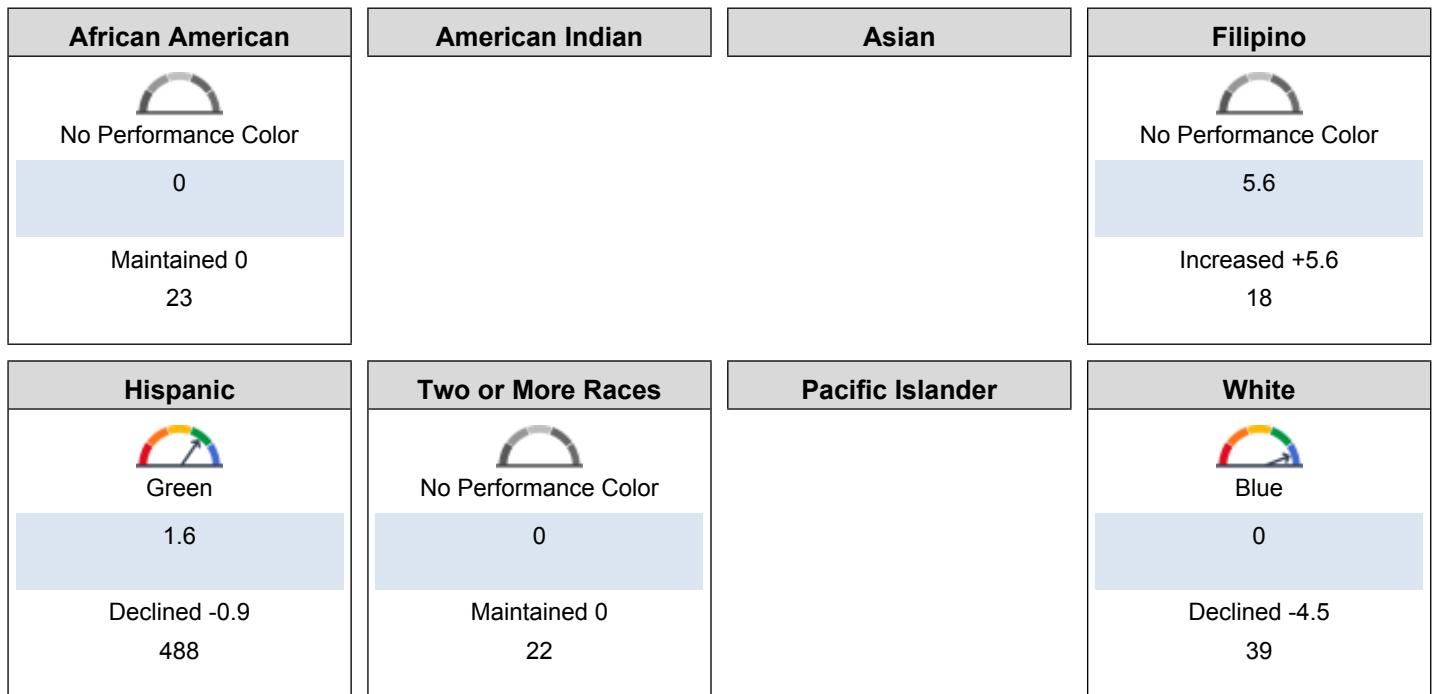
This section provides number of student groups in each color.



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  Green 1.5 Declined -0.9 590	English Learners  Green 1.5 Declined Significantly -1.2 267	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 7
Homeless  No Performance Color 2.9 Increased +2.9 34	Socioeconomically Disadvantaged  Green 1.7 Declined -0.7 466	Students with Disabilities  Green 2 Declined -2.6 102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	1.5

Conclusions based on this data:

- Due to distance learning, no students were suspended during the 2020-2021 school year.

The percent of students suspended in 2019 was 1.5%. This data represents a decrease of 1% from the previous year where 2.5% of students were suspended. The data indicates the positive steps the school has taken to develop alternatives to suspension and the establishment of shared beliefs and expectations around student behavior and restorative practices.
- Due to the pandemic and distance learning, there is currently no suspension data for the 2020-2021 school year. The strong presences of social emotional learning (SEL) curriculum in the virtual classrooms is building a positive foundation for when students do return to in-person learning .
- Although the 2019-2020 suspension data was promising, there remains a need to strengthen restorative practices in all classrooms, improve implementation of SEL curriculum, and develop shared beliefs and expectations around alternative means of correction when students require redirection.

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

Ensuring Academic Excellence

LEA/LCAP Goal

Ensuring Academic Excellence: Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

For the 2021-2022 school year, Bayside is committed to improving classroom instruction in Literacy, Math, and English Language Development. Our goal is to strengthen all students' ability to decode, read fluently, and comprehend grade level text, to increase our students' proficiency in math, and to accelerate our English Learners' acquisition of the English language.

Identified Need

FastBridge reading data indicate 38% of students in grades 2-6 and 54% of students in grades TK-1 are currently reading at grade level. FastBridge Math data indicates 40% of students in grades 2-6 are at grade level, and 56% of students in grades TK-1 are proficient in math. School SBAC data analysis indicates that all students are performing 66.5 points below standard in ELA, English Learners are performing 93.2 points below standard in ELA, and all students are performing 78.9 points below in math; as such, we need to dedicate strategies and resources to support balanced literacy pedagogy, access to rigorous, grade-level content in all classrooms and targeted Tier II supports for English Learners and at-risk students in Reading, Math, and English language development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge/aMath	40% of students in grades 2-6 are at grade level standard in Math (low risk/college pathway).	50% of students in grades 2-6 will be at grade level in Math by June 2022. (representing a 25% increase)
2019 SBAC Assessment in Reading	25% of students in grades 3-6 are reading at grade level	30% of students in grades 3-6 will be reading at grade according to SBAC reading assessment 2022. (representing a 20% increase)
2019 SBAC Assessment in Reading	3 student groups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students) are in the Red performance level and 1 student group (Hispanic students) in Orange	No student groups will be in Red according to the 2022 SBAC assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 SBAC Assessment in Reading: English Learners	English Learners are on average 77.9 points below standard	English Learners will be on average no more than 65 points below standard, in the spring of 2022.
2019 SBAC Assessment in Math	17% of students in grades 3-6 are reaching grade level standard in math	22% of students in 3rd -6th grade will be at grade level in Math on the 2022 SBAC (representing a 30% increase)
2019 ELPAC Summative Assessment in English	Overall 56% of English learners scored either a 3 or 4 on the ELPAC summative assessment.	61% of English learners will be at level 3 or 4 on the ELPAC summative assessment in the spring of 2022.
FastBridge/earlyMath	56% of TK-1 grade students are at grade level in math.	60% of TK-1 graders will be at grade level by June 2020.
FastBridge/aReading	38% of students in grades 2-6 are at grade level in Reading	45% of students in grades 2-6 will be at grade level in Reading.
FastBridge/earlyReading	54% of students in grades TK-1 are at grade level in Reading	60% of students in grades TK-1 will be at grade level in Reading.

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)

At-Promise Students

Strategy/Activity

Employ two LLI reading intervention impact teachers to provide targeted, Tier II push-in support for at-promise students in literacy to accelerate 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)

36,701

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
LLI impact teachers to provide push-in support (virtually) for 117 days, for 4 hours a day, 5 days a week, to accelerate learning for at-promise students.

8,802

Title I
3000-3999: Employee Benefits
Payroll taxes for two impact teachers

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

Employ an EL impact teacher to provide targeted push-in support (virtually if necessary) for long-term English Learners (LTEL's) and English Learners scoring a 1 on ELPAC summative 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)

15,244

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
EL impact teacher to provide targeted push-in support to English Learners (virtually if necessary) for 97 days, 4 hours a day, 5 days a week, to accelerate learning for English learners. The total cost is \$24,696, \$5,834 of funding is come from the 2020-2021 Title III carryover to add 30 additional days.

3,656

Title III
3000-3999: Employee Benefits
Payroll taxes for impact teacher

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 after school support and tutoring to English learners in the area of English language acquisition to help remove language barriers to the core curriculum. (This strategy will be funded from 2020-2021 Title III carryover.)

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 III
1000-1999: Certificated Personnel Salaries
Fund 120 hours of after school tutoring to
support English Learners, cost is \$4,920 funding
from Title III carryover.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the pandemic, we were unable to fully implement the strategies and activities in our 2020-2021 SPSA. We were only able to hire one math impact teacher and provide after school tutoring for at-promise students. Current FastBridge reading assessment data indicate some students reading levels have not progressed at "normal" levels during the pandemic.

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 pandemic we lost 3 months of teaching and learning during the 2019-2020 school year and remained in distant learning for the entire 2020-2021 school year. We were unable to hire 3 impact teachers. Although we were able to gather some FastBridge assessments data, we were not able to gather sufficient amounts of valid, timely, and accurate data on the overall effectiveness of our 2020-2021 school plan.

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 2021-2022 school year, we will begin recruitment of highly qualified impact teachers to implement targeted push-in intervention for all at-promise students in the areas of Math, Literacy, and English Language Development. Principal-led professional development (including empathy interviews) team meetings will be a central component of the current plan. In addition, both after-school tutoring and enrichment will be available for at-promise students and 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

Advancing Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systematic barriers to individual success and the development of culturally responsive practices.

Goal 2

Bayside is committed to providing an inclusive and equitable school environment where student voice is amplified, and all barriers preventing students from fulfilling their potential are removed.

Identified Need

According to our 2021 CHKS data, students at Bayside need their voices amplified on campus. 76% of students reported that teachers and adults at Bayside listen to them when they have something to say. And, only 24% of students reported that teachers ask them what they want to learn about. Although 88% of Bayside parents report that teachers communicate the importance of respecting different cultural beliefs and practices, and 96% of parents reported that Bayside treats all students with respect, there remains work to be done as indicated by our needs assessment. To address this need for equity and inclusion in 2021-2022, we will provide culturally responsive pedagogy professional learning to staff through a book study using Culturally-Responsive Teaching and the Brain by Hammond during admin-led PLC and staff meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 CHKS Data	In 2020-2021 76% of students reported that teachers and adults at Bayside listen to them when they have something to say. (Most of the time/All of the time.)	By June 2022, 80% of students will report that teachers and adults at Bayside listen to them when they have something to say. (Most of the time/All of the time.)
2021 CHKS Data	In 2020-2021, 88% of parents reported that Bayside communicate the importance of respecting different cultural beliefs and practices. (Agree or Strongly Agree)	By June 2022, 90% of parents will report that Bayside communicates the importance of respecting different cultural beliefs and practices. (Agree or Strongly Agree)
2021 CHKS Data	In 2020-2021, 96% of parents reported that Bayside treats all students with respect. (Agree or Strongly Agree)	By June 2022, 96% of parents will report that Bayside treats all students with respect. (Agree or Strongly Agree)
2021 CHKS Data	In 2020-2021, 68% of students reported that Bayside teaches	By June 2022, 75% of students will report that

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	them to understand how other students think and feel. (Most of the time/All of the time)	Bayside teaches them to understand how other students think and feel. (Most of the time/All of the time)
CA Dashboard Suspension Data	2019-2020 suspension rate was 1.5% and was flat across all student groups.	In 2021-2022, suspension rates will remain low (less than 1.5%) and flat across all student groups.
2021 CHKS Data	In 2020-2021, 24% of students reported that teachers ask them what they want to learn about. (Most of the time/All of the time)	By June 2022, 40% of students will report that teachers ask them what they want to learn about. (Most of the time/All of the time)
2021 CHKS Data	In 2020-2021, 93% of students reported that the adults at Bayside have high expectations for them. (Most of the time/all of the time.)	By June 2022, 95% of students will report that the adults at Bayside have high expectations for them. (Most of the time/all of the time.)

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

Purchase relevant supplemental curriculum materials to promote a culture of equity and inclusion at Bayside. (This strategy is funded with 2020-2021 Title I carryover.)

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
4000-4999: Books And Supplies
Purchase supplemental culturally responsive curriculum materials (cost \$1,000 from Title I carryover funds.)

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

Bayside will provide equity based professional learning using the book Culturally-Responsive Teaching and the Brain by Hammond during admin-led PLC and during staff meetings. (This strategy is funded with 2020-2021 Title I carryover.)

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
4000-4999: Books And Supplies
Purchase culturally responsive book for staff to study during staff meetings. (Cost \$800 from Title I carryover funds)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Students with Disabilities

Strategy/Activity

Review ELD, STEM, VAPA, and Exploration Time schedules to ensure English learners and Students with Disabilities have equitable access to core lessons and specialty electives. (There is no cost to this strategy)

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

Equity and Inclusion is a new goal for our 2021-2022 school plan. As a result of both Bayside's needs assessment and the district LCAP needs assessment, equity and inclusion are a high priority for teachers, students, and our community. New strategies and action steps have been created to address this new 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.

Since Goal #2 is new for the 2021-2022 school year, no funds were allocated to this goal, nor were any action steps taken during the 2020-2021 school year.

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 focus in 2021-2022 will be on developing more culturally proficient teaching practices, removing barrier to access and equity, and amplifying student voice on campus. Additional professional learning will occur throughout the year in these areas.

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

Nurturing Safe and Welcoming Learning Environments

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments: Ensure learning environments that support and foster the social-emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Bayside will provide a safe, nurturing, and welcoming learning environment for all students. Bayside is committed to providing a positive school learning environment for all students by teaching the Sanford Harmony SEL curriculum, restorative practices daily to reduce student conflicts and increase student engagement. Additionally, Bayside will increase our average daily attendance (ADA) and reduce chronic absenteeism.

Identified Need

According to the data, the biggest need for Bayside is to increase our ADA, which was last recorded at 93.8%, and decrease our chronic absenteeism, which was last recorded at 20%. The 2021 CHKS data indicates positive growth in several areas (see annual measurable outcomes below), which continue to rank Bayside at or above the district average in many categories. There remains work to be done in this area as only 72% of students reported feeling good and happy most of the time or all of the time during the 2020-2021 school year. In 2021-2022, Bayside will establish a new baseline regarding Tier II office referrals. An analysis of past tier II data indicates a continual need to build staff's collective capacity around our SEL curriculum, Sanford Harmony, trauma-Informed Care, and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard -Chronic Absenteeism	In the 2019-2020 school year, 20% of students were chronically absent	In 2021-2022, Bayside will reduce chronic absenteeism to less than 15%.
2021 CHKS Data	In 2020-2021, 84% of parents feel welcome to participate at Bayside.	In 2021-2022, 89% of families will feel welcome to participate at Bayside.
2021 CHKS Data	In 2020-2021, 86% of students reported that no one spread mean rumors, lies, or sent mean pictures via cell phone or social media in the past 30 days.	In 2021-2022, 90% of students will report that no one spread mean rumors, lies, or sent mean pictures via cell phone or social media in the past 30 days.
2021 CHKS Data	In 2020-2021, 93% of parents feel the Bayside staff treat them with respect.	In 2021-2022, 95% of families will feel that Bayside staff treat them with respect.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 CHKS Data	In 2020-2021, 92% of students feel that teachers and adults at Bayside care about them. (Most of the time/all of the time)	In 2021-2022, 95% of students will feel that teachers and adults at Bayside care about them. (Most of the time/all of the time)
Average Daily Attendance Percentage	In 2019-2020, Bayside's ADA was 93.8%	In 2021-2022, Bayside's ADA will be 94.5% or greater
2021 CHKS Data	In 2020-2021, 72% of students reported feeling good and happy most of the time or all of the time.	In 2021-2022, 80% of students will report feeling good and happy most of the time or all of the time.

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

Fund Parent Institution of Quality Education (PIQE) to support partnership between home and school and to provide parent education classes at various times throughout the year in the areas of Parenting, Equity, English, Health and Safety.

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)
1,511	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Fund PIQE consultants to provide parenting workshops throughout the year.
1,527	Title I 5800: Professional/Consulting Services And Operating Expenditures Total cost is \$6,538, \$3,500 from 2020-2021 Title I carryover will supplement the \$3,038 amount.

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

Fund out-of-contract pay to teachers (on SEL School Committee) to build their own capacity around the Sanford Harmony curriculum and to provide professional development to teachers on the Sanford Harmony 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)

2,541

Title I
1000-1999: Certificated Personnel Salaries
Pay out of contract to teachers on the SEL committee total of 77 hours

609

Title I
3000-3999: Employee Benefits
Payroll taxes for teachers on the Sanford Harmony committee

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 SEL professional development (Sanford Harmony) to support at-promise students and promote inclusion for all students as we return to in-person teaching and learning. (No Cost)

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)

At Promise Students

Strategy/Activity

Provide after school enrichment to historically disengaged students in the areas of VAPA and STEM. (This strategy will be funded from 2020-2021 Title I carryover.)

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 1000-1999: Certificated Personnel Salaries Cost is \$1,230 to fund 30 hours of out of contract pay to teachers, these funds are from Title I carryover

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the challenges of the pandemic, not all strategies were implemented. Improving Bayside's ADA, and reducing chronic absenteeism remains the main focus even though during the 2020-2021 school year our students' participation rates increased to roughly 94.5%. According to our Equity audit, 70% of teachers are consistently using our school-adopted SEL curriculum, Sanford Harmony. Representing a need for more professional learning in our SEL curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closure had a negative impact on the strategies/activities that were identified in goal 3. During distance learning, our average daily student participation increased to approximately 94.5%. We were not able to gather sufficient end of the year data on the overall effectiveness of the strategies in goal 3.

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.

During the 2021-2022 school year, we will reinforce the main component of our SEL curriculum, continually training teachers, and share monthly SEL data during staff meetings and PLC time. During 2021-2022, our SEL teacher committee will take a larger role in building staff capacity in the area of SEL.

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	\$70,591.00

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	\$50,180.00
Title I Part A: Parent Involvement	\$1,511.00
Title III	\$18,900.00

Subtotal of additional federal funds included for this school: \$70,591.00

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

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$70,591.00

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

Expenditures by Funding Source

Funding Source

Amount

	0.00
Title I	50,180.00
Title I Part A: Parent Involvement	1,511.00
Title III	18,900.00

Expenditures by Budget Reference

Budget Reference

Amount

	0.00
1000-1999: Certificated Personnel Salaries	54,486.00
3000-3999: Employee Benefits	13,067.00
5800: Professional/Consulting Services And Operating Expenditures	3,038.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	Title I	39,242.00
3000-3999: Employee Benefits	Title I	9,411.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,527.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,511.00

1000-1999: Certificated Personnel Salaries	Title III	15,244.00
3000-3999: Employee Benefits	Title III	3,656.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,403.00
Goal 2	0.00
Goal 3	6,188.00

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
Kelly Christensen	Classroom Teacher
Kevin Coordt	Principal
Nadia Cordova	Other School Staff
Elva Lopez-Zepeda	Classroom Teacher
Leslie Sandez	Classroom Teacher
Yolanda Armes	Parent or Community Member
Jennifer Bellis	Parent or Community Member
Candyce Perey	Parent or Community Member
Marco Puga	Parent or Community Member
Angie Swader	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 5/11/2021.

Attested:



Principal, Kevin Coordt on 5/11/2021



SSC Chairperson, Kelly Christensen (sub for Elva Lopez-Zepeda) on 5/11/2021

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
Godfrey G. Berry Elementary	37-68395-6067029	May 10, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Local Control and Accountability Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered in the Spring, 2021. The following results were obtained.

Summary of California Healthy Parent Surveys:

- *Parents reporting feeling welcome to participate at the school: 70%
- *Parents reporting strong communication with the school: 74%
- *Parents reporting school motivates students to learn: 71%
- *Parents reporting high satisfaction with communication between parents and the school: 74%
- *Parents reporting school encourages me to be an active partner: 63%
- *Parents reporting school actively seeks input of parents: 71%
- *Parents reporting school promotes academic success for all students: 73%
- *Parents reporting school has adults who really care about students: 75%
- *Parents reporting school treats all students with respect: 83%
- *Parents reporting school promotes respect of cultural beliefs/practices: 75%

Summary of California Healthy Kids Surveys: (Results reported in order of 3rd, 4th, 5th, and 6th)

- *Caring Relationships with School Adults - District 77 78 74 64
- *Caring Relationships with School Adults - Berry 72 61 67 77

- *High Expectations from Staff - District 87 89 87 88
- *High Expectations from Staff - Berry 90 87 79 95

- *Academic Motivation - District 72 64 84 72
- *Academic Motivation - Berry 82 75 72 69

- *Sadness - District 13 19 15 15
- *Sadness - Berry 18 20 29 15

- *Wellness - District 81 77 78 73
- *Wellness - Berry 81 68 79 69

- *Problem Solving - District 61 65 61 53
- *Problem Solving - Berry 64 63 61 51

- *Self-efficacy - District 77 77 77 71
- *Self-efficacy - Berry 73 67 74 72

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

Focus of classroom observations included: Reading and Writing units of study, Mathematics, Systematic English Language Development, leveraging technology resources during distance learning, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted.

As schools moved to distance learning, observations have taken the form for participating in zoom/google meets/seesaw virtual lessons. Feedback is provided in a supportive manner with expectations of continual growth.

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)

Due to COVID19 school closure, the last set of the California School Dashboard data was from the 2018/19 school year. An analysis of the data indicates the following:

* Significant gains were made in the area of ELA as the school moved from the red to the yellow on the CA Dashboard. The pattern was also noted for the English learner, socio-economically disadvantaged and Hispanic student groups; however, the students with disabilities student group remained in the orange.

*In math, the school remained in the orange on the California Dashboard.

*In the area of chronic absenteeism, the school moved one column over in the yellow indicating that it significantly declined. The percent of students who are identified as chronically absent decreased from 17.7% to 13.7%.

* In the area of suspensions, the school demonstrated significant improvement as it moved from the orange to the green.

During the 2020/21 school year, The South Bay Union School District implemented FastBridge as a local assessment measure. All teachers were trained in the use of the assessment measure. The assessment measure will be administered to all students in the fall and spring of this year. The plan is for FastBridge to be administered three times a year in future years. The fall administration provides the following results:

earlyMath (K-1st grade)

Low Risk: 49%

Some Risk: 30%

High Risk: 21%

aMath: (2nd - 6th grade)

College Pathway: 10%

Low Risk: 28%

Some Risk: 36%

High Risk: 26%

earlyReading (K - 1st grade)

Low Risk: 29%

Some Risk: 35%

High Risk: 36%

aReading (2nd - 6th grade)

College Pathway: 9%

Low Risk: 24%

Some Risk: 35%

High Risk: 32%

AUTOReading (4th - 6th grade)

Low Risk: 39%

Some Risk: 27%

High Risk: 24%

Another local assessment measure that was utilized to monitor student progress is embedded in the DreamBox math program. Results from this program through the month of March indicate the following:

On Track: 21%

Potentially On Track: 21%

Not On Track: 31%
Insufficient Usage: 26%

Distance learning has presented a challenge in ensuring that students are actively engaged and participating to the classroom instruction via Zoom or Google Meets. Student engagement is monitored daily. The Illuminate daily engagement report indicates that 93.7% are "engaged."

Stakeholder input was also collected through a variety of strategies. Input indicates the following areas as needing significant attention when returning to in-person learning for the 201/22 school year: social-emotional learning, academic interventions to accelerate learning, community building, culturally-responsive teaching, mindfulness, grade level collaboration, and support for parents/families.

Based on the data analysis and stakeholder input, the following problems of practice related to data analysis: reading, writing, math and student attendance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 3 times a year, and FastBridge. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Berry School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Berry School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-21 school year included: FastBridge, technology integration, new Science adoption (Delta Education California Science for K-5th grades and Lab Aids for 6th grade) and new History-Social Science adoption McGraw-Hill History Social Studies for California and emotional learning

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2021/22 school year.

- *English Language Arts

- *Math

- *Social and emotional learning

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, on-going professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020/21 school year, teachers at Berry School participated in professional development in the follow content areas: FastBridge, technology integration, new Science adoption (Delta Education California Science for K-5th grades and Lab Aids for 6th grade) and new History-Social Science adoption McGraw-Hill History Social Studies for California and emotional learning.

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2021/22 school year, collaboration will continue; however, the format will be based on District guidelines.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have been modified to meet the minimum requirements identified in SB98.

Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met.

The District continues to develop the 2021/22 instructional format. As of the development of this school plan, the intent is to start the year in Phase 2 which includes two cohorts and no more than 50% of the students on campus at a given time. Direction from the state may influence this model. Instructional minutes for the 2021-22 school year will be determined prior to the July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Berry School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades K-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are playing close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020/21 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study

ST Math

DreamBox

Imagine Learning for English Learners

Lexia Core 5

Designated ELD for English Learners

Evidence-based educational practices that will be used in the 2021/22 school year include:

TCRWP Reading and Writing Units of Study

ST Math

Imagine Learning for English Learners

Lexia Core 5

Lectura Practica for English Learners as a Tier II support implemented by impact teacher

Leveled Literacy Intervention (LLI)

READ 180/System 44

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (either in-person or virtually), Back to School Night attendance (in-person), and parent-teacher conference attendance. Examples of parent engagement prior to school closures included: regular PTA , SSC, and ELAC meetings, regular coffee with the principal , parent education classes, daily school wide assembly with families present, morning walking/jogging club with families invited, numerous school events that brought families on the campus in a positive way, bi-monthly student recognition assemblies, weekly newsletters from the school level and classroom level, etc.

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020/21 school year included: numerous laptop and material distribution events, regular coffee with the principal in English and Spanish, weekly newsletters, countless outreach efforts, and regular check-ins by teachers, principal and office staff.

In 2021-22, parents will be encouraged to participate through ongoing virtual events. CDPH guidelines will determine the extent to which parents can come onto the school grounds to participate in school-community events.

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)

Berry School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Berry School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on November 2, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020/21-school year, the following services were provided by categorical funding:

Title I - Professional development through TCRWP as an affiliate school, teacher release time for PLCs, teacher release time for SST and ILC meetings, impact teacher for intervention in ELA, professional development for ELA intervention curriculum, after school intervention in ELA and math, action walks, after school enrichment classes, parent involvement activities including childcare and food/beverages during parent engagement activities and translation during parent-school meetings.
Title III - Impact teacher focusing on English learners, Imagine Learning licenses, after school intervention for English learners

Based on the comprehensive needs assessment, and a school-wide focus on accelerating learning, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2020-2021 school year:

Title I -Teacher release time for PLCs, teacher release time for SST and ILC meetings, impact teachers for intervention in ELA and math, professional development for ELA intervention curriculum, after school intervention in ELA and math, ELA intervention curriculum, after school enrichment classes, math intervention curriculum, parent involvement activities including childcare and food/beverages during parent engagement activities and translation during parent-school meetings.

Title III - Impact teacher focusing on English learners, after school intervention for English learners

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021/22 School Plan for Student Achievement.

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

South Bay Union School District has made family and staff input and feedback a priority in planning for reopening. This feedback has taken the form of surveys, virtual town hall meeting, advisory groups including DELAC/PAC and recovery teams.

Surveys: A family survey was conducted in May 2020 to better understand family needs and best hopes for the coming school year. Over 1500 families District-wide responded to this survey on topics such as comfort level in returning to in person learning, preference for reopening model, connectivity needs, and learning experiences for students. A second family/staff survey was conducted in July 2022, given the rapidly changing COVID-19 rates in our local communities, with almost 2,000 responses District-wide. This survey data was critical in the governing board decision to remain in distance learning until January 4, 2021. Similar surveys were conducted with certificated, classified and administrative staff on two occasions..

In April/May of 2020, SBUSD conducted the California Healthy Kids Learning From Home survey for students and families. These results provided insight into the student experience during closure and how it impacts reopening for the 2021/22 school year.

Parent Advisory Committee and DELAC Meetings:

Our superintendent conducted family and student advisory group meetings on multiple occasions. These meetings served to develop themes to consider in reopening plans and as stakeholder engagement to inform this plan. These meetings served as an expanded Parent Advisory Committee.

DELAC meetings were held in May and August to inform reopening and this plan.

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2019-2020 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on 10/5/20, 11/2/20, 11/9/20, 12/1/20, 2/1/21, 3/1/21, 4/5/21

ELAC Meetings were held on - 9/6/19, 10/23/20, 11/20/20, 1/29/21, 3/19/21 and 4/30/21

A District-wide virtual town hall meeting was held to share our reopening plan, with 500 participants.

Multiple "recovery teams" were launched during the development of our Recovery/Reopening Plan. Collectively, these teams met over fifty times to collaboratively develop the plan. Ninety employees District-wide volunteered to join the management team on these meetings, including 13 staff members from Berry School. The feedback and input from stakeholders was instrumental in developing reopening values and protocols for reopening.

Berry Elementary has engaged in extensive stakeholder input. The following areas were identified as needing significant attention when returning to in-person learning for the 201/22 school year: social-emotional learning, academic interventions to mitigate learning loss, community building, culturally-responsive teaching, mindfulness, grade level collaboration, and support for parents/families.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.22%	%	1	1	
African American	5.38%	5.38%	5.5%	25	24	21
Asian	%	0.22%	0.3%		1	1
Filipino	2.37%	1.79%	1.8%	11	8	7
Hispanic/Latino	87.1%	85.2%	86.6%	405	380	330
Pacific Islander	%	0%	%		0	
White	3.44%	3.59%	2.9%	16	16	11
Multiple/No Response	1.29%	2.91%	2.6%	6	13	10
Total Enrollment				465	446	381

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	49	49	46
Grade 1	59	46	37
Grade 2	68	63	35
Grade3	68	74	60
Grade 4	67	74	78
Grade 5	76	61	66
Grade 6	78	79	59
Total Enrollment	465	446	381

Conclusions based on this data:

1. Berry Elementary's enrollment trend is declining. The three year enrollment data indicates a significant decrease in the number of kindergarten and first grade students. Two years ago the TK class at Berry Elementary was consolidated with another school site's TK class. This resulted in one less kindergarten teacher at Berry Elementary for the 2018/19 school year and one less kindergarten and first grade class for the 2019/20 school year. It is projected that this trend will continue over the next several years with the school reducing its FTE one teacher per year.
2. For the most part the student group populations are relatively stable with only slight decreases in the African American, Pacific Islander, and Filipino population and a slight increase in the Latino population over the three years. This indicates that the community is not going through any major ethnic or cultural changes.

3. The upper grade student population numbers have remained relatively stable over the past several years. Ideally, there would be three classes at each of the grade levels to maximize the potential of the co-teach models, however, the presence of combination classes creates challenges which require more strategic planning to meet the needs of all students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	285	243	181	61.3%	54.5%	47.5%
Fluent English Proficient (FEP)	17	22	20	3.7%	4.9%	5.2%
Reclassified Fluent English Proficient (RFEP)	9	15	14	3.2%	5.3%	5.8%

Conclusions based on this data:

1. There was a decrease in the percentage of English learners at Berry Elementary from 61.3% to 54.5%. Strategic planning needs to ensure that all English learners develop their language as well as their academic competencies. The Berry staff will continue to develop instructional strategies that address the linguistic and academic competencies of our English learners.
2. The 2018/19 percentage of English learners who have been reclassified as Fluent English Proficient (RFEP) or identified as Fluent English Proficient (FEP) increased over two percentage points.
3. The amount of English Learners require the Berry staff to consider strategies to close the achievement gap with English Learners. The achievement gap is the result of an engagement gap. Specific attention needs to be placed in ensuring that all students, especially English Learners, are actively engaged throughout the school day. By closing the engagement gap, the Berry Elementary staff will increase student achievement.

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	81	70	68	75	65	65	75	65	65	92.6	92.9	95.6
Grade 4	66	75	65	64	71	63	64	71	63	97	94.7	96.9
Grade 5	75	67	76	73	66	73	73	66	73	97.3	98.5	96.1
Grade 6	78	77	75	76	75	72	76	75	72	97.4	97.4	96
All	300	289	284	288	277	273	288	277	273	96	95.8	96.1

* 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	2358.	2358.	2369.	4.00	7.69	12.31	10.67	13.85	9.23	28.00	21.54	23.08	57.33	56.92	55.38
Grade 4	2378.	2383.	2396.	4.69	4.23	4.76	9.38	11.27	17.46	12.50	19.72	19.05	73.44	64.79	58.73
Grade 5	2406.	2417.	2434.	4.11	3.03	6.85	12.33	15.15	13.70	16.44	16.67	21.92	67.12	65.15	57.53
Grade 6	2477.	2438.	2469.	5.26	4.00	4.17	30.26	12.00	18.06	26.32	22.67	41.67	38.16	61.33	36.11
All Grades	N/A	N/A	N/A	4.51	4.69	6.96	15.97	13.00	14.65	21.18	20.22	26.74	58.33	62.09	51.65

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	5.33	10.77	10.77	24.00	33.85	32.31	70.67	55.38	56.92
Grade 4	4.69	4.23	6.35	40.63	35.21	34.92	54.69	60.56	58.73
Grade 5	9.59	9.09	9.59	32.88	36.36	34.25	57.53	54.55	56.16
Grade 6	6.58	8.00	6.94	44.74	25.33	36.11	48.68	66.67	56.94
All Grades	6.60	7.94	8.42	35.42	32.49	34.43	57.99	59.57	57.14

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	4.00	6.15	7.69	44.00	32.31	44.62	52.00	61.54	47.69
Grade 4	4.69	2.82	7.94	23.44	38.03	38.10	71.88	59.15	53.97
Grade 5	9.72	7.58	9.59	30.56	31.82	34.25	59.72	60.61	56.16
Grade 6	9.21	4.00	5.56	53.95	26.67	51.39	36.84	69.33	43.06
All Grades	6.97	5.05	7.69	38.68	32.13	42.12	54.36	62.82	50.18

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	5.33	6.15	6.15	64.00	56.92	64.62	30.67	36.92	29.23
Grade 4	4.69	5.63	9.52	53.13	69.01	60.32	42.19	25.35	30.16
Grade 5	4.11	4.55	4.11	45.21	57.58	57.53	50.68	37.88	38.36
Grade 6	11.84	5.33	4.17	59.21	50.67	62.50	28.95	44.00	33.33
All Grades	6.60	5.42	5.86	55.56	58.48	61.17	37.85	36.10	32.97

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	4.00	9.23	12.31	50.67	44.62	32.31	45.33	46.15	55.38
Grade 4	4.69	4.23	9.52	45.31	47.89	39.68	50.00	47.89	50.79
Grade 5	8.22	6.06	10.96	28.77	42.42	47.95	63.01	51.52	41.10
Grade 6	14.47	9.33	11.11	51.32	46.67	54.17	34.21	44.00	34.72
All Grades	7.99	7.22	10.99	44.10	45.49	43.96	47.92	47.29	45.05

Conclusions based on this data:

1. There was a significant increase in the percent of students who met or exceeded standard this year when compared to last year. The increase equated to an additional 4% of the students meeting or exceeding the standard. The increase has been attributed to a variety of factors including more intentional literacy instruction, greater accountability of student learning, focused grade level planning, and general improvement in the school culture.
2. There was a significant decrease in the percent of students who scored did not meet standard this year when compared to last year. The decrease was over 10% points.
3. Although there was a slight decline in the percent of students scoring below standard in reading, the total percent of students performing in this area warrants significant attention from all school staff including the implementation of Tier 2 and 3 instruction, continued focus on grade level planning, and strengthening "first teach" in the area of literacy instruction.

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	81	70	68	81	70	67	81	70	67	100	100	98.5
Grade 4	66	75	65	65	74	63	65	74	63	98.5	98.7	96.9
Grade 5	75	67	76	74	66	76	74	66	62	98.7	98.5	100
Grade 6	78	77	75	78	76	75	78	76	75	100	98.7	100
All	300	289	284	298	286	281	298	286	267	99.3	99	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	2384.	2379.	2400.	2.47	7.14	7.46	19.75	20.00	25.37	29.63	21.43	28.36	48.15	51.43	38.81
Grade 4	2398.	2420.	2415.	1.54	5.41	4.76	7.69	12.16	14.29	30.77	40.54	33.33	60.00	41.89	47.62
Grade 5	2415.	2414.	2427.	2.70	0.00	4.84	4.05	6.06	8.06	22.97	21.21	27.42	70.27	72.73	59.68
Grade 6	2461.	2442.	2445.	2.56	3.95	1.33	23.08	6.58	5.33	25.64	35.53	36.00	48.72	53.95	57.33
All Grades	N/A	N/A	N/A	2.35	4.20	4.49	14.09	11.19	13.11	27.18	30.07	31.46	56.38	54.55	50.94

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	11.11	11.43	19.40	29.63	30.00	38.81	59.26	58.57	41.79
Grade 4	1.54	9.46	12.70	16.92	31.08	23.81	81.54	59.46	63.49
Grade 5	4.05	3.03	8.06	17.57	19.70	19.35	78.38	77.27	72.58
Grade 6	11.54	3.95	2.67	28.21	27.63	26.67	60.26	68.42	70.67
All Grades	7.38	6.99	10.49	23.49	27.27	27.34	69.13	65.73	62.17

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	3.70	5.71	11.94	51.85	37.14	49.25	44.44	57.14	38.81
Grade 4	4.62	4.05	9.52	24.62	41.89	30.16	70.77	54.05	60.32
Grade 5	2.70	1.52	4.84	25.68	24.24	27.42	71.62	74.24	67.74
Grade 6	5.13	3.95	4.00	39.74	38.16	36.00	55.13	57.89	60.00
All Grades	4.03	3.85	7.49	36.24	35.66	35.96	59.73	60.49	56.55

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	11.11	15.71	16.42	49.38	40.00	52.24	39.51	44.29	31.34
Grade 4	4.62	4.05	6.35	36.92	45.95	36.51	58.46	50.00	57.14
Grade 5	4.05	0.00	6.45	27.03	34.85	32.26	68.92	65.15	61.29
Grade 6	3.85	3.95	4.00	48.72	39.47	34.67	47.44	56.58	61.33
All Grades	6.04	5.94	8.24	40.94	40.21	38.95	53.02	53.85	52.81

Conclusions based on this data:

1. There was a slight increase in the percent of students who met or exceeded standard this year when compared to last year. The increase equated to an additional 2% of the students meeting or exceeding the standard.
2. There was a slight decrease in the percent of students who scored did not meet standard this year when compared to last year. The decrease was 3.5% points.
3. Although there was a slight decrease in the percent of students who scored below standard on the concept and procedures claim, the percent of students who score in this area warrants significant attention to address this need including greater grade level collaboration in the area of math, purchase and implementation of Tier 2/3 curriculum and progress monitoring of student achievement.

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	1417.0	1445.4	1428.1	1406.6	1390.8	46	28
Grade 1	1460.5	1456.4	1464.0	1454.7	1456.4	1457.7	42	41
Grade 2	1516.9	1486.1	1528.9	1484.5	1504.4	1487.1	36	40
Grade 3	1494.5	1503.3	1488.4	1492.0	1500.1	1514.2	45	35
Grade 4	1511.6	1500.7	1513.6	1493.4	1509.1	1507.5	44	30
Grade 5	1520.6	1520.0	1514.4	1514.7	1526.4	1524.8	39	41
Grade 6	1540.9	1521.0	1538.4	1511.6	1542.9	1529.9	25	42
All Grades							277	257

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	39.13	7.14	32.61	42.86	*	42.86	*	7.14	46	28
1	38.10	14.63	38.10	21.95	*	43.90	*	19.51	42	41
2	66.67	15.00	*	50.00	*	27.50	*	7.50	36	40
3	*	14.29	42.22	48.57	*	31.43	*	5.71	45	35
4	34.09	10.00	36.36	53.33	*	16.67	*	20.00	44	30
5	38.46	24.39	30.77	39.02	*	19.51	*	17.07	39	41
6	52.00	21.43	*	35.71	*	21.43	*	21.43	25	42
All Grades	39.35	15.95	34.30	40.86	12.64	28.79	13.72	14.40	277	257

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	54.35	7.14	26.09	46.43	*	39.29	*	7.14	46	28
1	59.52	17.07	*	39.02	*	31.71	*	12.20	42	41
2	83.33	22.50	*	60.00	*	12.50		5.00	36	40
3	40.00	31.43	33.33	45.71	*	17.14	*	5.71	45	35
4	61.36	30.00	*	40.00	*	10.00	*	20.00	44	30
5	61.54	46.34	*	34.15	*	9.76	*	9.76	39	41
6	76.00	38.10	*	33.33	*	9.52	*	19.05	25	42
All Grades	60.65	28.40	20.58	42.41	7.58	17.90	11.19	11.28	277	257

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	28.26	0.00	*	28.57	36.96	67.86	*	3.57	46	28
1	*	14.63	35.71	19.51	*	31.71	*	34.15	42	41
2	38.89	15.00	36.11	42.50	*	27.50	*	15.00	36	40
3	*	11.43	35.56	40.00	*	37.14	33.33	11.43	45	35
4	*	3.33	40.91	43.33	*	26.67	27.27	26.67	44	30
5	28.21	12.20	33.33	17.07	*	43.90	*	26.83	39	41
6	*	9.52	*	33.33	*	28.57	*	28.57	25	42
All Grades	22.74	10.12	32.49	31.52	21.66	36.58	23.10	21.79	277	257

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	56.52	17.86	36.96	78.57	*	3.57	46	28
1	66.67	43.90	*	46.34	*	9.76	42	41
2	83.33	37.50	*	55.00		7.50	36	40
3	28.89	11.43	46.67	71.43	24.44	17.14	45	35
4	36.36	13.33	47.73	63.33	*	23.33	44	30
5	38.46	12.20	48.72	70.73	*	17.07	39	41
6	*	19.05	52.00	59.52	*	21.43	25	42
All Grades	49.10	22.96	38.63	62.65	12.27	14.40	277	257

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	43.48	21.43	47.83	53.57	*	25.00	46	28
1	54.76	2.44	26.19	85.37	*	12.20	42	41
2	88.89	10.00	*	82.50	*	7.50	36	40
3	68.89	51.43	*	42.86	*	5.71	45	35
4	70.45	50.00	*	30.00	*	20.00	44	30
5	76.92	70.73	*	19.51	*	9.76	39	41
6	84.00	42.86	*	35.71	*	21.43	25	42
All Grades	67.87	35.41	20.22	50.58	11.91	14.01	277	257

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	23.91	0.00	63.04	92.86	*	7.14	46	28
1	33.33	19.51	45.24	36.59	*	43.90	42	41
2	47.22	12.50	41.67	72.50	*	15.00	36	40
3	*	14.29	53.33	62.86	40.00	22.86	45	35
4	*	3.33	63.64	63.33	27.27	33.33	44	30
5	*	19.51	46.15	51.22	28.21	29.27	39	41
6	*	9.52	*	40.48	*	50.00	25	42
All Grades	23.47	12.06	51.26	57.98	25.27	29.96	277	257

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	41.30	28.57	34.78	57.14	23.91	14.29	46	28
1	26.19	14.63	57.14	56.10	*	29.27	42	41
2	38.89	17.50	55.56	77.50	*	5.00	36	40
3	*	34.29	48.89	57.14	28.89	8.57	45	35
4	*	16.67	54.55	63.33	*	20.00	44	30
5	38.46	7.32	53.85	70.73	*	21.95	39	41
6	*	23.81	56.00	64.29	*	11.90	25	42
All Grades	31.41	19.84	50.90	64.20	17.69	15.95	277	257

Conclusions based on this data:

1. A significant amount of Berry Elementary students are identified as English learners. Of these students, the majority of English learners have performance scores of level 3 and 4. Strategic efforts need to be made to support

all English learners through designated and integrated ELD, progress monitoring, and supports for newcomers and LTELs with specific efforts designed to reclassify students as many students are unable to be reclassified due to their performance of the SBAC.

2. Strategic efforts need to be made to support all English learners through designated and integrated ELD, progress monitoring, and supports for newcomers and LTELs with specific efforts designed to reclassify students as many students are unable to be reclassified due to their performance of the SBAC.
3. There is a noticeable decrease in the percent of students who scored "well-developed" on the speaking domain. Specific attention needs to be given to provide students with greater speaking opportunities through designated and integrated ELD as well as increasing accountable talk throughout the school day.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
446	80.9	54.5	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	243	54.5
Homeless	20	4.5
Socioeconomically Disadvantaged	361	80.9
Students with Disabilities	50	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.4
American Indian	1	0.2
Asian	1	0.2
Filipino	8	1.8
Hispanic	380	85.2
Two or More Races	13	2.9
White	16	3.6

Conclusions based on this data:

1. A vast majority of the student population (over 85%) qualify for free and reduced lunch at Berry Elementary. Students from low income families face many educationally related challenges. Research indicates that vocabulary development, early literacy, number sense, math conceptualization, pre-writing skills, among other academic skills are significantly underdeveloped when compared to students who are from economically stable home environments. An awareness of this research indicates that school staff need to ensure a rich, rigorous, yet supportive instructional program. In addition, systems need to be in place to ensure that students who are below grade level proficiency have opportunities to close the achievement gap.





2. In 2017/18 the students with disabilities percentage at Berry Elementary was 12.3%. This is higher than the district and state average. Although Berry Elementary is home to the district's SEAS program, there was an overrepresentation of students with disabilities at Berry Elementary in 2018/19. In 2019/20 this student population percentage decreased, however, staff must continue to ensure that there are systems in place to provide robust, targeted and strategic interventions for students who are "at risk" of entering special education.
3. The homeless and foster youth populations at Berry Elementary are relatively small by percentage, however, given the challenges that students in these student groups typically face, it is important that specific, targeted intervention is provided to these students. Specifically, strategic planning should be made to ensure that school connectedness is strong as well as academic supports.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. The CA Dashboard ELA performance indicator demonstrated significant growth from the red to the yellow performance level.
2. The CA Dashboard suspension rate indicator also demonstrated significant growth from the orange to the green performance level. The attention that was focused on school culture and climate definitely had a positive impact.
3. The CA Dashboard remained in the yellow; however, the school demonstrated significant growth in this area. In 2017/18, 17.7% of the student population was identified as having chronic absenteeism. This percentage changed to 13.7% in 2018/19. The attention focused on improving student attendance had a positive impact.

School and Student Performance Data

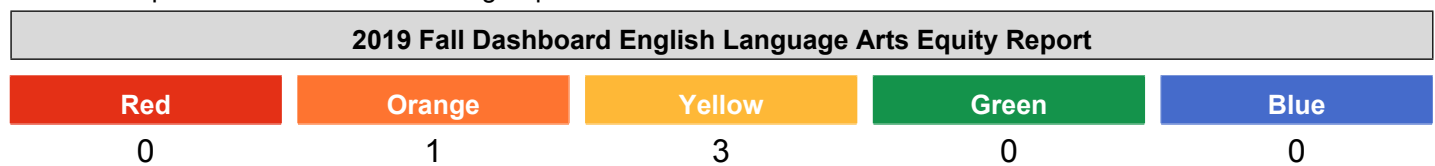
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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				
All Students  Yellow 63.2 points below standard Increased Significantly ++22.9 points 248	English Learners  Yellow 68.5 points below standard Increased Significantly ++21 points 155	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Yellow 66.5 points below standard Increased Significantly ++23.8 points 218
Students with Disabilities  Orange 146.3 points below standard Increased ++4.8 points 38				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 71.9 points below standard 16	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Yellow 63.5 points below standard Increased Significantly ++25.3 points 210	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color 0 Students	White  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 80.4 points below standard Increased Significantly ++18.4 points 130	Reclassified English Learners 6.7 points below standard Increased Significantly ++37 points 25	English Only 56.8 points below standard Increased Significantly ++25.4 points 88
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Conclusions based on this data:

1. The overall CA Dashboard for English Language Arts results indicate Berry Elementary is in the yellow performance area. This increase from the red to the yellow was the result of a 22.9 point decrease from standard. Although this is a positive movement in the right direction, much greater focus and effort needs to be dedicated to this area.
2. The CA Dashboard indicates that the students with disabilities student group has the lowest performance of all students groups. This performance demonstrates an increase from the previous year, however the overall performance is of significant concern. Significant attention needs to be focused on leveraging the co-teach/full-inclusion model so that students with the greatest academic need receive the greatest amount of instructional support. In addition, great effort needs to be made to identify and fully implement tier 2 and tier 3 interventions.
3. The CA Dashboard indicates that English learner student group performed in the yellow performance area. This is an improvement from the red level. Although this is growth demonstrates significant improvement, much greater focus including assessment and progress monitoring needs to be dedicated to our English learners.

School and Student Performance Data

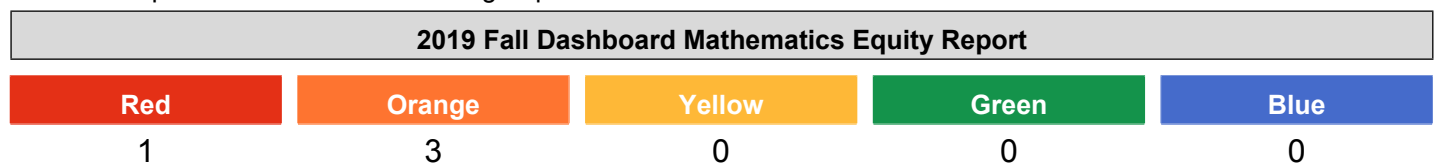
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
87.9 points below standard		94.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained -2 points		Declined -7.4 points		1	
248		155			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Red	
Less than 11 Students - Data Not Displayed for Privacy		88.3 points below standard		168.6 points below standard	
4		Maintained ++2.6 points		Maintained -1.7 points	
		218		38	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.3 points below standard 16	 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 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.2 points below standard Declined -4.1 points 210	 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
102.8 points below standard Declined Significantly -16.6 points 130	49.9 points below standard Increased Significantly ++40.1 points 25	78.9 points below standard Increased ++5 points 88

Conclusions based on this data:

- Based on the CA Dashboard, Berry Elementary's math performance is in the orange performance level. The overall performance resulted in 87.9 points below standard. There is a significant need for the school to develop a more tightly aligned math instructional program that provides opportunities for best "first teach" and opportunities for intervention for students not meeting the standards.
- The CA Dashboard indicates that the math performance for English Learners is in the yellow performance level and 94.3 points below standard. There is a strong need to incorporate best practices for English Learners include utilizing learning intentions and success criteria, greater visual representations, language scaffolds and structures, checks for understanding, academic discourse, collaborative learning and sequential instruction.
- The CA Dashboard indicates that the math performance for the Students with Disabilities student group is in the red performance level and 170 points below standard. This data indicates a decrease of 11.7 points from standard. There is a significant need to ensure that students are receiving intentional instruction and that there are opportunities for students to process the information. In addition, formative assessments and progress monitoring need to be provided to ensure that students are on track to master the standards.

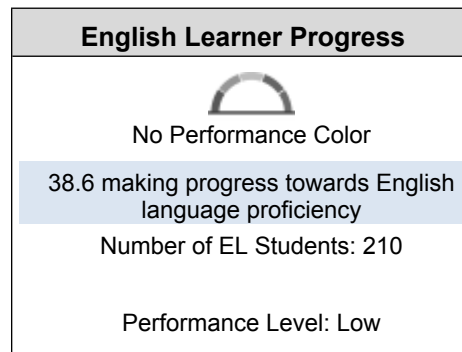
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
28.0	33.3		28.5

Conclusions based on this data:

1. Based on the English Learner Progress Indicator, approximately 39% of English learners are making progress towards English language proficiency.
2. The overall performance level is low. Specific attention needs to be dedicated to ensure that English learners develop their language as well as academic skills.
3. The school needs to continue to focus on integrated and designated ELD to ensure that all English learners advance towards fluent English proficiency. In addition, efforts need to be made to focus on progress monitoring as English learners develop the English language skills.

School and Student Performance Data

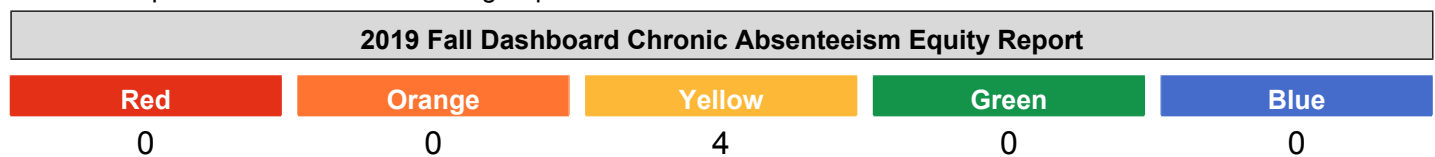
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 13.2 Declined Significantly -4.4 507	 Yellow 12 Declined Significantly -6.2 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 41.7 24	 Yellow 13.5 Declined Significantly -4.9 437	 Yellow 18.3 Declined -1.2 71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Declined -9.1 33	 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 0	 No Performance Color 0 Declined -13.3 11
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.4 Declined Significantly -4 434	 No Performance Color 9.1 Declined -14 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 11.8 Declined -4.9 17

Conclusions based on this data:

1. Based on the 2018/19 CA dashboard, chronic absenteeism was in the yellow performance level. Although the school's performance during the 17/18 school year was also in the yellow performance area, The school demonstrated significant growth with a 3.4% decrease in the overall chronic absenteeism rate.
2. The school needs to continue to focus on the homeless population. Although there was a decrease in the amount of homeless students who were identified as chronic absentee, the percentage of homeless students who need support and intervention in this area is very high.
3. The growth made in reducing chronic absenteeism was the result of greater efforts in communicating and supporting families whose students have attendance issues, developing attendance improvement plans, and promoting a positive school culture.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	1	1	1	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		
All Students  Green 1.1 Declined -0.4 545	English Learners  Orange 1.6 Increased +0.6 318	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1
Homeless  No Performance Color 8.3 24	Socioeconomically Disadvantaged  Green 1.3 Declined -0.6 452	Students with Disabilities  Red 6.8 Increased +0.4 73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Declined -3.7 37	American Indian  No Performance Color Less than 11 Students - Data 2	Asian	Filipino  No Performance Color 0 Maintained 0 11
Hispanic  Yellow 1.3 Maintained +0.1 465	Two or More Races  No Performance Color 0 Maintained 0 13	Pacific Islander	White  No Performance Color 0 Declined -8 17

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	1.1

Conclusions based on this data:

1. In 2018/19 the school's suspension rate declined to 1.1%. The overall performance was in the green performance area which is an increase from yellow. The school's efforts in creating a positive climate through restorative practices, trauma-informed practices, increasing expectations for student behavior, greater, home-school communication, and increasing student's school connectedness is paying off.
2. The suspension rate for the students with disabilities student group continues to be a concern. . Once again, specific attention needs to focus on addressing this student group's connectedness to the school. The above stated strategies will have a significant impact on this student group. In addition, improved efforts in differentiation will help meet the instructional needs of students with disabilities.
3. A significant challenge at Berry Elementary is the placement of the district's SEAS program for students with severe social and emotional needs. This specialized program intends to provide academic instruction in a more therapeutic setting. The students in this program often have experienced great trauma and have limited coping skills. Students in this district program have demonstrated significant growth as many of the students are now mainstreamed into general education classrooms. Continued effort will be made to integrate the program into the school.

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

Ensuring Academic Excellence

LEA/LCAP Goal

Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Berry Elementary is committed to providing learning experiences that accelerate student learning. Specific attention is designed to ensure students receive powerful learning opportunities that are first and foremost based on effective "first teach" and secondly provide powerful tier 2 and tier 3 instruction for students who need additional support.

Goal 1 of Berry's School Plan for Student Achievement outlines specific strategies, actions, resources and interventions that promote learning for all students. Specifically, federal funds are dedicated to provide high quality professional development, intensive intervention for students who need additional support in English language arts, math and developing their English language skills.

For the purpose of the 2021/22 SPSA, goal 1 is: All students will demonstrate significant academic growth in pursuit of academic excellence as demonstrated by the measures listed below.

Identified Need

Although Berry's English language arts performance is in the yellow, students assessed by the CAASPP collectively scored 63 points below standard. In addition, English learners scored 68 points below standard and students with disabilities scored 146 points below standard.

Berry's math performance remained in the orange area on the CA Dashboard with assessed students scoring 87 points below standard. English learners were 94 points below standard and students with disabilities were 168 points below standard.

On the ELPAC, 38% of English learners made progress towards English language proficient.

Data from the District's local assessment measure indicates the following:

- *K - 1st grade - 21% are in the high risk category in math (earlyMath) and 36% are in the high risk area in ELA (earlyReading)
- *2nd-6th grade - 26% are in the high risk category in math (aMath) and 32% are in the high risk area in ELA (aReading)

Interventions will be provided by impact teachers and afterschool intervention classes which will be partially funded through 2020/21 carry-over funds.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA test	Assessed students scored 63 points below standard on the CAASPP ELA Test.	Based on the 2021/22 CAASPP, Berry Elementary students will perform no less than 53 points below standard.
ELPAC	38% of English learners made progress towards English language proficient.	Based on the 2021/22 ELPAC, 48% of English learners will make progress towards English language proficiency.
CAASPP Math Test	Assessed students scored 87 points below standard on the CASPP Math Test.	Based on the 2021/22 CAASPP, Berry Elementary students will perform no less than 77 points below standard.
FastBridge/earlyMath	K - 1st grade - 21% are in the high risk category in math (earlyMath)	Based on FastBridge, 16% of K/1 students will fall within the high risk category in math (earlyMath)
FastBridge/aMath	2nd-6th grade - 26% are in the high risk category in math (aMath)	Based on FastBridge, 21% of and - 6th grade students will fall within the high risk category in math (aMath)
FastBridge/earlyReading	K - 1st grade - 36% are in the high risk category in math (earlyReading)	Based on FastBridge, 31% of K/1 students will fall within the high risk category in math (earlyReading)
FastBridge/aReading	2nd-6th grade - 32% are in the high risk category in math (aReading)	Based on FastBridge, 27% of 2nd-6th grade students will fall within the high risk category in math (aReading)

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)

Title 1, At-Promise Students

Strategy/Activity

Impact teacher for math intervention for 80 school days

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)
12,547	Title I 1000-1999: Certificated Personnel Salaries
3,010	Title I 3000-3999: Employee Benefits

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 teacher for Literacy Development in English for 80 days

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)
12,547	Title III 1000-1999: Certificated Personnel Salaries
3,010	Title III 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1, At-Promise students

Strategy/Activity

After school intervention classes for math and English language arts (30 sessions; 3 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)
3,960	Title I 1000-1999: Certificated Personnel Salaries

950

Title I
3000-3999: Employee Benefits

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

After school intervention classes for English learners (20 sessions; 2 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)

2,640

Source(s)

Title III
1000-1999: Certificated Personnel Salaries

633

Title III
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1, At-promise students

Strategy/Activity

Sub costs for teachers to attend Individualized Learning Contract and Student Study Team mtgs (8 days)

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)

1,080

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

259

Title I
3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1, At-promise students

Strategy/Activity

English language arts intervention curriculum and licenses

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)

6,000

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Title 1, At-promise students

Strategy/Activity

Math intervention curriculum (additional \$9,500 carry-over from 2020/21 budget)

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
4000-4999: Books And Supplies

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

Supplemental materials and curriculum to support at promise students growth towards grade level 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)

789

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Materials and supplies for literacy intervention for 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)

1,170

Source(s)

Title III
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Grade level teams will engage in deep planning of curriculum units focusing on identifying learning outcomes, success criteria, instructional strategies and data analysis (14 sub days)

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)

1,890

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

453

Title I
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Prior to school closure (March 13, 2020), Berry Elementary was making significant strides in the implementation of school-based interventions. Specifically, the multi-tiered system of support was well implemented with students receiving extensive tier 2 and tier 3 instruction in English language arts. In addition, the after school intervention classes were in place providing additional learning opportunities for many students. The impact teacher was hired in January 2019 and immediately started supporting students in English language arts and English language development. The school engaged in professional development with Teachers College Reading and Writing Project staff developers. Licenses and supplemental materials were also purchased as outlined in the school plan.

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 closure, Berry Elementary was unable to implement the after school interventions classes. In addition, the school was only able to hire two of the three impact teachers. Intent is to utilize 2020/21 carry-over to fund an additional ELA impact teacher.

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.

There were no changes made to the activities listed in goal 1; however, due to CAASPP not being administered, the metrics for analysis were adjusted.

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

Advancing Equity and Inclusion

LEA/LCAP Goal

Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Berry Elementary is committed to creating a positive, safe and engaging school climate for all students. The school is committed to ensuring access and equity for historically underserved student populations and promoting inclusion for all students.

Identified Need

Significant growth has been made in ensuring that ALL students are treated in an equitable manner. In addition, strides have been taken to ensure that ALL students have access to school based programs and resources to accelerate their social, emotional and academic growth. The following are data points that the school will continue to address:

California Healthy Kids Survey

Students reporting teachers holding high expectations: 3rd grade - 90%; 4th grade - 87%; 5th grade - 79%; 6th grade - 95%

Students reporting high self-efficacy: 3rd grade - 73%; 4th grade - 67%; 5th grade - 74%; 6th grade - 72%

Students reporting that their teachers teach students to understand how other students think and feel (empathy)(yes, most or all of the time): 3rd grade - 71%; 4th grade - 56%; 5th grade - 79%; 6th grade - 54%

Parents reporting school treats all students with respect: 83%

Parents reporting the school promotes respect of cultural beliefs/practices - 75%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey - High Expectations	Students reporting teachers holding high expectations: 3rd grade - 90%; 4th grade - 87%; 5th grade - 79%; 6th grade - 95%; school average - 88%	Based on the 2021/22 California Healthy Kids Survey, the school wide average will increase by a minimum of 3% points on the high expectations measure to 91%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey - High Self-Efficacy	Students reporting high self-efficacy: 3rd grade - 73%; 4th grade - 67%; 5th grade - 74%; 6th grade - 72%; school average - 72%	Based on the 2021/22 California Healthy Kids Survey, the school wide average will increase by a minimum of 3% points on the self-efficacy measure to 75%.
California Healthy Kids Survey - Empathy	Students reporting high empathy: 3rd grade - 71%; 4th grade - 56%; 5th grade - 79%; 6th grade - 54%; school average - 65%	Based on the 2021/22 California Healthy Kids Survey, the school wide average will increase by a minimum of 3% points on the empathy measure to 68%.
California Healthy Parent Survey - Treats Students with Respect	Parents reporting school treats all students with respect: 83%	Based on the 2021/22 California Healthy Parent Survey, the school wide average will increase by a minimum of 3% points on parents reporting school treats all students with respect measure to 86%.
California Healthy Parent Survey - Respect of Cultural Beliefs/Practices	Parents reporting the school promotes respect of cultural beliefs/practices - 75%	Based on the 2021/22 California Healthy Parent Survey, the school wide average will increase by a minimum of 3% points on parents reporting school treats all students with respect measure to 78%.

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 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

School will ensure that a master schedule is developed that includes designated and integrated ELD to ensure that English learners receive the necessary instruction to accelerate language and academic 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)

0

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise Students

Strategy/Activity

School will engage in culturally-responsive professional development using the book Culturally-Responsive Teaching and the Brain by Hammond during staff 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)

600

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise Students

Strategy/Activity

School will conduct data analysis meetings focusing on ensuring that students who are typically underserved by the education system are progressing towards grade level standards (twice a 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)

1080

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

259

Title I
3000-3999: Employee Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will continue to create school wide events that acknowledge, celebrate and teach the contributions and achievements of individuals from historically underrepresented cultural backgrounds.

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)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School will purchase books that represent historically underrepresented cultural backgrounds (funded out of lottery budget).

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 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School will create a celebration of cultures and their contributions to the world through school wide events such as a multicultural fair and/or monthly events.

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

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise Students

Strategy/Activity

School will continue with the implementation of the co-teach/full-inclusion service delivery model for providing specialized academic services through a carefully developed master schedule.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Prior to school closure (March 13, 2020), Berry Elementary was successfully implementing the strategies and activities identified in Goal 2 of the 2019/20 School Plan. The after school enrichment classes were implemented and many students were able to engage in these learning opportunities. Teachers were able to participate in trainings on implementing mindfulness strategies. Students and families were able to participate in several out of school study trips.

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 closure, several of the strategies/activities listed in Goal 2 of the 2020/21 school plans were not actualized.

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.

There were no changes to the activities listed in goal 2; however, some of the strategies were not actualized resulting in carry-over of the funds and strategies.

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

Nurturing Safe and Welcoming Learning Environments

LEA/LCAP Goal

Ensure Nurturing Safe and Welcoming learning environments which support and foster the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Berry Elementary is committed to creating a school that addresses the social and emotional needs of all students and creates a culture where all students feel like they are part of a healthy community. The school's mission is based on Maslow's Hierarchy of Needs which indicate that basic needs such as physiological, safety, and belongingness must be achieved for students to advance towards esteem needs being fulfilled and eventually self-actualization. In addition, it is essential that families are welcomed and are an integral part of the school.

Identified Need

Although there has been significant attention to students' social and emotional learning and observed increases in students' school connectedness and belongingness, these are still areas of need. In addition, the number of families reporting strong home-school communication has increased over the past couple years, but this is still an area of need.

California Healthy Kids Survey data indicates the following:

Students reporting caring relationships with adults: 3rd grade - 72%; 4th grade - 61%; 5th grade - 67%; 6th grade - 77%

Students reporting "sadness": 3rd grade - 18%; 4th grade - 20%; 5th grade - 29%; 6th grade - 15%

Students reporting "wellness": 3rd grade - 81%; 4th grade - 68%; 5th grade - 79%; 6th grade - 82%

Parents reporting feeling welcome to participate at the school: 70%

Parents reporting strong communication with the school: 74%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey - Caring Relationships	Students reporting caring relationships with adults: 3rd grade - 72%; 4th grade - 61%; 5th grade - 67%; 6th grade - 77%; school average - 69%	Based on the 2021/22 California Healthy Kids Survey, the school wide average will increase by a minimum of 3% points on the caring adult relationships measure to 72%.
California Healthy Kids Survey - Wellness	Students reporting "wellness": 3rd grade - 81%; 4th grade - 68%; 5th grade - 79%; 6th	Based on the 2021/22 California Healthy Kids Survey, the school wide average will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade - 82%; school average - 77.5%.	increase by a minimum of 3% points on the "wellness" measure to 81%.
California Healthy Kids Survey - Sadness	Students reporting "sadness": 3rd grade - 18%; 4th grade - 20%; 5th grade - 29%; 6th grade - 15% school average - 20%	Based on the 2021/22 California Healthy Kids Survey, the school wide average will decrease by a minimum of 3% points on the "sadness" measure to 17%.
California Healthy Parent Survey - Welcome to Participate	Parents reporting being welcomed to participate - 70%	Based on the 2021/22 California Healthy Parent Survey, the school wide average will increase by a minimum of 3% points on parents reporting being welcomed to participate measure to 73%.
California Healthy Parent Survey - Strong Communication	Parents reporting strong school-home communication- 74%	Based on the 2021/22 California Healthy Parent Survey, the school wide average will increase by a minimum of 3% points on parents reporting school-home communication measure to 77%.

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

Incorporate mindfulness into the daily lessons including a site license for a mindfulness app funded out of lottery budget.

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)

All students

Strategy/Activity

Implementation of Caring School Community social & emotional learning curriculum including daily class circles to build community, connectedness and belongingness

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)

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

Parenting Classes through the Parent Institute for Quality Education

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)

5,000

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Childcare

Strategy/Activity

Provide Childcare during parenting classes

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)
367	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
133	Title I Part A: Parent Involvement 3000-3999: Employee Benefits

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

Food & Beverages

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)
400	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

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

Create grade level schedules that ensure that every classroom has time built into their schedule for classroom meetings/circles to increase belongingness and classroom culture.

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	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Specific Grade Levels

Strategy/Activity

School will provide additional social and emotional support for grade levels with an elevated amount of students reporting high rates of sadness. Support will include targeted small group counseling and social support groups as well as activities that foster wellness.

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)

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

Partnership with South Bay Community Services for students and families who need Tier 2 & 3 level 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)

0

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise Students

Strategy/Activity

After school enrichment classes to increase school engagement for students who are historically underserved with specific effort in developing student's self-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)
5,280	Title I 1000-1999: Certificated Personnel Salaries
1,266	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Prior to school closure (March 13, 2020), Berry Elementary was successfully implementing the strategies and activities identified in Goal 3 of the 2019/20 School Plan. The community volunteer coordinator had a reduction of hours but had a positive impact on increasing parental engagement in school events. There was a significant increase in the amount of school events that were held. Partnerships with SBCS, SYHC, Feeding America were in place and the school offered parenting classes which were well attended.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closure had a negative impact on the strategies/activities that were identified in Goal 3 of the 2020/21 school plan. The school offered parenting classes but they had few participants.

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.

There were no changes to the activities listed in goal 3; however, some of the strategies were not actualized.

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	\$86,975
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,323.00

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	\$40,423.00
Title I Part A: Parent Involvement	\$5,900.00
Title III	\$20,000.00

Subtotal of additional federal funds included for this school: \$66,323.00

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

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$66,323.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	40,423.00
Title I Part A: Parent Involvement	5,900.00
Title III	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	41,024.00
2000-2999: Classified Personnel Salaries	367.00
3000-3999: Employee Benefits	9,973.00
4000-4999: Books And Supplies	9,959.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I	25,837.00
3000-3999: Employee Benefits	Title I	6,197.00
4000-4999: Books And Supplies	Title I	8,389.00

2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	367.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	133.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	15,187.00
3000-3999: Employee Benefits	Title III	3,643.00
4000-4999: Books And Supplies	Title III	1,170.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,938.00
Goal 2	1,939.00
Goal 3	12,446.00

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
Rick Oser	Principal
Candice Castle	Classroom Teacher
Cindy Daily	Classroom Teacher
Thelma Scarcille	Classroom Teacher
Alba Monge Salazar	Other School Staff
Jocelyn Cazarez	Parent or Community Member
Janette Esahaki	Parent or Community Member
Claudia Garcia	Parent or Community Member
Erika Raymond	Parent or Community Member
Thania Salazar	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 May 10, 2021.

Attested:



Principal, Rick Oser on May 10, 2021



SSC Chairperson, Erika Raymond on May 10, 2021

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
Central Elementary	37-68395-6040471	May 10, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered electronically during the month of March 2021 while in Distance Learning.

Summary of Parent Surveys:

Strengths:

88% of parents felt encouraged to be an active partner with Central in educating their child.

94% of our student's parents stated that their child knows what school work is expected to be completed.

93% of Central parents stated that staff treats them with respect.

Improvement Areas:

86% of parents who took the survey stated they felt their child was falling behind academically.

70% of Central parents are concerned about their child's mental well-being.

25% of parents feel like they are not actively sought out for input regarding important decision-making processes at the school site.

16% of parents on average reported being involved in school. (PTA, School Committees, Fundraising).

13% of parents disagreed, strongly disagreed, and did not know if our school communicated the importance of respecting different cultural beliefs and practices.

Summary of Student Surveys:

Strength:

80% of 3rd through 6th-grade students feel that teachers want them to do their best all of the time.

Improvement Areas:

While 24.5% of 3rd through 4th-grade students feel that teachers and other grown-ups at school make an effort to get to know students all of the time, and 35% of students report teachers and other grown-ups at school make an effort to get to know students most of the time, 40% of students report only teachers and other grown-ups at school make an effort to get to know students some of the time or never.

58% of 3rd-4th grade students feel that teachers and other grown-ups at the school care about them all of the time, therefore 42.5% of students do not feel as though teachers and other grown-ups at the school care about them

41.7% of 3rd-6th grade students reported that they do not have meaningful participation at school because teachers never ask them what they want to learn about.

44% of 3rd-6th grade students reported that teachers check on their progress all of the time, this reveals that 21% of students feel like teachers check in on their progress most of the time, 25% of students have teachers who sometimes check in on them, and 10% of students feel like teachers never check-in on their progress.

Summary of Staff Surveys:

Strengths:

90% of staff feel they promote academic success for all students.

88% of staff emphasized that they teach lessons in ways that are relevant to students.

91% of staff feel a responsibility to improve this school.

Improvement Areas:

71% of staff reported needing more professional development, training, mentorship, or other supports in supporting students exposed to trauma or stressful events.

27% of staff feel that parents do not feel welcomed to participate at this school.

97% of staff feel disruptive student behavior is a problem.

65% of staff have not engaged in examining their cultural biases through professional development or other processes.

While we recognize the timing of the surveys certainly influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence-based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

The focus of classroom observations included implementation of the district-adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted. During school closure, classroom observations were made virtually.

As schools moved to distance learning, observations have taken the form of participating in zoom/google meets/seesaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

California School Dashboard data was analyzed to identify areas of strength and areas in need of improvement, for all students and specific student groups. Prior to school closures, groups of stakeholders at Central Elementary School engaged in data analysis and evaluation of current programs. Further, due to 2020 COVID Pandemic school closures, 2019-2020 SBAC was not administered. Therefore, the following data analysis is from the 2018-2019 school dashboard. Overall, Central's scores were far below the state average.

Math: Increased 12.5 points

ELA: Maintained 0.6 points

Chronic Absenteeism: maintained 0.3%

Suspensions: increased by 0.9%

Area of strength:

Central improved in math school-wide. Central's 4th-grade students were the highest scoring student group in math. 4th-grade students had a comprehensive score of 26.76% of student meetings and or exceeding standards.

Areas in need of improvement:

Overall 50% of all students are reading below standard.

In addition, all teachers administered a reading assessment three times per year to identify student independent and instructional reading levels. This information is used to guide reading instruction and identify the need for possible interventions. Findings from the District Reading Assessment indicate the following: 39.55% of Central students are meeting or exceeding reading benchmarks and

56.91% of Central students are not yet meeting reading at benchmark.

23.15% Exceeding

16.40% Meeting

20.58% Approaching Expectations

36.33% Not yet meeting expectations

Stakeholders have identified the following problems of practice related to data analysis:

Chronic absenteeism is affecting overall student outcomes.

A need to get better at using formative and summative data to provide immediate intervention and feedback.

A need to teach and increase social and emotional learning and increase student connectedness. (SEL)

A need for professional development to support English Language Learners. (EL)

Furthermore, during the 2020-2021 academic school year Central teachers utilized FastBridge Universal Screener as a metric to assess student's current skills and provide academic support. The data demonstrated the following implications of overall student achievement :

earlyReading (K-1)

NA College Pathway

39% Low Risk

27 % Some Risk

34% High Risk

earlyReading (K-1) English Language Learners

NA College Pathway

24% Low Risk

29% Some Risk

47%High Risk

earlyReading (K-1) Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient

27% High Risk

aReading (2-6)

14% College Pathway

25% Low Risk

32% Some Risk

29% High Risk

aReading (2-6) English Language Learners

7% College Pathway

16% Low Risk

40% Some Risk

37% High Risk

aReading (2-6) Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient

22% High Risk

earlyMath (K-1)

NA College Pathway

49% Low Risk

34% Some Risk

17% High Risk

earlyMath (K-1) English Language Learners

NA College Pathway

49% Low Risk

34% Low Risk

17% High Risk

aMath (2-6)

17% College Pathway

23% Low Risk

33% Some Risk

27% High Risk

aMath (2-6) English Language Learners

14% College Pathway

17% Low Risk

37% Low Risk

33% High Risk

aMath (2-6) Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient
23% High Risk

Area of strength:

Overall, 14% of 2nd-6th grade students scored in the College Pathway benchmark, and 25% of 2nd-6th grade students performed at the low-risk benchmark to meeting end of the year standards. Further, 64% of Kinder-6th grade students scored in the low-risk benchmark which shows students being on track to meet the end of the grade-level reading expectations. Furthermore, in the area of Mathematics, 17% of 2nd-6th grade students scored in the College Pathway benchmark. This data shows that students have advanced level mathematical skills. More so, 72% of Kinder through the 6th-grade students scored in the low-risk benchmark for Mathematics. This reveals that 72% of students are on track to meet grade-level expectations in the area of arithmetic. Data correlates to the 2019-2020 trend of students performing significantly better in mathematics in comparison to literacy.

Areas in need of improvement:

Overall, 63% of students scored in the High-Risk benchmark for reading. Kinder through 6th-grade students underperformed in the area of literacy by 19% in comparison to mathematics. The data reflects a high percentage of students at risk for not meeting end-of-the-year grade-level standards.

An additional area of improvement is around academic support for English Language Learners, specifically in Reading. 47% of English Language Learners scored in the High-Risk Benchmark in (K-1) which is 20% more than Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient in earlyReading. In addition, 37% of 2-6th grade students scored in the High Risk benchmark in aReading which is 15% more than Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 3 times a year, and F & P reading assessments given 3 times to all students and FastBridge Universal Screening and progress monitoring given throughout the year to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Central Elementary School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Central Elementary School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2021-2022 school year.

This year we will be using FastBridge Universal Screener to assess and progress monitors in the areas of math, reading, and social-emotional learning, therefore there is a need for professional learning in this area.

Second Step professional development to address the social and emotional needs of students both at a tier one and tier two intervention level. Data will be acquired from daily observations and from Fastbridge Universal Screener.

PBIS professional development will be given to establishing expected behaviors with a consistent school-wide system. PBIS committee will continue to promote Central SMART Scholars.

Guided Language Acquisition Design (GLAD) professional development will be given to help support our English Language Learners through research-based strategies to promote language development.

Professional development during Distance Learning is primarily focused on technology, web-based instructional tools, social-emotional learning, and engagement strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) , coordinators for the Learning and Innovation team, and through site-level teacher leadership. In addition, ongoing professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-2021 school year, teachers at Central Elementary School participated in professional development in the following content areas :

- Project GLAD
- Rigorous and High-Quality Online Teaching and Learning
- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social-Emotional Learning and Mental Health
- Fastbridge to measure and monitoring student progress
- Data analysis of ELL student data to support English Learners in Distance Learning

Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff is participating in professional development related to newly adopted Science and Social Studies materials.

As we look forward to the 2021-2022 academic school year, teachers will continue to have consistent professional development in the areas mentioned above to continue strengthening teacher pedagogy and instructional practices in order to serve our students. In addition, need for professional development in the area of cultural proficiency and culturally responsive pedagogy has been determined.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2021-2022 school year, collaboration will continue to occur in a hybrid mixture of both in person and virtual when applicable.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for the 2021-2022 school year will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on-site to ensure students and teachers have the necessary materials and that Central School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards-based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade-level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees. All students will have access to district-adopted core instructional materials either in print or digital form. Instruction will be based on these materials and will follow district scope and sequence documents for units of study.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

SBUSD Math Units of Study

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Supplemental:

- Fountas and Pinnell Guided Reading Lessons
- Digital Content Platforms such as ST Math, Dreambox, RAZ Kids, Imagine Learning, etc.

The following materials were used for tier two interventions to support learners:

- Leveled Literacy Intervention (LLI)
- Lexia Core 5
- Bridges Mathematics
- Do the Math

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are underperforming, in order to master grade-level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are playing close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners
Project GLAD
Leveled Literacy Intervention (LLI)
Renaissance MyOn
FastBridge Universal Screener

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Leveled Literacy Intervention (LLI)
Project GLAD
Renaissance MyOn
FastBridge Universal Screener
Do the Math

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site-level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by the WestEd Parent Survey results, parent attendance at school community-building events (either in-person or virtually), Back to School Night attendance (Virtual), and parent-teacher conference attendance. Examples of parent engagement during 2020-2021 school closures included:

Coffee with the Principal
PTA
Virtual Back to School Night
Virtual Parent Workshops led by the School Psychologist
Student Distributions

In the 2021-2022 school year, parents will be highly encouraged to reconnect and participate in a variety of ways :

Coffee with the Principal
School Site Council
English Language Advisory Committee
PTA
PBIS Committee
New Edlio Website
SMORE (Newsletter)
Virtual and in-person workshops
Dinosaur School for primary grades (K-3)
Parent Education Classes offered through Dinosaur School
South Bay Community Services
San Ysidro Health Clinic
Mini-Cabe Conferences

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)

Central School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Central School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on October 20, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I - Impact Teacher for reading LLI, Out of contract pay to analyze student data, supplemental books and supplies, Behavior interventionist, PBIS professional learning, Parent Workshops, and Mini Cabe.

Title III - Project GLAD Consulting, Out of contract pay for Project GLAD Professional Learning

Based on the comprehensive needs assessment, and a school-wide focus on fostering student academic growth, the following evidence-based strategies will be implemented and financed through categorical funding in the 2021-2022 school year:

Title I - behavior intervention assistant to support SEL curriculum, Impact Teacher for academic interventions for students at promise, professional development/out of contract pay to analyze data and to create intervention groups, Mini Cabe Conference professional development for staff.

Title III - Project GLAD and ELL data analysis to create intervention groups.

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-2022 School Plan for Student Achievement.

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

Site-level Staff, SSC, and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2021-2022 School Plan for Student Achievement. Both committees completed a Needs Assessment survey and provided action items for their identified top priorities which were in alignment with the District's LCAP Goals of Ensuring Academic Excellence, Advancing Equity and Inclusion, and Nurturing Safe and Welcoming Learning Environments.

School Site Council (SSC) Meetings were held on October 2, 2020, October 20, 2020, November 10, 2020, December 1, 2020, January 29, 2021, February 8, 2021, March 8, 2021, April 19, 2021, and May 10, 2021

ELAC Meetings were held on December 6, 2020, November 17, 2020, February 2, 2021, April 20, 2021, and May 25, 2021

A District-wide Virtual Meeting was held to conduct a Comprehensive Needs Assessment (LCAP Input) on February 17, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1%	1.15%	0.5%	5	5	2
African American	4.81%	4.13%	4.3%	24	18	17
Asian	0.8%	1.15%	%	4	5	
Filipino	2.61%	2.52%	1.5%	13	11	6
Hispanic/Latino	78.96%	78.9%	82.0%	394	344	323
Pacific Islander	0.4%	0.23%	0.3%	2	1	1
White	7.21%	7.34%	6.6%	36	32	26
Multiple/No Response	4.21%	4.13%	4.6%	21	18	18
Total Enrollment				499	436	394

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	81	53	49
Grade 1	77	67	58
Grade 2	65	70	60
Grade3	71	60	59
Grade 4	73	63	57
Grade 5	67	59	51
Grade 6	65	64	60
Total Enrollment	499	436	394

Conclusions based on this data:

1. 78% of students at Central school are Hispanic/Latino, therefore a focus on providing a culturally responsive education with a lens on the success of this minority group is paramount.
2. Student enrollment has decreased by 12% at Central school over the last three years. It is imperative to note that although Hispanic/Latino student groups are our largest student group, Central has to ensure that English Learning supports are provided to all learners.
3. Kindergarten has seen the largest decrease in sustained numbers over the last three years. This may impact future student enrollment in proceeding years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	235	216	167	47.1%	49.5%	42.4%
Fluent English Proficient (FEP)	28	10	14	5.6%	2.3%	3.6%
Reclassified Fluent English Proficient (RFEP)	16	3	10	5.5%	1.3%	4.6%

Conclusions based on this data:

1. Central school has experienced a slight increase from 2018-2019 in the number of English Learners although we had a decrease in enrollment . This means that fewer students are being reclassified throughout their academic progress and is evident by the 4.2% decline in reclassification from 2018-2019 to 2019-2020.
2. The Fluent English Proficiency level has experienced a slight decrease over the last three years. Due to the increase in English Learners the sizes of the designated ELD classes has increased which may impact instruction.
3. Reclassification of students has decreased by 4.2%. Therefore, stronger interventions during both designated ELD and integrated ELD are needed to help move students along the language proficiency domains.

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	78	71	65	72	68	65	72	68	90.3	92.3	95.8
Grade 4	78	68	71	72	66	68	72	66	68	92.3	97.1	95.8
Grade 5	93	76	67	90	74	64	90	74	64	96.8	97.4	95.5
Grade 6	75	100	65	70	94	64	70	94	64	93.3	94	98.5
All	318	322	274	297	306	264	297	306	264	93.4	95	96.4

* 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	2362.	2352.	2351.	9.23	5.56	4.41	9.23	13.89	14.71	27.69	19.44	23.53	53.85	61.11	57.35
Grade 4	2398.	2400.	2402.	8.33	13.64	7.35	9.72	10.61	14.71	20.83	16.67	22.06	61.11	59.09	55.88
Grade 5	2421.	2436.	2445.	2.22	5.41	7.81	14.44	21.62	17.19	25.56	20.27	21.88	57.78	52.70	53.13
Grade 6	2448.	2454.	2458.	0.00	3.19	4.69	18.57	19.15	18.75	28.57	25.53	23.44	52.86	52.13	53.13
All Grades	N/A	N/A	N/A	4.71	6.54	6.06	13.13	16.67	16.29	25.59	20.92	22.73	56.57	55.88	54.92

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	8.33	7.35	23.08	47.22	41.18	63.08	44.44	51.47
Grade 4	5.56	13.64	7.35	45.83	37.88	48.53	48.61	48.48	44.12
Grade 5	5.56	9.46	10.94	42.22	45.95	35.94	52.22	44.59	53.13
Grade 6	4.29	5.32	6.25	47.14	37.23	35.94	48.57	57.45	57.81
All Grades	7.07	8.82	7.95	40.07	41.83	40.53	52.86	49.35	51.52

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	7.69	4.23	0.00	35.38	19.72	35.29	56.92	76.06	64.71
Grade 4	5.56	6.06	5.88	31.94	36.36	44.12	62.50	57.58	50.00
Grade 5	10.11	4.05	9.38	33.71	37.84	42.19	56.18	58.11	48.44
Grade 6	1.43	5.32	7.81	37.14	34.04	39.06	61.43	60.64	53.13
All Grades	6.42	4.92	5.68	34.46	32.13	40.15	59.12	62.95	54.17

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	7.69	6.94	8.82	60.00	52.78	57.35	32.31	40.28	33.82
Grade 4	5.56	9.09	7.35	52.78	53.03	55.88	41.67	37.88	36.76
Grade 5	5.56	8.11	4.69	52.22	55.41	65.63	42.22	36.49	29.69
Grade 6	2.86	8.51	10.94	54.29	54.26	53.13	42.86	37.23	35.94
All Grades	5.39	8.17	7.95	54.55	53.92	57.95	40.07	37.91	34.09

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	7.69	9.72	2.94	53.85	43.06	47.06	38.46	47.22	50.00
Grade 4	8.33	12.12	4.41	40.28	42.42	45.59	51.39	45.45	50.00
Grade 5	7.78	13.51	10.94	44.44	44.59	40.63	47.78	41.89	48.44
Grade 6	4.29	12.77	9.38	50.00	46.81	40.63	45.71	40.43	50.00
All Grades	7.07	12.09	6.82	46.80	44.44	43.56	46.13	43.46	49.62

Conclusions based on this data:

1. The number of students enrolled decreased in comparison to the previous two academic years, however the percentage of students tested increased in the 2018-2019 school year to 96.4; therefore we can expect to see a more clear picture of student achievement across all 3rd, 4th, 5th, and 6th-grade level groups. This data collection will facilitate a thorough in depth data analysis which will lead to trends and pattern identification to address equity gaps.
2. Overall student achievement for the 2018-2019 academic school year slightly increased for both 3rd and 4th-grade students for standards met. 3rd-grade students demonstrated a (.85%) increase and 4th-grade students increased (4.1%) of standards met. This can be attributed to the consistent implementation of small group instruction targeted to the specific needs of homogenous groupings.
3. The domains of listening and writing showed the highest levels of student growth. 57.95% of students nearly met standards which was a 4.03% increase from the 2017-2018 school year. Further, in writing, 57.95% of students nearly met standards. Students demonstrated a growth of 26% in the 2018-2019 school year in comparison to the 2017-2018 school year. This shows a correlation between transference listening to and transferring those listening skills into their writing. Furthermore, the domains of Reading and understanding Nonfictional texts and of research and inquiry are the areas of most need in English Language Arts. This is a concerning area of reading for Central students as these skills are fundamental in the reading process. In understanding non-fiction texts, Central students increased the number of students performing below grade level in 2017-2018 from 49.35% to 51.52% in 2018-2019. In addition, in the areas of research and inquiry, Central students increased from the 2017-2018 academics school year of 43.46% to 49.62% in 2018-2019. Overall, this is a comprehensive increase of 8.33% increase if students underperforming in foundational reading skills. This hard data points out the importance of consistent research-based practices such as data-based small group instruction to explicitly teach students foundational reading and metacognition skills.

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	78	72	72	75	71	70	75	71	100	96.2	98.6
Grade 4	78	68	71	78	68	71	78	68	71	100	100	100
Grade 5	92	76	67	92	76	67	92	76	67	100	100	100
Grade 6	75	100	65	75	97	64	75	97	64	100	97	98.5
All	317	322	275	317	316	273	315	316	273	100	98.1	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	2367.	2347.	2350.	1.43	6.67	4.23	18.57	8.00	9.86	27.14	20.00	21.13	52.86	65.33	64.79
Grade 4	2408.	2424.	2436.	5.13	5.88	11.27	15.38	17.65	15.49	29.49	33.82	32.39	50.00	42.65	40.85
Grade 5	2420.	2425.	2438.	1.09	0.00	4.48	8.70	11.84	8.96	22.83	21.05	20.90	67.39	67.11	65.67
Grade 6	2422.	2413.	2409.	0.00	1.03	3.13	5.33	5.15	6.25	21.33	24.74	18.75	73.33	69.07	71.88
All Grades	N/A	N/A	N/A	1.90	3.16	5.86	11.75	10.13	10.26	25.08	24.68	23.44	61.27	62.03	60.44

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	8.57	10.81	9.86	37.14	21.62	16.90	54.29	67.57	73.24
Grade 4	10.26	10.29	19.72	28.21	35.29	22.54	61.54	54.41	57.75
Grade 5	1.09	0.00	5.97	21.74	27.63	19.40	77.17	72.37	74.63
Grade 6	1.33	1.03	3.13	13.33	21.65	14.06	85.33	77.32	82.81
All Grades	5.08	5.08	9.89	24.76	26.03	18.32	70.16	68.89	71.79

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	5.71	8.00	5.63	34.29	33.33	29.58	60.00	58.67	64.79
Grade 4	6.41	7.35	11.27	34.62	42.65	40.85	58.97	50.00	47.89
Grade 5	3.26	3.95	1.49	27.17	28.95	41.79	69.57	67.11	56.72
Grade 6	1.33	0.00	4.69	26.67	19.59	26.56	72.00	80.41	68.75
All Grades	4.13	4.43	5.86	30.48	30.06	34.80	65.40	65.51	59.34

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	1.43	6.76	4.23	48.57	39.19	39.44	50.00	54.05	56.34
Grade 4	6.41	7.35	9.86	38.46	47.06	50.70	55.13	45.59	39.44
Grade 5	1.09	1.32	5.97	30.43	39.47	25.37	68.48	59.21	68.66
Grade 6	2.67	3.09	1.56	29.33	28.87	29.69	68.00	68.04	68.75
All Grades	2.86	4.44	5.49	36.19	37.78	36.63	60.95	57.78	57.88

Conclusions based on this data:

1. Central students had a 2.83% increase in exceeding or meeting standards. The data also reflects a three year consistent decrease of students not meeting standards over a three year trend going from 61.27% in 2016-2017, to 62.03% in 2017-2018, to a 60.44% in 2018-2019.
2. 6th grade demonstrated the lowest overall proficiency in mathematics. 72% of Central 6th graders did not meet standards. Overall, 6th grade has the lowest math performing data. 6th-grade students are exposed to grade-level concepts through CPM curriculum which is highly focused on word problems. There is not a lot of exposure to word problems in previous grade levels, therefore when students engage with word problems in 6th grade, they experience difficulty. In addition, 68.75% of 6th-grade students are not meeting grade-level standards in problem-solving and modeling strategies which is a direct correlation to the underperformance in overall math achievement.
3. 72% of students performed below grade level in concepts and procedures. Unfortunately, there was 2.9% increase in this domain from the 2017-2018 academic school year to the 2018-2019 school year. This is the area in math that demonstrates the highest level of students performing below standard met and a need for targeted instruction in procedural fluency and precision and the application of mathematical concepts through the implementation of research-based strategies such as but not limited to Number Talks. Lastly, progress monitoring will provide essential information for instruction adjustment to ensure growth.

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	1454.1	1413.9	1460.8	1418.9	1438.0	1402.3	39	36
Grade 1	1447.7	1454.1	1454.0	1475.2	1440.8	1432.4	48	38
Grade 2	1480.1	1488.6	1476.1	1493.7	1483.6	1483.1	44	42
Grade 3	1480.7	1483.9	1476.4	1481.5	1484.5	1485.9	42	41
Grade 4	1505.8	1510.8	1499.2	1520.1	1511.8	1501.0	36	32
Grade 5	1515.0	1530.7	1502.6	1522.8	1526.8	1538.1	36	33
Grade 6	1515.7	1513.3	1506.0	1509.2	1524.8	1517.0	51	24
All Grades							296	246

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	51.28	11.11	*	41.67	*	22.22	*	25.00	39	36
1	37.50	7.89	25.00	36.84	*	39.47	*	15.79	48	38
2	38.64	21.43	34.09	42.86	*	23.81	*	11.90	44	42
3	*	12.20	*	31.71	30.95	39.02	30.95	17.07	42	41
4	*	18.75	50.00	50.00	*	9.38	*	21.88	36	32
5	30.56	36.36	38.89	30.30	*	24.24	*	9.09	36	33
6	21.57	8.33	39.22	37.50	25.49	37.50	*	16.67	51	24
All Grades	31.08	16.67	32.43	38.62	18.92	28.05	17.57	16.67	296	246

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	51.28	13.89	28.21	44.44	*	22.22	*	19.44	39	36
1	52.08	26.32	22.92	39.47	*	26.32	*	7.89	48	38
2	43.18	45.24	40.91	30.95	*	11.90	*	11.90	44	42
3	*	26.83	35.71	34.15	*	24.39	*	14.63	42	41
4	38.89	46.88	36.11	31.25	*	3.13	*	18.75	36	32
5	38.89	54.55	30.56	27.27	*	12.12	*	6.06	36	33
6	37.25	25.00	43.14	45.83	*	12.50	*	16.67	51	24
All Grades	40.54	34.15	34.12	35.77	11.82	16.67	13.51	13.41	296	246

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	38.46	8.33	*	36.11	38.46	38.89	*	16.67	39	36
1	31.25	5.26	*	26.32	*	36.84	33.33	31.58	48	38
2	36.36	7.14	*	38.10	*	38.10	*	16.67	44	42
3	*	7.32	*	19.51	26.19	48.78	54.76	24.39	42	41
4	*	3.13	41.67	21.88	*	43.75	*	31.25	36	32
5	*	15.15	36.11	24.24	30.56	42.42	*	18.18	36	33
6	21.57	8.33	*	16.67	25.49	33.33	33.33	41.67	51	24
All Grades	24.32	7.72	21.96	26.83	25.00	40.65	28.72	24.80	296	246

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	69.23	5.56	*	77.78	*	16.67	39		36
1	62.50	65.79	25.00	23.68	*	10.53	48		38
2	56.82	35.71	38.64	52.38	*	11.90	44		42
3	*	17.07	61.90	58.54	*	24.39	42		41
4	38.89	37.50	55.56	53.13	*	9.38	36		32
5	50.00	9.09	41.67	78.79	*	12.12	36		33
6	31.37	8.33	52.94	70.83	*	20.83	51		24
All Grades	46.62	26.83	42.57	58.13	10.81	15.04	296		246

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	48.72	13.89	41.03	61.11	*	25.00	39	36
1	39.58	15.79	52.08	76.32	*	7.89	48	38
2	40.91	52.38	52.27	33.33	*	14.29	44	42
3	40.48	53.66	35.71	34.15	*	12.20	42	41
4	50.00	53.13	33.33	25.00	*	21.88	36	32
5	55.56	78.79	*	15.15	*	6.06	36	33
6	64.71	50.00	23.53	41.67	*	8.33	51	24
All Grades	48.65	44.72	38.18	41.46	13.18	13.82	296	246

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	33.33	5.56	56.41	75.00	*	19.44	39	36
1	35.42	18.42	*	31.58	45.83	50.00	48	38
2	38.64	7.14	34.09	73.81	27.27	19.05	44	42
3	*	4.88	26.19	53.66	61.90	41.46	42	41
4	*	6.25	63.89	59.38	*	34.38	36	32
5	30.56	24.24	44.44	57.58	*	18.18	36	33
6	27.45	8.33	*	29.17	58.82	62.50	51	24
All Grades	27.03	10.57	34.80	55.69	38.18	33.74	296	246

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	46.15	50.00	41.03	25.00	*	25.00	39	36
1	27.08	5.26	45.83	76.32	27.08	18.42	48	38
2	29.55	16.67	56.82	66.67	*	16.67	44	42
3	*	14.63	42.86	63.41	38.10	21.95	42	41
4	38.89	6.25	41.67	65.63	*	28.13	36	32
5	33.33	12.12	58.33	75.76	*	12.12	36	33
6	*	16.67	72.55	75.00	*	8.33	51	24
All Grades	28.72	17.48	52.03	63.41	19.26	19.11	296	246

Conclusions based on this data:

- 55% of Central English Language Learners fall into levels 3 and 4 of the overall language performance levels. There was an overall 8.5% decrease from the 2017-2018 academic school year.

2. Reading and Writing are the domains in which student performance is the lowest. 33.74% of students are in the beginning levels for reading which has a strong correlation to our reading CASSPP data. There was some growth in the Writing domain of .15% from 2017-2018 to 2018-2019. This is consistent with the data from other assessment sources and shows the need for teachers to adopt integrated opportunities for English Development across all content areas and also progress monitor student learning during designated ELD.
3. After a deep analysis of the speaking domain, it is evident that speaking (i.e. partner talk, group talk) needs to be part of the structures and routines of instruction. 5th-grade students demonstrated 79% well-developed speaking skills. This can be attributed to the ample speaking opportunities students had across all content areas. Grades, 2, 4, and 3rd-grade students showed academic growth in this domain from the 2012-2018 academic school year. Grades K, 1, and 6th experienced a decrease from 2017 -2018. Kinder and 1st grade experienced a significant decrease of 35% and 1st grade decreased by 24% from 2017-2018 to 2018-2019 school year. Student speaking performance may have been impacted by the limited amount of speaking opportunities in the classroom across all content areas.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
436	72.7	49.5	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	216	49.5
Foster Youth	2	0.5
Homeless	25	5.7
Socioeconomically Disadvantaged	317	72.7
Students with Disabilities	66	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.1
American Indian	5	1.1
Asian	5	1.1
Filipino	11	2.5
Hispanic	344	78.9
Two or More Races	18	4.1
Pacific Islander	1	0.2
White	32	7.3

Conclusions based on this data:

1. A majority of students (83.3%) at Central school are socioeconomically disadvantaged and the needs of the this particular group are of paramount importance for Central to increase academic achievement across all content areas. This group increased in overall distance from standard met (moving from the red performance level to the orange performance level on the dashboard), however if we address the needs specific to this group we can conclude that the performance of the school, overall, will increase.





2. The dashboard indicates that 70 students (14.0%) of the overall Central student population are students with disabilities. This is a high percentage of students. This student group also is in the red performance indicator in English Language Arts and attendance. A need to reduce the number of students with disabilities is imperative. In order to make progress to reduce the number of students with disabilities by 3% by June 2021, targeted attendance support and outreach must be in place through re-engagement strategies for all stakeholders at Central (i.e. Classroom teacher, school psychologist, attendance secretary, CVC, and principal.) Further, as we help increase attendance, then consistent small group intervention to promote reading proficiency will aid us in decreasing the number of students with disabilities.
3. 78% of students at Central are Hispanic/Latino and 53% of the students are English Learners. Based on these two sets of data we can conclude that the majority of English Learners are Spanish speakers.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Central school shows one indicator that has a majority of students performing below standard met, resulting in a dashboard performance level of red. That indicator is ELA where students were 73.1 points below standard but we were able to maintain 0.6 points. In Math, students performed 89.1 points below standard but demonstrated an increase of 12.5 points.
2. Overall, Central's chronic absenteeism rate is 17.6% and maintained 0.3% placing us in the orange; however, two student groups are in the red. Those student groups are students with disabilities and the homeless foster youth. This is demonstrative of the critical needs to establish consistent parent outreach to provide supports and strategies around healthy attendance practices in order to strive for academic achievement.
3. Suspension rates is one area of the California Dashboard that shows in the yellow due to an increase of suspensions at Central. 1.2% of students were suspended at least once which had an increase of 0.9% from 2017-2018 to 2018-2019 school year. A need to provide alternative means of correction through Restorative Practices and partnering up with the district Behavior Team to better support Tier II and Tier III level students will help reduce our suspension rates by 0.5%.

School and Student Performance Data

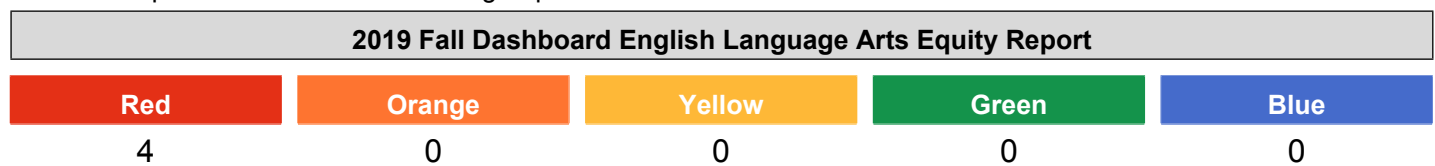
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Red		Red		No Performance Color	
73.1 points below standard		87.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained ++0.6 points		Maintained -1.7 points		3	
241		134			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Red		Red	
95.5 points below standard		80.6 points below standard		138 points below standard	
Increased Significantly ++19.7 points		Declined -3.7 points		Declined -7.2 points	
17		207		36	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 124.5 points below standard Declined -7.7 points 11	 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 8
Hispanic	Two or More Races	Pacific Islander	White
 Red 76.4 points below standard Maintained -2.2 points 193	 No Performance Color 8.2 points above standard Increased Significantly ++30.1 points 12	 No Performance Color 0 Students	 No Performance Color 54.3 points below standard Increased ++4.4 points 13

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
98.7 points below standard Maintained ++1.6 points 111	33.1 points below standard Declined Significantly -35.3 points 23	57.9 points below standard Maintained ++0.4 points 103

Conclusions based on this data:

1. Reclassified English Learners are the student group that is the fewest distance below standard; however, this student group experienced a significant decline on -35.5 points.
2. Homeless students demonstrated the most significant increase in performance of +19.7 points where students averaged 95.5 points below standard met. Although this student group is one of the smaller student groups, all 17 students demonstrated the highest improvement in English Language Arts.
3. African American students were the only student (ethnicity/race) group who suffered an academic decline of -7.7 points. All other students (ethnicity/race) students groups either increased or maintained. This equity gap shows a need to develop true relationship connectedness, a use of high-interest topics in the classroom, and targeted small group instruction based on progress monitoring data to ensure this student group makes progress.

School and Student Performance Data

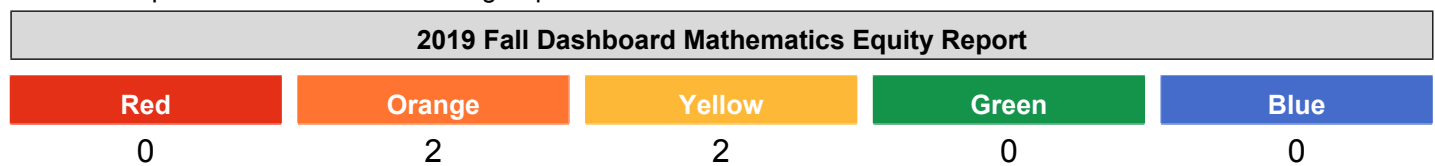
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Yellow 89.1 points below standard Increased ++12.5 points 242	English Learners  Orange 96.7 points below standard Increased ++10 points 134	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 133.8 points below standard Declined Significantly -17.3 points 17	Socioeconomically Disadvantaged  Yellow 93.7 points below standard Increased ++10.4 points 207	Students with Disabilities  Orange 164.6 points below standard Increased ++11.4 points 36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 140.9 points below standard Declined -3 points 11	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 91.6 points below standard Increased ++9.1 points 193	Two or More Races  No Performance Color 20.7 points below standard Increased Significantly ++31.5 points 12	Pacific Islander	White  No Performance Color 83.2 points below standard Increased Significantly ++10.1 points 14

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 104.7 points below standard Increased ++9.9 points 111	Reclassified English Learners 58.1 points below standard Maintained ++1 points 23	English Only 80.9 points below standard Increased ++13.5 points 104
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Conclusions based on this data:

- Overall, all student groups, with enough students to be considered as a valid data set, are performing below standard met; however, there was a 12.5 point increase in Mathematics data. Although, students with disabilities are the furthest from standard met (-164.6 points) they had an increase of 11.4 points whereas the second group furthest from standard met found in homeless/foster groups (-133.8 below standard) experienced a significant decline of -17.4 points. Based on the 2018-2019 dashboard in attendance performance indicator, it can be determined that attendance was a direct factor for these two student groups. All other student groups were very similar in distance from standard met with all student groups showing anywhere between 89.1-96.7 points from standard met.
- African-American students show the most significant decline (-3 points) across 11 students with an average of 140.9 points below standard met. Students of two or more races are the student group that shows the most growth and they are the closest to distance from standard met with an average of 20.7 points below standard met. All student groups are performing below distance from standard met.
- Reclassified English Learners are the student group that performs at the highest level with 23 students an average of 58.1 points below standard met. Math is an area where all student groups performed better in comparisons to English Language Arts. A need for consistent progress monitoring of student data to provide supports for students in both English Language Arts and Math is imperative.

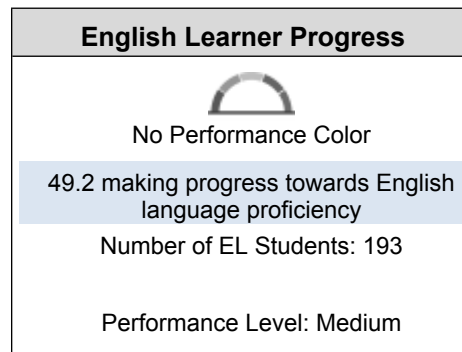
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
22.7	27.9	6.2	43.0

Conclusions based on this data:

1. 43% progressed at least one level on the ELPAC summative assessment. Designated ELD can be a contributing factor to their language proficiency growth. Consistent progress monitoring of student development will allow teachers to move students between ELD level classrooms in order to promote language development across the performance levels.
2. In order to promote language development for students who maintained at their proficiency level, an increase in efficacy of integrated English Language strategies across all content areas will lead to more students moving into latter level of language proficiency.
3. 22.7 English Language Learners decreased in language proficiency skills. This can be attributed to the lack of opportunities to practice, speaking, listening, reading, and writing during designated ELD.

School and Student Performance Data

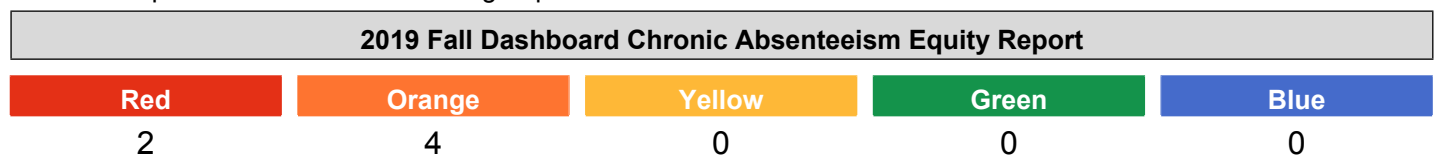
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 17.6 Maintained +0.3 556	 Orange 18.4 Maintained +0.3 283	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Red 45.2 Increased +4.1 42	 Orange 18.6 Increased +0.8 469	 Red 28.4 Increased +8.6 88

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 21.4 Increased +3.9 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color 0 Maintained 0 13
Hispanic  Orange 18.9 Maintained +0.1 439	Two or More Races  No Performance Color 4 Declined -5.5 25	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Orange 17.5 Increased +4.3 40

Conclusions based on this data:

- Overall, all Central students are in the orange performance indicator for chronic absenteeism. However, students with disabilities and homeless foster youth are in the red. In addition, based on the CAASSP data for Math, students with disabilities are the furthest from standard met (-164.6 points) they had an increase of 11.4 points whereas the second group furthest from standard met found in homeless/foster groups (-133.8 below standard) experienced a significant decline of -17.4 points. Based on the 2018-2019 dashboard in attendance performance indicator, it can be determined that attendance was a direct factor for these two student groups.
- Hispanic students maintained and students of two or more races declined in chronic absenteeism.
- Overall, decreasing chronic absenteeism is a critical need for Central students. All students are at the maintained performance in the orange performance indicator. This is indicative of the dire need for consistent parent/family outreach and educational workshops on the importance of healthy student attendance and its direct correlation to student achievement.

School and Student Performance Data

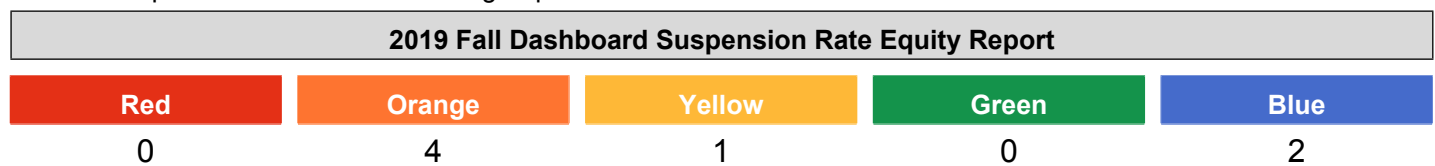
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Orange 1.2 Increased +0.9 594	English Learners  Orange 1.4 Increased +1.4 296	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 6
Homeless  Orange 2.3 Increased +2.3 43	Socioeconomically Disadvantaged  Yellow 1 Increased +0.6 487	Students with Disabilities  Orange 2.2 Increased +1 92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Maintained 0 35	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color 0 Maintained 0 13
Hispanic  Orange 1.5 Increased +1.3 466	Two or More Races  No Performance Color 0 Maintained 0 27	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Blue 0 Declined -2.4 42

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	1.2

Conclusions based on this data:

1. African American and White student groups as identified by the California Dashboard are in the blue performance indicator. This quantitative data indicates that alternative means to suspension were effective for these student groups.
2. Although there are two student groups in the blue performance indicator, the suspension rate at Central has increased 0.9% in 2019. It is imperative that clear and consistent PBIS, Restorative Practices, and alternative means of correction procedures and protocols need to be reviewed and revised in 2019.
3. White students, as classified by race/ethnicity, were the most suspended student group with 2.4% of 42 students having occurrences in the 2017-2018; however in 2019 this student group declined in suspensions by 2.4 points placing them in the blue performance indicator. The developed interventions during the 2018-2019 seemed to be a contributing factor to the improvement in suspensions for this student group.

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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence - Provide a differentiated, responsive, and well-rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Central School will provide a differentiated, responsive experience through strengthening our balanced literacy pedagogy and to provide consistent reading intervention for all students.

Identified Need

Student achievement data indicates all student groups are not performing at grade level in reading or in mathematics. Specifically, English Language Learners in literacy. 47% of English Language Learners scored in the High-Risk Benchmark in (K-1) which is 20% more than Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient in earlyReading. In addition, 37% of 2-6th grade students scored in the High Risk benchmark in aReading which is 15% more than Native English Speakers/Fluent English Speakers/Redesignated as Fluent English Proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC ELA	73.1 points below standard	By June 2021- 69 points below standard.
F&P Data	39.2 student met or exceeded expectations	By June 2021- 45 % students meet or exceed (FastBridge)
CAASPP/SBAC Math	89.1 points below standard	By June 2021- students will score be at 80 points below standard.
English Learner Progress from SBAC	49.2% making progress towards English language proficiency	By June 20221- 55% of student will make progress towards English Language Proficiency.
ELPAC Summative	54.17% of students performed at a level 3 or 4 inthe ELPAC Summative.	By June 2021, there will be at 5% increase which will e 59.17% of student will perform at level 3 or 4.
FastBridge aReading	14% of 2nd-6th grade students scored in the College Pathway benchmark and 25% of 2nd-6th grade students performed at the low-risk benchmark to	By June 2022, 16% of 2nd - 6th-grade students will perform in the College Pathways and 30% of students will perform in the low-risk benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	meeting end of the year standards.	towards meeting/exceeding end of the year standards.
FastBridge earlyReading	39% K-1 students performed in the low-risk benchmark.	By June 2022, 46% of K-1 students will demonstrate an improvement of 6 % from the previous academic year.
FastBridge aMath	17% of 2nd-6th grade students scored in the College Pathway benchmark and 23% of students performed in the low-risk benchmark.	By June 2022, 22% of 2nd -6th grade students will perform in the College Pathways and 30% of students will perform in the low risk benchmark towards meeting/exceeding end of the year standards.
FastBridge earlyMath	49% of Kinder through 1st-grade students performed in the low-risk benchmark in early mathematics.	By June 2022, 56% of K-1 students will demonstrate 6% academic growth.
2021 California Healthy Kids Parent Survey	80% of parents reported to being concerned about their child falling behind academically.	By June 2022, the percent of parents concerned about their child falling behind academically will decrease by 30%, which would be a goal of 50%.

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)

Students At Promise

Strategy/Activity

Impact teacher to support and foster student academic growth through the use of Learning Literacy Intervention. (Need \$6,000 from Title I carryover funds 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)

16,935

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries

4,064

Title I Part A: Allocation
3000-3999: Employee Benefits
130 Days (Includes Title 1 Carryover funds)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at Promise

Strategy/Activity

Release time and/or out of contract pay to analyze student data and develop intervention groups to foster student achievement. (1325 from Title I carryover funds are needed to complete this fund)

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)

1069

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries

256

Title I Part A: Allocation
3000-3999: Employee Benefits

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

Professional development to support effective instructional strategies for English Language Learners. (Title 3 Carryover funds needed to meet this goal.)

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)

10,800

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures
Project GLAD Registration (18 FTE)

1032

Title III
1000-1999: Certificated Personnel Salaries
Project GLAD Sub Release/ Carryover needed

247	Title III 3000-3999: Employee Benefits Project GLAD Sub Release/ Carryover needed
940	Title III 5000-5999: Services And Other Operating Expenditures Phase I Project GLAD Registration (2 FTE)
794	Title III 1000-1999: Certificated Personnel Salaries Out of Contract Pay to attend Phase I Learning of Project GLAD
190	Title III 3000-3999: Employee Benefits Fringe for out of contract pay for 2 FTEs for Phase I of Project GLAD.

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

Release time and/or out of contract pay to analyze English Learner data and develop intervention groups to foster student achievement through tutoring.

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)
3,223	Title III 1000-1999: Certificated Personnel Salaries
773	Title III 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Project GLAD is an instructional method that is based upon creating a curriculum that teaches to and from the specific experiences of students while maintaining high-level expectations for all students. Through Project GLAD training, teachers are provided with research, theory, and practice effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. As students continue to develop academic achievement, teachers analyze data in order to monitor progress. Out of contract data analysis supports this strategy so that teachers create intervention groups and monitor student progress.

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 we were able to implement strategies resulting in remaining unspent Title 1 and Title 3 funds.

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 2021-2022 goal includes strategies to increase academic achievement and improve the quality of teacher instruction through professional development. In addition, an impact teacher to support students at promise will help foster academic growth.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers for individual success and the development of culturally responsive practices.

Goal 2

There is a need to unveil hidden systemic practices which serve as barriers which do not promote true equity and inclusivity practices for all stakeholders regardless of race, gender, religious beliefs, age, language abilities, disabilities, socio-economic status, and skills.

Identified Need

Central School has a need to not just include community , parents, and students but to humanize the educational experience for minoritized stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Staff Survey	Based on the 2020/21 CHKS, 57% of Central staff examined their own cultural biases through professional development or other processes.	65% of staff will engage in examining their cultural biases through professional development or other process. (6 % increase)
California Schools Parent Survey	Based on the 2020/21 California Schools survey, 87% of parents reported that the school communicates the importance of respecting different cultural beliefs and practices.	100% of parents will know that the school communicates the importance of respecting different cultural beliefs and practices.
California Schools Parent Survey	Based on the 2022/21 California Schools survey, an average of 46% of parent respondents reported they "Strongly agree" that Central School treat all students with respect.	100% of parents will report that that Central School treats all students with respect.
California Schools Parent Survey	Based on the 2022/21 California Schools survey, an average of 33% of parent respondents reported they	100% of parent will report that Central School promotes respect of cultural beliefs/practices.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"Strongly agree" that Central School promotes respect of cultural beliefs/practices.	
California Healthy Staff Survey	Based on the 2022/21 California Schools survey, an average of 39% of staff respondents reported they "Strongly agree" that respect for diversity is part of our school climate and student well-being.	100% of staff will show respect towards diversity and student well being is part of our school culture.

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

Equity and Excellence Project in partnership with National Center for Urban School Transformation focused on family empowerment, cultural proficiency training, and empathy interviews to ensure equitable and inclusive practices. (Title I Carryover funds will be to fully complete this strategy)

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)
1127	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
270	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for 2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal for 2021.

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.

This is a new goal for 2021.

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 and Welcoming Environments

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments: Ensure learning environments which support and foster the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Central School will enhance the partnership between home and school relationships to support a welcoming environment for all stakeholders.

Identified Need

There is also a need to strengthen school wide implementation of PBIS framework, provide social emotional support to students, and create spaces/opportunities for families and community to engage/interact/connect with Central staff and events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Parent Survey	70% of Central parents are concerned about their child's mental well-being.	Reduce the percent of concerned parents around their child's mental well-being to less than 50% across all student groups.
California Healthy Kids Parent Survey	16% of parents on average reported being involved in school. (PTA, School Committees, Fundraising).	Increase the number of parent involvement to 30 % in PTA, School Committees, and or Fundraising.
California Healthy Kids Student Survey	75% of 3rd through 4th-grade students feel that teachers and other grown-ups at school make an effort to get to know students most of the time, some of the time, and never.	Increase the percent of students who feel that teachers and other staff are always making an attempt to get to know them better by 35% which reduces the percent of students who feel that teachers only make an effort to get to know them most of the time, some of the time and never.
California Healthy Kids Staff Survey	27% of staff feel that parents do not feel welcomed to participate at this school.	Decrease the percent of staff who feel that parents do not feel welcomed to participate this school by 7%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Staff Survey	97% of staff disruptive student behavior is a problem.	Decrease the percent of staff who think student behavior is a problem by 15%.
California Schools Staff Survey	Based on the 2020/21 California Schools survey, 27% of Central staff reported that parents do not feel welcomed to participate in the school.	Increase the percent of staff helping create a welcoming and inclusive environment will increase by 10% which will increase to 37%.
California Schools Staff Survey	Based on the 2020/21 California Schools survey, an average of 18% of staff respondents reported "Strongly agreeing" to having fairness and rule clarity.	Increase the amount of staff by 82% strongly agreeing to having fairness and rule clarity.

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

Parent workshops will be offered on various topics throughout the school year. Out of contract pay will be offered to certificated staff, and or presenters, and or for planning time for the delivery of the workshops.

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)
662	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent Workshops
158	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Parent Workshops
259	Title I Part A: Parent Involvement 4000-4999: Books 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

Stakeholders will engage in Professional Development to acquire strategies to support students who are at promise and 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)

200

Source(s)

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
Mini CAFE/ 2 parents

200

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Mini CAFE (Teacher/ Principal)

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

Behavior Intervention Assistant to support school wide PBIS implementation and social emotional intervention groups through the implementation of our TIER II.

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)

13,614

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

4,924

Title I Part A: Allocation
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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/community empowerment is a high need for Central stakeholders. It is imperative that all stakeholders feel included, welcomed, heard, connected, and are aware of the learning that both staff and students are engaged in, partake in the learning, and are included in the school's decision making. Despite the pandemic, Central families, students, and community have felt some sense of connectedness through our virtual environments.

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 not major differences between the intended and or 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.

As we continue to improve this goal, the entire Central team will work collectively to truly know our students, families, community and leverage their funds of knowledge and epistemologies to ensure we truly know who they are. This will help strengthen relationships amongst stakeholders and foster welcoming environments for all. Further, a Behavior Intervention Assistant will support the consistent implementation to support TIER I and TIER II supports.

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	\$61,737.00

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 Part A: Allocation	\$42,459.00
Title I Part A: Parent Involvement	\$1,279.00
Title III	\$17,999.00

Subtotal of additional federal funds included for this school: \$61,737.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$61,737.00

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

Expenditures by Funding Source

Funding Source

Amount

Title I Part A: Allocation	42,459.00
Title I Part A: Parent Involvement	1,279.00
Title III	17,999.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	24,842.00
2000-2999: Classified Personnel Salaries	13,614.00
3000-3999: Employee Benefits	10,882.00
4000-4999: Books And Supplies	259.00
5000-5999: Services And Other Operating Expenditures	1,340.00
5800: Professional/Consulting Services And Operating Expenditures	10,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	19,131.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13,614.00
3000-3999: Employee Benefits	Title I Part A: Allocation	9,514.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	200.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	662.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	158.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	259.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	200.00
1000-1999: Certificated Personnel Salaries	Title III	5,049.00
3000-3999: Employee Benefits	Title III	1,210.00
5000-5999: Services And Other Operating Expenditures	Title III	940.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,323.00
Goal 2	1,397.00
Goal 3	20,017.00

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
Teresa Acosta	Classroom Teacher
Kathy Ashley	Classroom Teacher
Paola Flores	Principal
Morgan Hogate	Other School Staff
Rebecca Lull	Classroom Teacher
Jazmin Barrios	Parent or Community Member
Mercedes Basurto Diaz	Parent or Community Member
Bianca Garcia	Parent or Community Member
Kenia Peraza	Parent or Community Member
Veronica Scofield	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 5/10/2021.

Attested:



Principal, Paola Flores on 5/10/21



SSC Chairperson, Teresa Acosta on 5/10/21

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
Emory Elementary School	37-68395-6040489	May 13, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered during the 2020-2021 school year. Parents permission was required for students to complete the survey.

Summary of Parent Surveys:

- Strengths: 98% of families report that Emory encourages parents to be an active partner in educating their child, 94% of families report that the school promotes academic success for all students
- Improvement areas: 22% of families report that they are unaware of the counseling services offered or other ways to help students with social or emotional needs

Summary of Student Surveys:

- Unable to report student survey data due to low opt in numbers

Summary of Staff Surveys:

- Strengths: 93% of staff report that Emory is a supportive and inviting place for students to learn, 96% of staff report that Emory uses objective data in decision making
- Improvement areas: 29% of staff report their is a lack of respect of staff by students,

While we recognize the timing of the surveys certainly influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD Reflective Growth Tool.

Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted.

As schools moved to distance learning, observations have taken the form for participating in zoom/google meets/seasaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

California School Dashboard data was analyzed to identify areas of strength and areas in need of improvement, for all students and specific student groups. Prior to school closures, groups of stakeholders at Emory Elementary School engaged in a data analysis and evaluation of current programs. The 2018/2019 dashboard data analysis revealed the following

Strengths:

- ELA, increase by 11.3 points
- Math, increase by 2.7 points

Areas for Improvement:

- 44.8% making progress towards English language proficiency
- 11% chronically absent

During the Fall, all teachers administered the FASTBridge reading and math assessments to identify student performance levels. This information is used to guide instruction and identify the need for possible interventions. Findings from the FASTBridge indicate the following

- reading (Grades TK-2 53% on path to meet grade level learning goals; Grades 3-6 50% on path to meet grade level learning goals)
- math (Grades TK-2 57% on path to meet grade level learning goals; Grades 3-6 52% on path to meet grade level learning goals)

Stakeholders have identified the following problems of practice related to data analysis:

- Develop a robust MTSS system to identify at-risk students
- A need for targeted small group instruction in core academic areas using evidence based strategies
- A need to teach social and emotional skills, and increase student connectedness
- Need for professional development to support English Learners

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 2 times a year, and FastBridge assessments given throughout the year to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Emory School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Emory School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included:

- Affiliate school with the Teacher's College (5 staff developer days per grade level)
- FASTBridge
- Guided Language Acquisition Design (GLAD)
- Student centered PLC's
- Rigorous and Engaging Online Instruction
- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPs and Special Education Services
- Measuring Student Progress
- Supporting English Learners in Distance Learning

Through the site-level comprehensive needs assessment, the following professional development has been identified as need for the 2021-2022 school year: continued professional development with, Social Emotional Learning professional development, Supporting English Learners, and Professional Development in FastBridge with a focus on assessing students, analyzing data, and developing learning pathways.

Professional development during Distance Learning was primarily focused on technology, web-based instructional tools, social-emotional learning, and engagement strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team.

During the 2020-2021 school year, teachers at Emory School participated in professional development in the follow content areas: Balanced literacy (Teacher's College), Student centered PLC's, School-Wide PBIS, Distance Learning Best Playbook

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-2021 school year, collaboration occurred in a similar manner, but was held virtually rather than in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

For the 2021-2022 Academic year, instructional minutes will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Emory School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are playing close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Leveled Literacy Intervention (LLI)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (either in-person or virtually), Back to School Night attendance (in-person), and parent-teacher conference attendance. Examples of parent engagement prior to school closures included: Coffee with the principal, ELAC, SSC, PTA, and participation in school events

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year include: Coffee with the principal, ELAC, SSC, PTA, PIQE, and virtual school events

In 2021-2022 strategies to increase parent engagement will include: Coffee with the principal, ELAC, SSC, PTA, staff led workshops, informational meetings, and school-wide events

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)

Emory School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Emory School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on Nov 10, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I - behavior intervention assistant, professional development, impact teacher, parenting workshops, before and after school evidence based interventions

Title III - professional development, before and after school evidence based interventions for English learners

Based on the comprehensive needs assessment, and a school-wide focus on mitigating learning loss, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2020-2021 school year:

Title I - behavior intervention assistant, professional development, impact teacher, parenting workshops,

Title III - professional development, impact teacher, out of contract pay to analyze data and develop learning pathways

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-2022 School Plan for Student Achievement.

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

Parent Advisory Committee and DELAC Meetings:

Our superintendent conducted family and student advisory group meetings on multiple occasions. These meetings served to develop stakeholder engagement to inform this plan.

DELAC meetings

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2020-2021 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on -10/5/2020, 10/26/2020, 11/10/2020, 2/25/2021, 3/22/2021, 4/13/2021, and 5/13/2021

ELAC Meetings were held on -8/10/2020, 10/30/2020, and 12/15/2020

On 2/17/2021 the Emory staff participated in a District LCAP input session.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	4.49%	4.53%	4.6%	24	23	20
Asian	0.37%	0.2%	0.5%	2	1	2
Filipino	10.86%	12.2%	12.2%	58	62	53
Hispanic/Latino	71.91%	69.49%	71.0%	384	353	309
Pacific Islander	0.37%	0.79%	0.7%	2	4	3
White	6.74%	5.12%	4.1%	36	26	18
Multiple/No Response	5.24%	7.28%	6.9%	28	37	30
Total Enrollment				534	508	435

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	73	82	65
Grade 1	75	49	47
Grade 2	71	78	37
Grade3	77	64	75
Grade 4	75	82	63
Grade 5	72	78	73
Grade 6	91	75	75
Total Enrollment	534	508	435

Conclusions based on this data:

1. Emory has experienced a decline in enrollment over the past three years. The launch of the Emory Academy of Global Leadership and Empowerment was aimed at stemming this decline in enrollment. Intra-district and inter-district transfer data for will be monitored.
2. 69% of Emory students are Hispanic/Latino and 12% of Emory students are Filipino, it is important to recognize, that as we support students learning English and their families, multiple primary languages are represented at Emory.
3. Despite the overall decline in enrollment, Emory has maintained fairly consistent student numbers in the primary grades. The enrollment trend suggests that within two years, this should lead to a stabilization 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	189	169	113	35.4%	33.3%	26.0%
Fluent English Proficient (FEP)	48	35	43	9.0%	6.9%	9.9%
Reclassified Fluent English Proficient (RFEP)	21	3	22	10.7%	1.6%	13.0%

Conclusions based on this data:

1. Emory has seen a decrease in the percent of of students reclassifying as fluent English proficient from 10.7% in 2018-19 to 1.6% in 2019-2020. This may be due to a transition in the reclassification protocols and/or the transition from the CELDT to the ELPAC assessment.
2. The number of English Learners has declined, as overall school enrollment has declined. However, the percentage of English learners has remained fairly consistent. It is important to maintain the levels of supports provided via designated and integrated English language development as well as before and after school intervention.
3. The amount of English Learners, over one-third of our student body, indicate that we need to provide specific designated and integrated interventions for EL's, and to consider strategies to close the achievement gap with English learners.

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	75	78	71	71	77	71	71	77	98.6	94.7	98.7
Grade 4	84	70	75	84	69	74	84	69	74	100	98.6	98.7
Grade 5	95	87	76	94	87	75	94	87	75	98.9	100	98.7
Grade 6	98	98	86	97	96	85	96	96	85	99	98	98.8
All	349	330	315	346	323	311	345	323	311	99.1	97.9	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	2416.	2435.	2422.	19.72	29.58	25.97	25.35	29.58	23.38	23.94	14.08	27.27	30.99	26.76	23.38
Grade 4	2432.	2425.	2471.	17.86	14.49	27.03	13.10	17.39	27.03	20.24	21.74	18.92	48.81	46.38	27.03
Grade 5	2476.	2451.	2481.	18.09	16.09	13.33	25.53	18.39	33.33	20.21	16.09	21.33	36.17	49.43	32.00
Grade 6	2514.	2503.	2494.	12.50	13.54	16.47	32.29	35.42	21.18	29.17	16.67	21.18	26.04	34.38	41.18
All Grades	N/A	N/A	N/A	16.81	17.96	20.58	24.35	25.70	26.05	23.48	17.03	22.19	35.36	39.32	31.19

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	16.90	25.35	22.08	42.25	42.25	50.65	40.85	32.39	27.27
Grade 4	15.48	15.94	24.32	42.86	44.93	41.89	41.67	39.13	33.78
Grade 5	23.40	19.54	12.00	42.55	31.03	57.33	34.04	49.43	30.67
Grade 6	15.63	16.67	17.65	47.92	48.96	34.12	36.46	34.38	48.24
All Grades	17.97	19.20	18.97	44.06	41.80	45.66	37.97	39.01	35.37

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	28.17	30.99	22.08	40.85	42.25	46.75	30.99	26.76	31.17
Grade 4	13.10	7.25	22.97	42.86	52.17	58.11	44.05	40.58	18.92
Grade 5	26.60	17.24	26.67	41.49	36.78	44.00	31.91	45.98	29.33
Grade 6	20.83	21.88	17.65	46.88	38.54	44.71	32.29	39.58	37.65
All Grades	22.03	19.50	22.19	43.19	41.80	48.23	34.78	38.70	29.58

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	12.68	18.31	23.38	66.20	61.97	55.84	21.13	19.72	20.78
Grade 4	13.10	13.04	20.27	54.76	62.32	66.22	32.14	24.64	13.51
Grade 5	10.64	9.20	13.33	63.83	48.28	60.00	25.53	42.53	26.67
Grade 6	17.71	16.67	11.76	60.42	56.25	55.29	21.88	27.08	32.94
All Grades	13.62	14.24	17.04	61.16	56.66	59.16	25.22	29.10	23.79

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	33.80	20.78	60.56	49.30	57.14	18.31	16.90	22.08
Grade 4	21.43	14.49	21.62	51.19	47.83	55.41	27.38	37.68	22.97
Grade 5	19.15	19.54	17.33	53.19	36.78	46.67	27.66	43.68	36.00
Grade 6	20.83	28.13	23.53	54.17	43.75	48.24	25.00	28.13	28.24
All Grades	20.58	24.15	20.90	54.49	43.96	51.77	24.93	31.89	27.33

Conclusions based on this data:

1. There is an increasing percentage of students meeting/exceeding standard in English language arts. In 2017-18 44% of students met/exceeded standard and in 2018-19 47% of students met/exceeded standard. We believe this is due to our partnership with Teachers College at Columbia University to provide professional development to strengthen reading and writing instruction. Though we see an overall increase of 3% of students meeting/exceeding standard, it is important to note that the average Emory student CAASPP score is 17.5 points below standard.
2. Fourth grade has made the greatest progress in increasing the percentage of student meeting or exceeding standard in English language arts. In 2017-18 32% of 3rd grade students met/exceeded standard and in 2018-19 as 4th graders 54% of students met/exceeded standard. This may be due to an increase in the number of guided reading groups being provided for a number of years for primary grade students by classroom and impact intervention teachers. There is need for cross grade/vertical teaming. This work may support the sharing of best practices.
3. Overall 31% of Emory students did not meet standard in English Language Arts. Emory will continue its partnership with Teacher's College to focus on all aspects of a balanced-literacy program, provide targeted small group instruction, and systematically assess and monitor students throughout the 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	72	75	78	72	74	78	72	74	78	100	98.7	100
Grade 4	84	70	75	84	70	74	84	70	74	100	100	98.7
Grade 5	95	87	76	95	87	75	95	87	75	100	100	98.7
Grade 6	98	98	86	98	98	86	98	98	86	100	100	100
All	349	330	315	349	329	313	349	329	313	100	99.7	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	2432.	2437.	2416.	15.28	21.62	15.38	36.11	41.89	26.92	26.39	12.16	24.36	22.22	24.32	33.33
Grade 4	2435.	2435.	2476.	11.90	7.14	17.57	21.43	17.14	37.84	19.05	37.14	24.32	47.62	38.57	20.27
Grade 5	2481.	2457.	2473.	14.74	22.99	9.33	26.32	4.60	21.33	21.05	16.09	24.00	37.89	56.32	45.33
Grade 6	2504.	2496.	2475.	16.33	16.33	22.09	24.49	22.45	10.47	21.43	19.39	9.30	37.76	41.84	58.14
All Grades	N/A	N/A	N/A	14.61	17.33	16.29	26.65	20.97	23.64	21.78	20.67	20.13	36.96	41.03	39.94

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	27.78	37.84	24.36	45.83	36.49	41.03	26.39	25.68	34.62
Grade 4	19.05	14.29	33.78	25.00	34.29	36.49	55.95	51.43	29.73
Grade 5	25.26	26.44	13.33	33.68	10.34	36.00	41.05	63.22	50.67
Grade 6	28.57	26.53	31.40	27.55	29.59	8.14	43.88	43.88	60.47
All Grades	25.21	26.44	25.88	32.38	27.05	29.71	42.41	46.50	44.41

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	18.06	29.73	17.95	56.94	39.19	50.00	25.00	31.08	32.05
Grade 4	11.90	7.14	27.03	35.71	42.86	43.24	52.38	50.00	29.73
Grade 5	13.68	18.39	10.67	41.05	19.54	38.67	45.26	62.07	50.67
Grade 6	16.33	14.29	20.93	41.84	40.82	24.42	41.84	44.90	54.65
All Grades	14.90	17.33	19.17	43.27	35.26	38.66	41.83	47.42	42.17

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	31.94	33.78	29.49	51.39	48.65	44.87	16.67	17.57	25.64
Grade 4	20.24	11.43	22.97	33.33	45.71	51.35	46.43	42.86	25.68
Grade 5	14.74	14.94	8.00	48.42	22.99	50.67	36.84	62.07	41.33
Grade 6	16.33	17.35	23.26	43.88	43.88	19.77	39.80	38.78	56.98
All Grades	20.06	19.15	21.09	44.13	39.82	40.89	35.82	41.03	38.02

Conclusions based on this data:

1. There has been an increasing percentage of students meeting/exceeding standard in math. In 2017-18 38% of students met/exceeded standard and in 2018-19 40% of students met/exceeded standard. We believe that this may be due to the utilization of adaptive math curricula including ST Math.
2. Consistently, the lowest percentage of Emory students performing (19%) above standard has been in the claim area "Problem Solving and Modeling/Data Analysis". During professional learning Emory teachers will study the state standards and the CAASPP blueprint to identify areas to target to improve students' ability to use appropriate tools and strategies to solve real world and mathematical problems. Additionally, teachers will provide targeted small group instruction, and systematically assess and monitor students throughout the year.
3. More than 60% of Emory students do not meet/exceed standard in math. Professional learning via District teachers on special assignment to support Number Talks, implementation of adaptive math software and math games will be available for teachers to access during plc time. Additionally, teachers will provide targeted small group instruction, and systematically assess and monitor students throughout the year.

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	1455.0	1400.5	1455.3	1410.0	1454.5	1378.3	20	28
Grade 1	1447.1	1465.9	1444.7	1477.7	1449.0	1453.6	37	21
Grade 2	1511.4	1485.9	1511.8	1480.9	1510.4	1490.6	28	38
Grade 3	1538.2	1527.4	1536.8	1523.4	1539.0	1530.7	39	31
Grade 4	1517.8	1520.9	1518.1	1515.2	1517.0	1526.0	21	20
Grade 5	1527.3	1519.1	1523.0	1518.7	1531.3	1519.2	32	21
Grade 6	1528.2	1521.5	1523.7	1512.9	1532.2	1529.5	30	30
All Grades							207	189

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	60.00	7.14	*	28.57	*	42.86	*	21.43	20	28
1	45.95	14.29	*	33.33	*	52.38	*	0.00	37	21
2	71.43	15.79	*	42.11	*	34.21	*	7.89	28	38
3	53.85	51.61	*	32.26	*	9.68	*	6.45	39	31
4	*	30.00	66.67	40.00	*	15.00	*	15.00	21	20
5	37.50	14.29	46.88	42.86	*	38.10	*	4.76	32	21
6	*	13.33	36.67	50.00	*	30.00	*	6.67	30	30
All Grades	45.41	21.16	33.33	38.62	10.63	31.22	10.63	8.99	207	189

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	70.00	10.71	*	28.57	*	35.71	*	25.00	20	28
1	54.05	19.05	*	47.62	*	33.33	*	0.00	37	21
2	85.71	23.68	*	44.74	*	21.05	*	10.53	28	38
3	56.41	58.06	28.21	25.81	*	9.68	*	6.45	39	31
4	66.67	40.00	*	40.00	*	10.00	*	10.00	21	20
5	56.25	38.10	*	52.38	*	9.52	*	0.00	32	21
6	53.33	33.33	*	40.00	*	13.33	*	13.33	30	30
All Grades	61.84	31.75	21.26	39.15	8.70	19.05	8.21	10.05	207	189

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	*	3.57	*	32.14	*	50.00	*	14.29	20	28
1	29.73	9.52	35.14	33.33	*	42.86	*	14.29	37	21
2	57.14	15.79	*	23.68	*	39.47	*	21.05	28	38
3	30.77	38.71	41.03	35.48	*	12.90	*	12.90	39	31
4	*	15.00	*	40.00	*	25.00	*	20.00	21	20
5	*	4.76	53.13	9.52	*	76.19	*	9.52	32	21
6	*	3.33	*	26.67	*	50.00	40.00	20.00	30	30
All Grades	30.92	13.76	34.78	28.57	18.36	41.27	15.94	16.40	207	189

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	65.00	3.57	*	75.00	*	21.43	20	28
1	59.46	42.86	*	57.14	*	0.00	37	21
2	78.57	26.32	*	65.79	*	7.89	28	38
3	46.15	29.03	35.90	58.06	*	12.90	39	31
4	*	25.00	61.90	60.00	*	15.00	21	20
5	37.50	9.52	50.00	85.71	*	4.76	32	21
6	*	30.00	43.33	46.67	*	23.33	30	30
All Grades	49.28	23.81	36.23	63.49	14.49	12.70	207	189

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	60.00	14.29	*	64.29	*	21.43	20	28
1	43.24	9.52	40.54	90.48	*	0.00	37	21
2	78.57	23.68	*	63.16	*	13.16	28	38
3	84.62	70.97	*	22.58	*	6.45	39	31
4	71.43	45.00	*	40.00	*	15.00	21	20
5	93.75	85.71	*	14.29	*	0.00	32	21
6	73.33	33.33	*	60.00	*	6.67	30	30
All Grades	72.46	39.15	19.81	51.32	7.73	9.52	207	189

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	*	82.14	*	17.86	20	28
1	51.35	19.05	29.73	57.14	*	23.81	37	21
2	64.29	13.16	*	57.89	*	28.95	28	38
3	28.21	25.81	56.41	58.06	*	16.13	39	31
4	*	10.00	80.95	60.00	*	30.00	21	20
5	*	4.76	71.88	85.71	*	9.52	32	21
6	*	10.00	*	46.67	53.33	43.33	30	30
All Grades	34.30	12.17	46.86	62.96	18.84	24.87	207	189

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	60.00	32.14	*	46.43	*	21.43	20	28
1	*	4.76	62.16	76.19	*	19.05	37	21
2	42.86	18.42	50.00	63.16	*	18.42	28	38
3	56.41	32.26	33.33	58.06	*	9.68	39	31
4	*	25.00	57.14	65.00	*	10.00	21	20
5	43.75	4.76	50.00	76.19	*	19.05	32	21
6	*	23.33	60.00	70.00	*	6.67	30	30
All Grades	38.16	21.16	49.28	64.02	12.56	14.81	207	189

Conclusions based on this data:

1. 21% of Emory students scored a level 4 in the area of overall language and 39% scored a level 3. This supports the need to provide professional development and target interventions to support English Learners.

2. 32% of Emory English learners achieved performance level four in the area of oral language and 39% of our English learners had well developed speaking skills. This supports the numerous opportunities that teachers provide for students to develop their speaking skills. Opportunities include, informal "turn and talks" as well as learning showcase opportunities such as our Cardboard Challenge and Living Library events.
3. Only 12% of our English learners had well developed reading scores. This indicates that we need to provide specific designated and integrated interventions for EL's, and to consider strategies to close the achievement gap with English learners. As well as the support of the overall school need to refine our balanced literacy pedagogy and implementation.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
508	68.5	33.3	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	33.3
Foster Youth	1	0.2
Homeless	28	5.5
Socioeconomically Disadvantaged	348	68.5
Students with Disabilities	67	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.5
Asian	1	0.2
Filipino	62	12.2
Hispanic	353	69.5
Two or More Races	37	7.3
Pacific Islander	4	0.8
White	26	5.1

Conclusions based on this data:

1. Almost 73% of Emory students are socio-economically disadvantaged. Our staff will seek partnerships to provide resources and referrals for students and families. There is a need for teacher leadership in providing parent education that empowers our families to support learning at home.
2. 35% of Emory students are emerging English speakers. We will provide English language development instruction to all students learning English as a second language and utilize targeted interventions for selected English learners, as appropriate to support acquisition of the English language.





3. 4% of Emory students are homeless, we will continue to provide professional development to staff in trauma informed practices. Additionally, we will work closely with all school stakeholders to ensure that they have a safety net here at school.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Academic performance in the area of English language arts for all students was 17.5 points below standard which represents an increase of 11.3 points from the previous year. This is evidence that Emory's focus on balanced literacy pedagogy and providing evidence based intervention for students is increasing student achievement.
2. Academic performance in the area of Mathematics for students with disabilities was 112.8 points below standard which represents an increase of 35.3 points from the previous year. This data indicates that there is a continued need for students to receive "first teach" instruction in addition to high quality specialized academic instruction.
3. 11% of Emory students are chronically absent. This percentage increased 2.3% from the previous school year. We must target our attendance improvement efforts (community partner engagement to overcome barriers, such as access to healthcare, mental health services and housing.food resources).

School and Student Performance Data

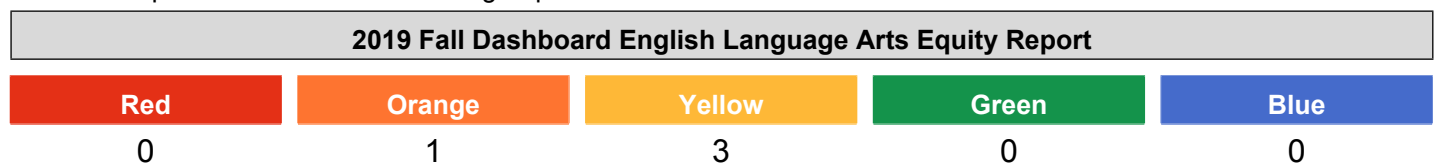
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Yellow		Yellow		No Performance Color	
17.5 points below standard		23.8 points below standard		0 Students	
Increased ++11.3 points		Increased Significantly ++24.9 points			
296		141			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		Orange	
Less than 11 Students - Data Not Displayed for Privacy		25.2 points below standard		89.9 points below standard	
8		Increased ++13.1 points		Increased Significantly ++35.3 points	
		219		36	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.9 points above standard Increased Significantly ++22.8 points 13	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 12.6 points above standard Increased ++13.1 points 37
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.8 points below standard Increased Significantly ++15 points 211	 No Performance Color 15.9 points above standard Declined Significantly -17.1 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 25.1 points below standard Declined -6.8 points 18

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
57.8 points below standard Increased Significantly ++22.2 points 97	51.2 points above standard Increased ++12.3 points 44	13.9 points below standard Maintained -0.2 points 151

Conclusions based on this data:

- Emory students with disabilities scored 89.9 points below standard on the SBAC ELA assessment. This represents a increase of 35.5 points. It is important to continue to provide evidence based interventions for students reading below grade level.
- All Emory students scored 17.5 points below standard on the SBAC ELA assessment. This represents a increase of 11.3 points We will continue to provide professional development, support and monitoring to ensure implementation of the Reading and Writing Units of Study with fidelity.
- Emory English Learners scored 23.8 points below standard on the SBAC ELA assessment. This represents an increase of 24.9 points. It is important that we continue to provide specific designated and integrated interventions to close the achievement gap with English learners.

School and Student Performance Data

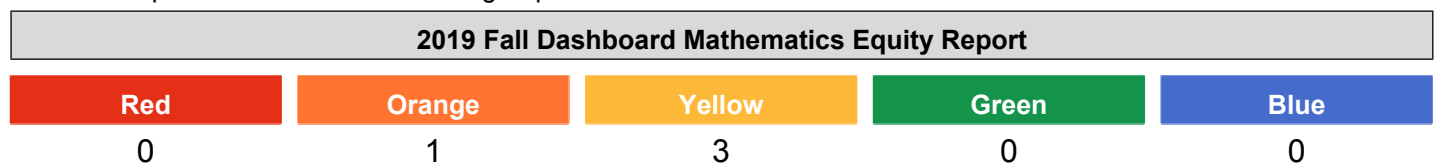
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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		
All Students  Orange 39.4 points below standard Maintained ++2.7 points 296	English Learners  Yellow 52.3 points below standard Increased Significantly ++16 points 141	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 49.1 points below standard Increased ++5.1 points 219	Students with Disabilities  Orange 112.8 points below standard Increased Significantly ++35.3 points 36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 20.9 points below standard Declined Significantly -20.2 points 13	American Indian  No Performance Color 15.5 points above standard Maintained -0.2 points 14	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 10 points above standard Increased Significantly ++19.4 points 37
Hispanic  Yellow 49.6 points below standard Increased ++6.7 points 211	Two or More Races  No Performance Color 15.5 points above standard Maintained -0.2 points 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color 78.5 points below standard Declined Significantly -49.8 points 18

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 87 points below standard Increased ++5.6 points 97	Reclassified English Learners 24.3 points above standard Increased Significantly ++24.5 points 44	English Only 29.5 points below standard Declined -8.6 points 151
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Conclusions based on this data:

- On the CAASPP Math assessment, Emory students scored 39.4 points below standard. This represents an increase of 2.7 points. Professional learning to support number talks, implementation and analysis of adaptive math software and math games will be available for teachers to access during PLC time. Additionally, during professional learning Emory teachers will work with cross grade level teams to study their grade level standards for mathematics and the CAASPP blueprint.
- Emory students with disabilities scored 112.8 points below standard on the CAASPP Math assessment. This represents a increase of 35.3 points. It is important for us to continue monitoring the effectiveness of the learning center model for supporting students in the least restrictive learning environment.
- Our socio-economically disadvantaged students scored 49.1 points below standard on the CAASPP Math assessment. This represents a increase of 5.1 points from the previous year. We expect that the addition of teacher led opportunities to teach Emory families math strategies to support learning at home, which will be offered during and outside the school day, will support the growth in mathematics achievement for all students, especially our students who may be experiencing poverty.

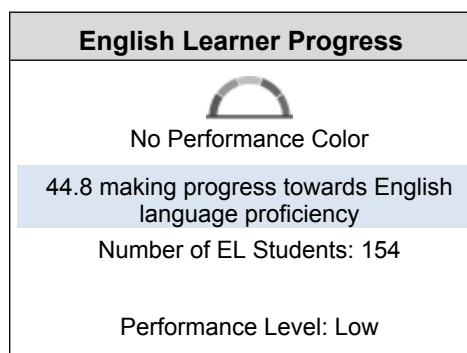
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
24.6	30.5	13.6	31.1

Conclusions based on this data:

1. 44.8% of Emory students are at higher levels of language proficiency. Emory will need to continue to monitor the progress of these students to ensure they meet the criteria for reclassification.
2. 24.6% of Emory students decreased one ELPI Level and 44.1% maintained their ELPI Level. More intensive curricular supports are needed during whole class core instruction, small group targeted instruction, and ELD (both integrated and designated), to access curricular content and to make adequate growth in all academic areas.

School and Student Performance Data

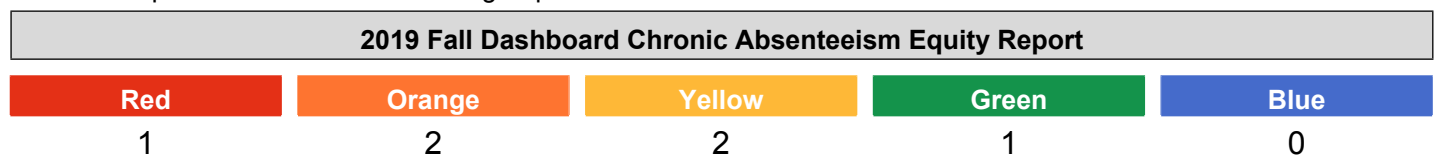
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Orange 11 Increased +2.3 565	English Learners  Red 12.9 Increased Significantly +3.1 225	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 20.8 Increased +7.2 24	Socioeconomically Disadvantaged  Orange 12.9 Increased +2.9 427	Students with Disabilities  Yellow 10.1 Declined -1.6 79

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>8.3</div> Increased +4.3 24	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  Yellow <div>3.3</div> Increased +1.6 60
Hispanic  Orange <div>12.7</div> Increased +1.9 410	Two or More Races  No Performance Color <div>14.3</div> Increased +11.3 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green <div>2.6</div> Declined -4.8 39

Conclusions based on this data:

1. The rate of chronic absenteeism for Emory students is 11% and has increased 2.3% from the previous year. Significant attention needs to be focused on decreasing the overall chronic absenteeism rate.
2. 20.8%, of Emory students experiencing homelessness are chronically absent. This represents a 7.2% increase. The Behavior Interventionist will support regular attendance and prevention activities for all students. Additionally, all staff will specifically monitor and target attendance prevention and intervention activities for students and families experiencing homelessness.

School and Student Performance Data

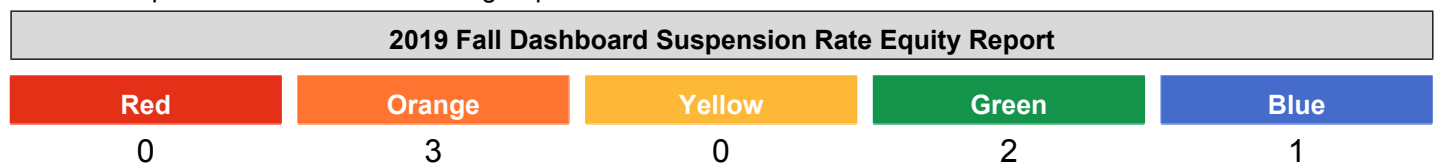
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Yellow 0.9 Increased +0.4 580	English Learners  Blue 0.4 Maintained 0 230	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 4
Homeless  No Performance Color 0 Maintained 0 25	Socioeconomically Disadvantaged  Green 0.7 Maintained +0.2 434	Students with Disabilities  Orange 2.4 Increased +2.4 82

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 24	American Indian 	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  Orange 1.6 Increased +1.6 61
Hispanic  Green 0.7 Maintained 0 423	Two or More Races  No Performance Color 0 Maintained 0 28	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Orange 2.5 Increased +2.5 40

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.9

Conclusions based on this data:

- Emory maintains a low rate of suspension (.9%). This represents an increase of 0.4% from the previous school year. Though we maintain a low rate of suspension, there is a need to strengthen our school-wide positive climate, and increasing student's school connectedness. We will use the behavior intervention assistant to utilize the evidence based social emotional learning curriculum to support all students.
- While the overall suspension rate for Emory students is low (.9%), it is noteworthy that our rate of suspension for white students is 2.5% is higher. This is a metric to monitor to identify if additional supports may be required to ensure success for all 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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence

Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Ensuring Academic Excellence:

Emory will strengthen the implementation of balanced literacy and math for all students, as well as study effective practices and protocols for facilitating student centered professional learning communities (PLC) and employ these practices during PLC time.

Identified Need

Data shows that there is a need to strengthen our balanced literacy pedagogy and provide consistent reading intervention for all students. Additionally, there is a need to advance student's math skills by engaging all students in challenging lessons which develop conceptual understanding as well as procedural awareness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Student Distance from Standard ELA	17.5 points below standard	15.0 points below standard
CAASPP Overall student Distance from Standard Math	39.4 points below standard	35.0 points below standards
ELPAC summative	60% scored a level 3 or above	65% will score at a level 3 or above
FASTBridge early reading (TK-1) and A reading (2-6)	58% of early reading students are on path to meet grade level goal 50% of A reading students are on path to meet grade level goal	65% of early reading students will be on path to meet grade level goal 57% of A reading students will be on path to meet grade level goal
FASTBridge early math (TK-1) and A math (2-6)	57% of early math students are on path to meet grade level goal 52% of A math students are on path to meet grade level goal	64% of early math students will be on path to meet grade level goal 59% of A math students will be on path to meet grade level goal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Indicator (ELPI)	25% of English Learners decreased one ELPI level	80% of English Learners will maintain or increase their ELPI level

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)

Students at Promise

Strategy/Activity

Impact Teacher - to support academic achievement by using scientific research based interventions (93 days)

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)
14606	Title I 1000-1999: Certificated Personnel Salaries
3503	Title I 3000-3999: Employee Benefits

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

Release time and/or out of contract pay to analyze student data and develop learning pathways

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)
5331	Title III 1000-1999: Certificated Personnel Salaries

1279

Title III
3000-3999: Employee Benefits

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

Professional Development in strategies for 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)

5990

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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 strategy of using scientific research based interventions, student centered PLC's, Teacher's College, and the GLAD PD positively impacted students, however results are preliminary pending student achievement data.

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 Distance Learning, we were unable to fully implement the above strategies, resulting in remaining unspent Title 1 and Title 3 funds. Projecting to carryover 6398K in Title III funds for GLAD part III and 8956K in Title I funds for additional Impact Teacher days, pending approval from the Business Service Office and SSC.

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.

Based on Distance Learning, and transitioning to in-person learning, strategies and activities to increase academic achievement and improve the quality of instruction through professional development may be adjusted based on data and student need.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion

Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Advancing Equity and Inclusion

Emory will strengthen Equity and Inclusive practices by analyzing site data (disproportionality), policies, and practices, while ensuring a rigorous and culturally responsive environment for all.

Identified Need

There is a need to analyze current practices, while ensuring a rigorous and culturally responsive learning environment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Staff Survey	43% of staff report that they strongly agree that students have equal opportunity for classroom participation	65% of students will have equal opportunity for classroom participation
California Healthy Staff Survey	39% of staff report that they strongly agree that students have an equal opportunity to participate in extracurricular activities	60% of staff will strongly agree that students care, and treat each other with respect
California Healthy Parent Survey	56% of parents report that the school promotes respect of cultural beliefs and practices	70% of parents report that the school promotes respect of cultural beliefs and practices
California Healthy Parent Survey	63% of parents report that the school treats all students with respect	75% of parents report that the school treats all students with respect

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

Certificated staff will participate in professional development on equity, inclusion, and disproportionality.

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)

1432

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

343

Title I

3000-3999: Employee Benefits

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

Release time and/or out of contract pay to analyze equity, inclusion, and disproportionality data, and develop action plans

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)

1467

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

352

Title I

3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for 2021-2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal for 2021-2022.

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.

This is a new goal for 2021-2022.

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 Environment

LEA/LCAP Goal

Providing Nurturing Safe and Welcoming Learning Environments
Ensure learning environments which support the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Providing Nurturing Safe and Welcoming Learning Environments
Emory will continue to strengthen the School-Wide Positive Behavior Interventions and Supports (SWPBIS) prevention and intervention practices, and provide continued opportunities for an enhanced home-to-school connection by offering parent education, increased communication, and volunteer opportunities.

Identified Need

There is a need for teachers to lead family engagement activities designed to foster a partnership between home and school to support student learning. There is a need to target specific engagement strategies for students who are at greater risk of being chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate (overall)	11%	9%
Suspension Rate	.9%	.5%
California Healthy Staff Survey	26% of staff report that cutting class or truancy is a problem	18% of staff will report that cutting class or truancy is a problem

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

School will provide parenting workshops throughout the 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)
1031	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries
248	Title I Part A: Parent Involvement 3000-3999: Employee Benefits

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

Behavior Intervention Assistant will support in SWPBIS implementation, providing inclusive opportunities for all students, and supporting student groups who are disproportionately performing (academically and behaviorally).

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)
15243	Title I 2000-2999: Classified Personnel Salaries
5514	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

A variety of student groups were supported virtually by the behavior intervention assistant. Additionally, virtual school/community events were held throughout the year and the PIQE parenting workshops took place in the spring.

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 weren't any major differences between the intended implementation and the actual implementation, with exception to events postponed due to school closures.

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.

Strategic efforts will be in place to increase parent engagement.

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	\$56,339.00

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	\$42,460.00
Title I Part A: Parent Involvement	\$1,279.00
Title III	\$12,600.00

Subtotal of additional federal funds included for this school: \$56,339.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$56,339.00

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

Expenditures by Funding Source

Funding Source

Amount

Title I	42,460.00
Title I Part A: Parent Involvement	1,279.00
Title III	12,600.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	23,867.00
2000-2999: Classified Personnel Salaries	15,243.00
3000-3999: Employee Benefits	11,239.00
5800: Professional/Consulting Services And Operating Expenditures	5,990.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I	17,505.00
2000-2999: Classified Personnel Salaries	Title I	15,243.00
3000-3999: Employee Benefits	Title I	9,712.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,031.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	248.00
1000-1999: Certificated Personnel Salaries	Title III	5,331.00
3000-3999: Employee Benefits	Title III	1,279.00

5800: Professional/Consulting
Services And Operating Expenditures

Title III

5,990.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,709.00
Goal 2	3,594.00
Goal 3	22,036.00

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
Tom Bevilacqua	Principal
Rebecca Carson	Classroom Teacher
Erika Gundermann	Classroom Teacher
Georgina Lobato	Classroom Teacher
Monica Hueso	Other School Staff
Mary Ann Belmontez	Parent or Community Member
Monique Bland	Parent or Community Member
Tabitha Darden	Parent or Community Member
Emma Pedroza	Parent or Community Member
Leslie Ramirez	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

Other:

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 5/13/2021.

Attested:



Principal, Tom Bevilacqua on 5/13/2021



SSC Chairperson, Rebecca Carson on 5/13/2021

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
Mendoza School	37-68395-6116008	June 4, 2021	July 22, 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
Additional Targeted Support and Improvement
ATSI

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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered electronically during 2020-2021 school year. Parent permission was required for student to complete the survey.

Summary of Parent Surveys:

Areas of strength

93% of parents reported they feel Mendoza promotes academic success for all students

96% of parents reported that they feel Mendoza treats all students with respect

89% of parents feel that teachers go out of their way to help students

Area of further development

76% of parents feel the school provides quality counseling or other ways to help students with social or emotional needs.

Summary of Teacher Surveys:

Areas strength

95% of teachers feel Mendoza is a supportive and inviting place for students to learn.

91% of teachers feel that Mendoza promotes academic success for all students

95% of teachers feel that Mendoza emphasizes helping students academically when they need it.

Area of further development

64% of teachers feel the school does not have staff examine their own cultural biases through professional development or other processes.

*Summary of student survey: Unable report student survey data due to low opt in numbers

While we recognize the timing of the surveys certainly influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD Certificated Reflective Growth Tool.

Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted.

As schools moved to distance learning, observations have taken the form for participating in zoom/google meets/seasaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

California School Dashboard data was analyzed to identify areas of strength and areas in need of improvement, for all students and specific student groups. Prior to school closures, groups of stakeholders at Mendoza Elementary School engaged in a data analysis and evaluation of current programs. The data analysis revealed the following - 64% of students are not meeting reading grade level reading benchmarks. Due to covid school closures 2019-2020 SBAC was not administered. The following is data from 2018-2019 school dashboard-

Area of Strength: English Learner Progress- 60.4% Making Progress

Areas in Need of Improvement: ELA- Decline 5.3 Points Distance from Standard, Math- Decline 8.3 Points Distance from Standard

Area Maintained: Chronic Absenteeism

In addition, all teachers administer a Fast Bridge reading assessment at the beginning of the 20-21 school year to identify student independent and instructional reading levels. This information is used to guide reading instruction and identify the need for possible interventions. Findings from the FASTBridge indicate the following

- reading (Grades TK-2 26% on path to meet grade level learning goals; Grades 3-6 38% on path to meet grade level learning goals)
- math (Grades TK-2 49% on path to meet grade level learning goals; Grades 3-6 36% on path to meet grade level learning goals)

Stakeholders have identified the following problems of practice related to data analysis- Need for targeted small group instruction for intervention in Reading. Need for professional development in the area of strategies for English learners. Need to teach social and emotional skills and increase student connectedness.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels three times a year, and FastBridge reading assessments given twice a year to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to mitigate learning loss.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Mendoza School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Mendoza School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included - Fast Bridge, GLAD (Guided Language Acquisition Design) training, Rigorous and Engaging Online Instruction, Technical Support for Learning and Collaboration Platforms Maximizing Digital Content to Support Student Learning and to Support Learning Loss, Using District Adopted Curricular Materials in Distance Learning and Blended Learning, Supporting Social, Emotional Learning and Mental Health, Implementing IEPs and Special Education Services, Measuring Student Progress, Supporting English Learners in Distance Learning

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2020-2021 school year-

Professional development for FastBridge to assess and monitor student learning

No Place for Hate anti bias training

Restorative practices and social emotional learning

Professional development during Distance Learning is primarily focused on technology, web-based instructional tools, social-emotional learning, and engagement strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, on-going professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-2021 school year, teachers at Mendoza Elementary School participated in professional development in the follow content areas - Fast Bridge, GLAD (Guided Language Acquisition Design) training, ST Math, Grade level literacy, math units

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-2021 school year, collaboration will continue to occur in a similar manner, but will be virtually rather than in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have been modified to meet at least the minimum requirements identified in SB98. Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distance Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Mendoza Elementary School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided Reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are paying close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study

ST Math

Imagine Learning for English Learners

Lexia Core 5

Designated ELD for English Learners

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study

ST Math

Imagine Learning for English Learners

Lexia Core 5

Leveled Literacy Intervention (LLI)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (either in-person or virtually), Back to School Night attendance (in-person), and parent-teacher conference attendance. Examples of parent engagement prior to school closures included: Coffee with Principal, ELAC, SSC, PTA, participation in school events

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year include: Coffee with Principal, ELAC, SSC, PTA,

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)

Mendoza Elementary School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Mendoza Elementary School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on 10/29/2020.

In 2021-2022 Parent engagement strategies will include School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC) and coffees with a principal, Schoolwide events and parent information nights.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I - Impact Teacher, professional development

Title III - Impact Teacher

Based on the comprehensive needs assessment, and a school-wide focus on mitigating learning loss, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2021-2022 school year:

Title I - Impact Teacher(s)

Title III - Impact Teacher(s)

Title I - Instructional Assistants

Title III - GLAD Training

Title I - Release time and/or out of contract pay to analyze student data and develop learning pathways

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-2022 School Plan for Student Achievement.

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

Mendoza Elementary School has made family and staff input and feedback a priority in planning for reopening. This feedback has taken the form of surveys, virtual town hall meeting, advisory groups including DELAC/PAC and recovery teams.

Parent Advisory Committee and DELAC Meetings:

Our superintendent conducted family and student advisory group meetings on multiple occasions. These meetings served to develop themes to consider in reopening plans and as stakeholder engagement to inform this plan. These meetings served as an expanded Parent Advisory Committee.

DELAC meetings were held in May and August to inform reopening and this plan.

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2019-2020 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on - 10/13/2020, 10/29/2020, 12/03/20, 1/28/2021, 3/25/2021

ELAC Meetings were held on - 11/9/2020, 3/25/2021

On February 17, 2021 the Mendoza Staff participated in the district wide LCAP input meeting as well as provided input at the school site level.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2021-2022 school year, supplemental funds will be used to accelerate learning due to school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.14%	0.2%		1	1
African American	3.16%	3.12%	2.5%	25	23	16
Asian	0.25%	0.14%	%	2	1	
Filipino	2.91%	2.17%	1.6%	23	16	10
Hispanic/Latino	86.85%	86.7%	88.6%	687	639	557
Pacific Islander	0.63%	0.81%	0.8%	5	6	5
White	4.17%	3.93%	3.3%	33	29	21
Multiple/No Response	1.9%	2.71%	2.9%	15	20	18
Total Enrollment				791	737	629

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	130	104	70
Grade 1	80	101	69
Grade 2	111	80	91
Grade3	103	111	82
Grade 4	111	111	100
Grade 5	123	111	104
Grade 6	133	119	113
Total Enrollment	791	737	629

Conclusions based on this data:

1. Mendoza's enrollment has declined each year since 2015-2016 to present. We need to increase efforts to make Mendoza a school of high academic standards so that families are committed to staying. Hispanic/Latino represents our largest percentage by student group. Therefore, it is important that we find ways to connect with these families to ensure that they feel part of the Mendoza community.
2. Mendoza's demographic make-up indicates a majority of Hispanic/Latino students. African-American and White students constitute our student groups with the next largest percentage of students. While these student groups are far fewer than our Hispanic student group, it's important to make sure that we stay focused on how to support them. Ultimately, it's important that staff be culturally responsive to all student groups keeping in mind the tenants of ESSA.

3. Due to the declining enrollment, it is vital that our staff welcome families from the minute they walk onto campus. More importantly, it is critical that we positively engage students and their families through building authentic, positive relationships. Across the past 3 school years, the trend appears to that our highest number of students are in grades 4th, 5th, and 6th. We need to make sure all students are offered equitable and consistent instruction in all grades in order to maintain high levels of achievement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	425	383	295	53.7%	52.0%	46.9%
Fluent English Proficient (FEP)	57	47	41	7.2%	6.4%	6.5%
Reclassified Fluent English Proficient (RFEP)	17	21	35	4.3%	4.9%	9.1%

Conclusions based on this data:

1. While English Learners represents almost half of our total student population, there has been a decline of 40 students since 2018-2019. At the same time, there has been a slight increase in the number of students being reclassified as Fluent English Proficient. This may be due to the transition in the reclassification protocols from CELDT to ELPAC.
2. From 2017- 2018 to 2019-2020, there was a decrease in the number of students becoming reclassified as Fluent English proficient. This could mean that we are not meeting the needs of developing academic English language for our English Learners at the rate that should be expected and that teachers will need to embed more opportunities for speaking, listening, reading and writing tasks in both designated and integrated ELD.
3. Our English Learner population has declined over the past 3 years yet our Fluent English Proficient population has remained steady. Perhaps this speaks to the demographics of our community and/or effects of recent political policies.

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	119	100	102	116	94	99	116	93	99	97.5	94	97.1
Grade 4	124	121	107	122	115	103	122	114	103	98.4	95	96.3
Grade 5	140	127	117	136	123	110	136	123	110	97.1	96.9	94
Grade 6	146	129	131	143	125	127	143	124	127	97.9	96.9	96.9
All	529	477	457	517	457	439	517	454	439	97.7	95.8	96.1

* 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	2365.	2359.	2368.	6.90	5.38	5.05	12.07	13.98	19.19	32.76	25.81	25.25	48.28	54.84	50.51
Grade 4	2424.	2426.	2430.	11.48	9.65	10.68	21.31	25.44	17.48	22.95	18.42	29.13	44.26	46.49	42.72
Grade 5	2469.	2458.	2461.	10.29	8.13	11.82	31.62	27.64	24.55	21.32	25.20	22.73	36.76	39.02	40.91
Grade 6	2489.	2496.	2468.	7.69	8.87	4.72	26.57	31.45	21.26	28.67	26.61	29.92	37.06	33.06	44.09
All Grades	N/A	N/A	N/A	9.09	8.15	7.97	23.40	25.33	20.73	26.31	24.01	26.88	41.20	42.51	44.42

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	5.17	4.30	8.08	33.62	36.56	47.47	61.21	59.14	44.44
Grade 4	12.30	12.28	9.71	42.62	48.25	50.49	45.08	39.47	39.81
Grade 5	16.18	12.20	16.36	44.85	46.34	38.18	38.97	41.46	45.45
Grade 6	12.59	13.71	9.45	39.86	45.97	39.37	47.55	40.32	51.18
All Grades	11.80	11.01	10.93	40.43	44.71	43.51	47.78	44.27	45.56

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	6.03	2.15	5.05	44.83	41.94	47.47	49.14	55.91	47.47
Grade 4	9.84	16.67	3.88	45.90	39.47	61.17	44.26	43.86	34.95
Grade 5	20.00	10.57	11.82	49.63	50.41	49.09	30.37	39.02	39.09
Grade 6	11.97	14.52	7.87	43.66	52.42	43.31	44.37	33.06	48.82
All Grades	12.23	11.45	7.29	46.02	46.48	49.89	41.75	42.07	42.82

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	6.03	6.45	10.10	67.24	65.59	65.66	26.72	27.96	24.24
Grade 4	7.38	7.02	9.71	63.93	62.28	66.99	28.69	30.70	23.30
Grade 5	8.82	9.76	13.64	61.76	57.72	54.55	29.41	32.52	31.82
Grade 6	9.79	9.68	3.94	61.54	68.55	66.14	28.67	21.77	29.92
All Grades	8.12	8.37	9.11	63.44	63.44	63.33	28.43	28.19	27.56

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	9.48	6.45	7.07	50.00	48.39	48.48	40.52	45.16	44.44
Grade 4	12.30	12.28	13.59	52.46	59.65	57.28	35.25	28.07	29.13
Grade 5	22.06	17.89	15.45	47.06	46.34	51.82	30.88	35.77	32.73
Grade 6	17.48	20.16	11.81	53.85	50.81	47.24	28.67	29.03	40.94
All Grades	15.67	14.76	12.07	50.87	51.32	51.03	33.46	33.92	36.90

Conclusions based on this data:

1. There were 20 less students taking the CAASPP in 2018-2019 than in 2017-2018 which matches our trend of declining enrollment. The overall 2018-2019 ELA data indicates that 26% of students exceeded or met the overall standard which is a 14% decrease from the prior year. However, this means that 74% of our students are not meeting standard. We need to focus support in all grade levels but particularly in grades K-3 as only 24% of third graders are meeting grade level standards and research shows that when students are not reading at grade level by third grade, they rarely ever catch up. We may also need to incorporate tasks throughout the school year that mirror the format of the CAASPP so that students are familiar with both the format and the rigorous expectations of the assessment.
2. When analyzing cohort data, it appears that most our students are improving their scaled scores from each grade level to the next and this indicates progress for students who stay at Mendoza for multiple years. However, our data shows that our average scaled scores are still below standard met which means we need to make up ground on standards and establish teaching and learning criteria, best practices for first instruction, as well as develop structures for systematic intervention using research based curriculum and practices. There is a need for teachers will provide small group instruction, assess and monitor students throughout the year.
3. The domains of Reading and Writing are the areas of greatest need as compared to Listening and Research&Inquiry. Those meeting standard in Reading did maintain from 2017-2018 to 2018-2019 and there was little progress in the other three domains. As a staff, we need to examine what is expected of students in each domain area and embed these expectations into instruction throughout the 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	119	100	102	118	100	101	118	100	101	99.2	100	99
Grade 4	124	121	107	124	120	107	124	120	107	100	99.2	100
Grade 5	140	127	117	140	124	117	95	122	117	100	97.6	100
Grade 6	146	129	132	145	129	131	145	129	131	99.3	100	99.2
All	529	477	458	527	473	456	482	471	456	99.6	99.2	99.6

* 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	2380.	2368.	2367.	2.54	0.00	0.99	18.64	14.00	16.83	35.59	29.00	22.77	43.22	57.00	59.41
Grade 4	2437.	2440.	2450.	4.84	8.33	5.61	17.74	20.00	25.23	45.16	37.50	43.93	32.26	34.17	25.23
Grade 5	2458.	2460.	2445.	9.47	4.92	4.27	15.79	18.03	13.68	25.26	29.51	25.64	49.47	47.54	56.41
Grade 6	2465.	2456.	2441.	7.59	3.10	2.29	11.72	10.08	10.69	29.66	34.11	28.24	51.03	52.71	58.78
All Grades	N/A	N/A	N/A	6.02	4.25	3.29	15.77	15.50	16.23	34.23	32.70	30.04	43.98	47.56	50.44

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	7.63	7.00	7.92	37.29	29.00	20.79	55.08	64.00	71.29
Grade 4	12.10	17.50	20.56	39.52	29.17	36.45	48.39	53.33	42.99
Grade 5	11.58	12.30	6.84	31.58	31.15	24.79	56.84	56.56	68.38
Grade 6	10.34	6.25	4.58	28.28	29.69	23.66	61.38	64.06	71.76
All Grades	10.37	10.85	9.65	34.02	29.79	26.32	55.60	59.36	64.04

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	7.63	4.00	4.95	50.85	43.00	33.66	41.53	53.00	61.39
Grade 4	8.06	10.83	7.48	41.94	40.00	53.27	50.00	49.17	39.25
Grade 5	12.63	6.56	5.98	41.05	38.52	41.03	46.32	54.92	52.99
Grade 6	8.28	3.88	1.53	33.10	39.53	38.17	58.62	56.59	60.31
All Grades	8.92	6.37	4.82	41.29	40.13	41.45	49.79	53.50	53.73

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	6.78	5.00	3.96	51.69	45.00	42.57	41.53	50.00	53.47
Grade 4	8.87	13.33	11.21	50.00	43.33	50.47	41.13	43.33	38.32
Grade 5	6.32	6.56	5.13	49.47	47.54	44.44	44.21	45.90	50.43
Grade 6	10.34	3.88	5.34	40.00	36.43	33.59	49.66	59.69	61.07
All Grades	8.30	7.22	6.36	47.30	42.89	42.32	44.40	49.89	51.32

Conclusions based on this data:

1. While almost all student groups increased their distance from standard, the overall Math data indicates that there 20% of students meeting/exceeding standard which means that 80% are not meeting standards. Our "critical mass" (50%) of students are performing at standard not met which is of high concern. It can be concluded there is a disconnect between daily math instruction and the demands the CAASPP assessment. Teachers will need to closely analyze grade level standards and develop criteria for common, rigorous instruction and assessments that align with the expectations of the summative CAASPP assessment. Additionally, intervention cycles need to be utilized to prevent students from falling farther from grade level expectations.
2. With regards to claims data, there was a decrease from 1%-2% in each claim area from 2017-2018 to 2018-2019. Problem Solving and Communicating Reasoning are 5%-10% higher than Concepts and Procedures. This makes sense in that teachers are spending more instructional time emphasizing the importance of applying Math to everyday problems and asking students to explain their reasoning. Conversely, teachers need to make sure they are embedding conceptual understanding into daily Math practices. This can be supplemented with regular Number Talks, ST Math, and DreamBox. It can also be concluded that teachers need continued PD focused on expectations for each claim area, and an understanding of what students need to know and be able to do.
3. Cohort data indicates that there was not cohort growth in scaled scores in most grade levels with the exception of 4th graders' performance in 4th grade which increased 10 points from 2017-2018 to 2018-2019. Targeted intervention and progress monitoring is necessary to close the achievement gap as students move up in grade levels.

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	1407.1	1402.3	1421.2	1416.2	1374.1	1369.6	54	63
Grade 1	1462.8	1440.7	1462.5	1451.2	1462.6	1429.7	60	50
Grade 2	1475.1	1497.1	1473.9	1504.1	1475.6	1489.5	57	63
Grade 3	1481.0	1496.5	1471.9	1493.2	1489.8	1499.1	65	60
Grade 4	1498.5	1518.8	1489.3	1514.6	1507.2	1522.6	70	63
Grade 5	1500.0	1521.9	1484.6	1512.3	1515.0	1531.0	51	58
Grade 6	1505.2	1516.2	1486.1	1511.7	1523.7	1520.2	39	48
All Grades							396	405

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	25.93	9.52	24.07	28.57	25.93	39.68	24.07	22.22	54	63
1	38.33	6.00	25.00	36.00	20.00	40.00	*	18.00	60	50
2	35.09	23.81	36.84	39.68	*	22.22	*	14.29	57	63
3	*	18.33	33.85	40.00	30.77	23.33	24.62	18.33	65	60
4	18.57	33.33	45.71	44.44	18.57	14.29	17.14	7.94	70	63
5	*	22.41	47.06	37.93	*	25.86	*	13.79	51	58
6	*	16.67	43.59	37.50	*	29.17	*	16.67	39	48
All Grades	23.23	19.01	36.36	37.78	20.96	27.41	19.44	15.80	396	405

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	11.11	20.37	36.51	27.78	34.92	*	17.46	54	63
1	46.67	16.00	21.67	38.00	*	26.00	*	20.00	60	50
2	50.88	44.44	29.82	33.33	*	9.52	*	12.70	57	63
3	27.69	36.67	30.77	40.00	23.08	6.67	18.46	16.67	65	60
4	37.14	47.62	37.14	36.51	*	4.76	*	11.11	70	63
5	33.33	34.48	37.25	43.10	*	10.34	*	12.07	51	58
6	30.77	27.08	38.46	41.67	*	14.58	*	16.67	39	48
All Grades	37.37	31.60	30.56	38.27	16.67	15.06	15.40	15.06	396	405

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	*	3.17	*	26.98	42.59	42.86	29.63	26.98	54	63
1	35.00	6.00	23.33	24.00	*	46.00	25.00	24.00	60	50
2	24.56	15.87	36.84	33.33	*	26.98	26.32	23.81	57	63
3	*	8.33	24.62	30.00	33.85	31.67	38.46	30.00	65	60
4	*	17.46	40.00	36.51	21.43	30.16	27.14	15.87	70	63
5	*	10.34	39.22	18.97	25.49	48.28	23.53	22.41	51	58
6	*	2.08	*	25.00	38.46	35.42	28.21	37.50	39	48
All Grades	16.16	9.38	28.79	28.15	26.52	37.04	28.54	25.43	396	405

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	46.30	12.70	44.44	74.60	*	12.70	54		63
1	61.67	30.00	26.67	56.00	*	14.00	60		50
2	52.63	34.92	36.84	53.97	*	11.11	57		63
3	21.54	15.00	58.46	68.33	20.00	16.67	65		60
4	37.14	34.92	52.86	52.38	*	12.70	70		63
5	35.29	8.62	50.98	79.31	*	12.07	51		58
6	*	16.67	61.54	43.75	*	39.58	39		48
All Grades	39.90	21.98	46.97	61.73	13.13	16.30	396		405

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	31.48	14.29	48.15	63.49	20.37	22.22	54	63
1	40.00	8.00	45.00	72.00	*	20.00	60	50
2	61.40	53.97	24.56	33.33	*	12.70	57	63
3	32.31	61.67	46.15	30.00	21.54	8.33	65	60
4	48.57	66.67	32.86	23.81	18.57	9.52	70	63
5	41.18	67.24	47.06	17.24	*	15.52	51	58
6	48.72	50.00	30.77	37.50	*	12.50	39	48
All Grades	43.18	46.67	39.39	39.01	17.42	14.32	396	405

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	*	1.59	68.52	68.25	25.93	30.16	54	63
1	43.33	16.00	23.33	50.00	33.33	34.00	60	50
2	45.61	15.87	28.07	58.73	26.32	25.40	57	63
3	*	6.67	56.92	55.00	40.00	38.33	65	60
4	*	14.29	57.14	65.08	30.00	20.63	70	63
5	*	22.41	58.82	56.90	29.41	20.69	51	58
6	*	4.17	*	41.67	56.41	54.17	39	48
All Grades	19.95	11.60	46.46	57.28	33.59	31.11	396	405

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	37.04	34.92	29.63	39.68	33.33	25.40	54	63
1	31.67	14.00	55.00	66.00	*	20.00	60	50
2	19.30	11.11	54.39	69.84	26.32	19.05	57	63
3	*	18.33	64.62	63.33	27.69	18.33	65	60
4	20.00	30.16	58.57	55.56	21.43	14.29	70	63
5	33.33	13.79	49.02	70.69	*	15.52	51	58
6	*	22.92	76.92	68.75	*	8.33	39	48
All Grades	22.47	20.99	55.05	61.48	22.47	17.53	396	405

Conclusions based on this data:

1. ELPAC overall results indicated that our "critical mass" is at Level 3. Therefore, teachers need to learn more about the skills and language expectations that are required of students to move from Level 3 to Level 4. Teachers will

need to establish best practices criteria for embedding English Language acquisition strategies into instruction throughout the day. There is a need to continue to provide designated and integrated ELD support.

2. Overall Oral language results are much higher than overall written scores with only 30% in levels 1 and 2 for oral language and 62% in levels 1 and 2 for written language. This tells us teachers need to move from having students orally produce language to then providing intentional opportunities to engage in written language practice.
3. In the specific domains of Reading and Writing, we have almost 80%-90% of students who are not "well developed" yet. However, our critical mass is in the "somewhat/moderately developed" range which is promising. Again, we need to do more research and PD around language standards so that we can adjust our instruction to meet the needs of our English Learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
737	72.6	52.0	0.4
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	383	52.0
Foster Youth	3	0.4
Homeless	67	9.1
Socioeconomically Disadvantaged	535	72.6
Students with Disabilities	112	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	3.1
American Indian	1	0.1
Asian	1	0.1
Filipino	16	2.2
Hispanic	639	86.7
Two or More Races	20	2.7
Pacific Islander	6	0.8
White	29	3.9

Conclusions based on this data:

1. Our Hispanic student group is the largest percentage of our student population. It is important that we explore opportunities to connect with families of this student group to ensure that we are being culturally responsive to students who do and do not speak more than one language.





2. Almost 80% of Mendoza's students are Socioeconomically Disadvantaged. We need to provide supports and resources to ensure that their basic needs are being met and concentrate on building strong relationships with these students and their families to strengthen the home-school connection so that they can be prepared to take on the cognitive demands of school.
3. Mendoza had students that are both English Learners and Socioeconomically Disadvantaged. It's important that we investigate how to provide these students and their families with opportunities to better connect with Mendoza and its resources. Additionally, it is critical to ensure that not only their academic needs are being addressed, but also their social-emotional well being and their progress in English proficiency as well.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. All academic performance indicators (2018-2019) are at the overall orange performance level because we maintained a low student performance level in these categories and we are not making sufficient gains towards meeting standard. This indicates that we need to establish standardized student learning outcomes by implementing highly effective first instruction (Tier I) and developing a more consistent and evidence-based system of intervention and supports that closes this achievement gap.
2. Our Chronic Absenteeism performance indicator is at the orange performance level (2018-2019) because we both had a high level of absenteeism (16.7%) and decreased by .1 percentage points. This high percentage of absenteeism is concerning and likely contributes to poor academic levels. One could also conclude that students are disengaged and not motivated to come to school and/or that families are not feeling strong connections with the school. This indicates our need to work closely with students and families on addressing the barriers that keep them from coming to school regularly. Since we have a high number of socio-economically disadvantaged and homeless families, we must also address their needs, provide resources, and have all stakeholders involved in building a stronger school community.
3. Mendoza's Suspension Rate indicator (2018-2019) is at the blue performance level because we had .5% of our students suspended at least once and our suspension rate decreased by 1.5% from the previous school year. This indicates that our efforts toward restorative practices and other means of corrective actions have been successful. It

also indicates a need for a school-wide SEL curriculum to ensure standardized professional development for teachers and consistent language and practices for all.

School and Student Performance Data

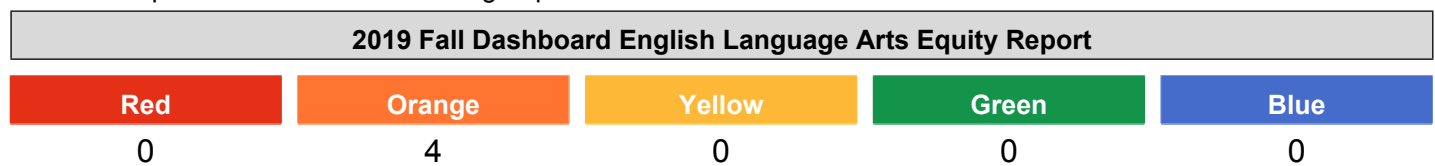
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 52.2 points below standard Declined -5.3 points 428	 Orange 58.8 points below standard Maintained -2.4 points 271	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 98.8 points below standard Increased ++5.2 points 36	 Orange 57.6 points below standard Declined -8.5 points 360	 Orange 98.9 points below standard Increased Significantly ++38.5 points 53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.1 points below standard Increased Significantly ++28.7 points 13	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 15.6 points below standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.5 points below standard Declined -7.5 points 371	 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 4	 No Performance Color 37.5 points below standard Increased ++6.5 points 15

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
82.6 points below standard Maintained ++0.5 points 202	10.8 points above standard Maintained -0.6 points 69	42.3 points below standard Declined -8.9 points 152

Conclusions based on this data:

1. There is a need for improvement since all student groups are still 17 to 99 points below standard and not making adequate progress. Students with Disabilities are of significant concern as they are over 99 points below standard. Moving forward, teachers and education specialists will need to create schedules where students with disabilities have access to the least restrictive environment where they have access to grade level content.
2. One of our student groups when defined by race/ethnicity declined. Our Hispanic student group declined 7.5 to 55.5 points below standard and this represents almost half of our student population. This indicates that success criteria for effective first instruction and grade level standards needs to be developed and utilized. We need to ensure strong and equitable instruction is provided to all students.
3. When analyzing data by language, our reclassified English Learners maintained. Of concern are our English Only students who declined by 8.9 points. We need to examine our instructional practices to support all students and provide and analyze informal, formal assessment data and provide progress monitoring regularly in order to provide differentiated small group instruction for everyone from various student groups.

School and Student Performance Data

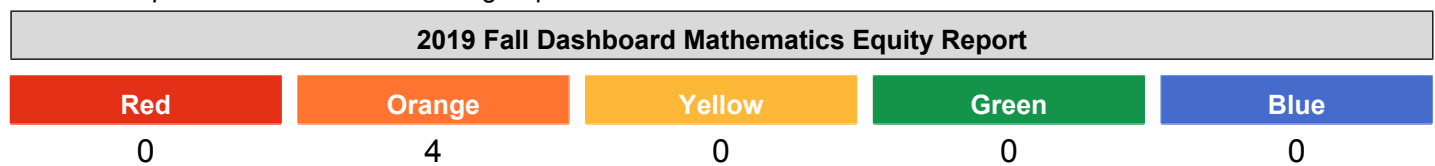
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
75.1 points below standard		80 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -8.3 points		Declined -8.2 points		1	
431		273			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
100.5 points below standard		80 points below standard		120 points below standard	
Increased ++9.3 points		Declined -10.3 points		Increased Significantly ++21.8 points	
36		363		55	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 50.5 points below standard Increased ++11.5 points 13	American Indian 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color 31.1 points below standard 14
Hispanic  Orange 79.5 points below standard Declined -10.9 points 373	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  No Performance Color 66.2 points below standard Declined -13.6 points 16

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 91.7 points below standard Declined -7 points 204	Reclassified English Learners 45.4 points below standard Declined -6.2 points 69	English Only 67 points below standard Declined -7.5 points 153
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Conclusions based on this data:

1. We experienced a decline in several student groups in Math as well as an increase in several other groups. This could be attributed to the implementation of ST Math which addresses conceptual understanding of key concepts in Math. Additionally, our teachers have spent more time providing common assessments around rich word problems. We need to examine our practices that supported this success and look to continue them and also apply to other subject areas.
2. While not considered a significant student group, we need to pay close attention to supporting our homeless students as they are over 100 points below standard. We need to make sure they have their basic needs met and resources available to them so that they can be prepared for the cognitive demands of school.
3. Students with Disabilities improved yet are still significantly below standard, 120 points. Next year, we need to ensure they spend more time in the general education setting so that they may have as much access to grade level standards as possible. Their instruction needs to be appropriately scaffolded, yet still rigorous. Additionally, there is a need for consistent informal, and formal assessments along with progress monitoring.

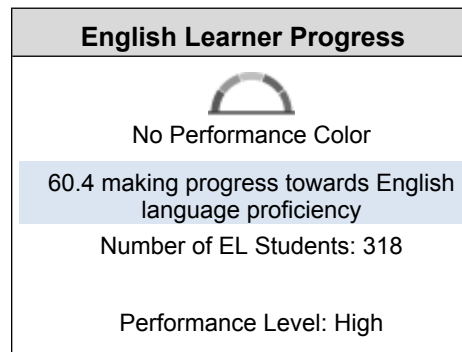
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
12.5	27.0	6.2	54.0

Conclusions based on this data:

- 60.4% of our students are at higher levels (3 and 4) of language proficiency. The higher percentage at these higher levels will need close progress monitoring and support to ensure that they meet the criteria for reclassification
- 12.5 percent of Mendoza students decreased 1 ELPI level, 33.2 percent maintained and 54 percent progressed at least one ELPI level. Those students scoring at Level 1 or 2 will need more intensive support to access curricular content and to make adequate growth in both English Language Arts and Math. This should include lessons that incorporate front loading of academic vocabulary, realia, and multiple opportunities for speaking/listening and reading/writing.

School and Student Performance Data

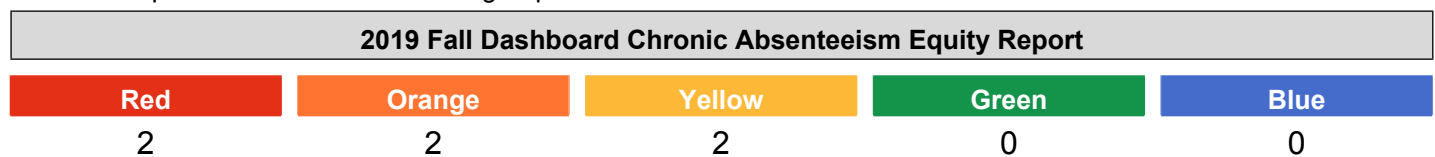
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Orange 16.7 Maintained +0.1 848	English Learners  Yellow 16.6 Declined -1 465	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  Red 30.7 Increased +2.1 75	Socioeconomically Disadvantaged  Orange 18.5 Maintained +0.2 692	Students with Disabilities  Yellow 18.9 Declined -7.8 127

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>10.3</div> Declined -2.2 29	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color <div>4.3</div> Increased +4.3 23
Hispanic  Orange <div>17.2</div> Maintained -0.4 737	Two or More Races  No Performance Color <div>0</div> Declined -3.8 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Red <div>28.6</div> Increased +13.4 35

Conclusions based on this data:

- Overall, we maintained in Chronic Absenteeism. Staff needs to continue to engage in crucial conversations about creating a school culture where all staff believe in students and demonstrate that belief unwaveringly. We need to closely examine all factors that are contributing to this high level of chronic absenteeism and create a detailed plan that involves all staff members in building positive relationships and increasing positive communications between school and home.
- Chronic absenteeism with our homeless students increased by 2.1 percent. Our Community Volunteer Coordinator as well as all staff need to identify the needs of these students, ensure that they have resources for support, and create detailed plan to make sure they are in school regularly.
- Chronic absenteeism increased in our white students by 13.4 percent. There is a need to focus on the factors that are contributing to this increase and create a plan to decrease the level of absenteeism in this group.

School and Student Performance Data

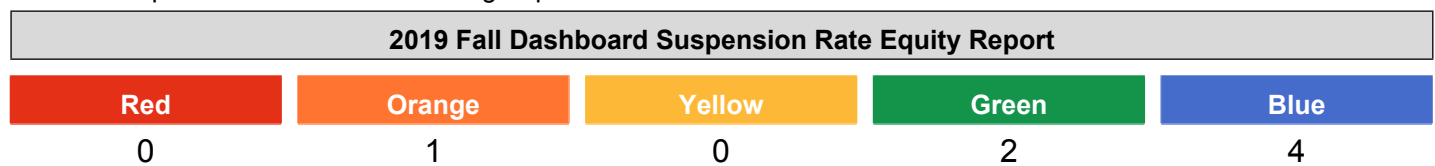
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Blue 0.5 Declined Significantly -1.5 871	English Learners  Green 0.6 Declined -0.9 473	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  Blue 0 Declined -3.3 76	Socioeconomically Disadvantaged  Blue 0.4 Declined Significantly -1.8 706	Students with Disabilities  Green 1.5 Declined -5 130

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Declined -9.5 30	American Indian 	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color 0 Declined -5.6 23
Hispanic  Blue 0.4 Declined Significantly -1.2 753	Two or More Races  No Performance Color 0 Maintained 0 19	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Orange 2.6 Increased +2.6 39

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	0.5

Conclusions based on this data:

1. Our suspension rates declined for all students groups during 2018-2019. We need to continue exploring alternative measures of correction and establish concrete expectations for staff and students with consistent methods of restorative practices.
2. Although we maintained a low suspension rate with our student groups, there is a need to strengthen school-wide positive climate and connectedness.
3. suspension rate increased in our white students by 2.6 percent. There is a need to focus on the factors that are contributing to this increase and continue work to strengthen school-wide positive climate.

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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence:

Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

For the 2021-2022 school year Mendoza Elementary will focus on improving reading and math performance levels for all students and increase English language development and literacy for English Learners.

Identified Need

Student achievement data indicates all student groups are not performing at the level needed to meet state standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC- ELA	52.2 points below standard	By June 2021 48 points below standard
CAASPP/SBAC-Math	75.1 points below standard	By June 2021 70 points below standard
English Learner progress from ELPAC summative	58% of students scored level 3 or 4	By June 2021 63% will be level 3 or above
Fountas & Pinnell Reading Assessment	34.4% students met or exceeded benchmarks	39% meet or exceeded benchmarks (FastBridge)
FastBridge Assessments	TK-2 26% 3-6 38% on path to meet grade level learning goals	Increase TK-2 31% 3-6 34% on path to meet grade level learning goals
FastBridge Assessments	TK-2 49% 3-6 36% on path to meet grade level learning goals	Increase TK-2 54% 3-6 41% on path to meet grade level learning

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)

Students At Promise

Strategy/Activity

One Impact teacher will help accelerate learning using Learning Literacy Intervention. 130 Work days

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)

20,389.20

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

4,890.64

Title I
3000-3999: Employee Benefits

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

Teachers will engage in Professional development and and/or out of contract pay focused on utilizing effective instructional strategies for 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)

6549.00

Source(s)

Title III
1000-1999: Certificated Personnel Salaries

1572.00

Title III
3000-3999: Employee Benefits

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

One Impact teacher for newcomers and/or emergent English learners. Use supplementary resources from Imagine Learning and Lexia. 130 work days

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)

20,389.00

Source(s)

Title III
1000-1999: Certificated Personnel Salaries

4,890.00

Title III
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at Promise

Strategy/Activity

Release time and/or out of contract pay to analyze student data and develop learning pathways to accelerate 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)

8158.22

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

1957.05

Title I
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students At Promise

Strategy/Activity

Two instructional Assistants will push into lower grade classes to work with classroom teacher and mitigate learning loss using Learning Literacy Intervention

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)
20308.20	Title I 2000-2999: Classified Personnel Salaries
7346.69	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

One of the strategies working well before the school closures was the use of impact teachers to supplement reading instruction and language development. Unfortunately, once schools were closed, the effectiveness of meeting with students daily was impacted. During the 20-21 school year were were unable to hire enough impact teachers to fill the positions and work virtually with students. There were not enough candidates available.

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 a lack of available candidates for impact teacher positions we were unable to fully implement strategies resulting in remaining unspent funds in the Title I and Title III budgets.

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 2021-2022 goal includes strategies/activities to increase academic achievement (impact teachers and instructional assistants) and improve the quality of teacher instruction through professional development.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Mendoza will strengthen equity and inclusivity practices by providing professional development for teachers and continuing to implement the student lead No Place for Hate program. A Leadership Team will be formed in order to build teacher leadership and capacity and analyse current practices.

Identified Need

Due to distance learning there is a need to strengthen professional learning and to support and monitor schoolwide PBIS and address the emotional and social needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Staff Survey	On average 85% of staff felt that students respect each others differences	Increase by 5%
CHKS Parent Survey	84% of parents felt that the school communicates the importance of respecting different cultural beliefs and practices.	Increase 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

It is important for teachers to think about how they can most effectively raise the complex issues of hate, bias, scapegoating and exclusion with their students. Mendoza teachers will participate in Anti Defamation League's Anti Bias training. Continue school wide implementation of Anti Defamation League's No Place for Hate program. ADL's anti bias PD provided for teachers and staff.

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)
4500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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 implementation of in person PBIS was prematurely ended due to distance learning. However, we were able to reduce tier 2 behavior referrals significantly before 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.

Were were unable to complete the ADL's Anti Bias Training in the 2020-2021 school year. They are scheduled to provide anti bias training during the staff prep days prior to the 2021-2022 school year.

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.

Mendoza Elementary will continue to implement the ADL's No Place for Hate program that was adopted in the 2020-2021 school year. We will continue to strengthen the PBIS prevention and intervention practices and professional development. The school leadership team will continue to meet regularly and evaluate current practices

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 Environment

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments: Ensure learning environments which support the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Mendoza School staff strives to provide a school campus that is positive, welcoming and safe for our staff, students, parents and community. We understand that this includes a culture that focuses on a balance between academic achievement and health and wellness, both physical and social-emotional, for all of our stakeholders. Mendoza School intends to strengthen our home-school connection with our families and community through increased communication in a variety of methods, volunteer opportunities, and school events in order to increase parent education, student attendance, and well being. We will celebrate successes through data analysis, awards ceremonies, and positive behavior supports.

Identified Need

While parent/community involvement has increased in Mendoza events, there is a need to strengthen the partnership between Mendoza staff and its families to building a true community where Mendoza is at the center. Mendoza school continues to work on parent communication. Our continued outreach to parents is through our Coordinator of Community Volunteers and Resources. However, this position is funded out of base funds and aimed at the entire school community. There is a need to target specific engagement strategies for students that are at a greater risk of being chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 CHKS Student Survey	47% of parents parents felt the school did not provide advice and resources to support my child's social and emotional needs.	Decrease of 5% in 2021-2022
2019-2020 CHKS Student Survey	16% of parents felt Our school/district has not done a good job keeping me informed about remote learning.	Decrease of 5% in 2021-2022
Chronic absenteeism	16.7% Chronically absent (2018-2019)	Decrease 5% in 2021-2022
2019-2020 CHKS Student Survey	On average 14% of students surveyed did not know where to go for help with a problem	Decrease 5% in 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 CHKS Student Survey	33% of parents were either not sure or did not feel that our school did not provide parents with advice and resources to support my child's social and emotional needs.	Decrease 5% in 2021-2022

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

The Coordinator of Community Volunteers and Resources will organize parent workshops throughout the school year and out of contract pay to certificated staff and or presenters and/or for planning 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)
2,034.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures
	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

Two behavior Intervention Assistants will support in SWPBIS implementation, providing inclusive opportunities for all students, and supporting student groups who are disproportionately performing (academically and behaviorally).

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)
	Funded from 2020-2021 carryover funds

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although parent workshops were implemented and offered along with Fall festival, coffee with principal, bingo night and an all school spirit assembly during the 2019-2020 school year they were not continued due to distance learning.

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 weren't any major differences between intended implementation and actual implementation, with exception to events that were postponed due to school closures and shift to distance 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.

Strategic efforts will be in place to increase parent engagement. Two behavior intervention assistants will be added to support SWPBIS.

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	\$102,984.00

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	\$67,550.00
Title I Part A: Parent Involvement	\$2,034.00
Title III	\$33,400.00

Subtotal of additional federal funds included for this school: \$102,984.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$102,984.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	67,550.00
Title I Part A: Parent Involvement	2,034.00
Title III	33,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,485.42
2000-2999: Classified Personnel Salaries	20,308.20
3000-3999: Employee Benefits	20,656.38
5800: Professional/Consulting Services And Operating Expenditures	6,534.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	28,547.42
2000-2999: Classified Personnel Salaries	Title I	20,308.20
3000-3999: Employee Benefits	Title I	14,194.38
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,034.00
1000-1999: Certificated Personnel Salaries	Title III	26,938.00

3000-3999: Employee Benefits

Title III

6,462.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,450.00
Goal 2	4,500.00
Goal 3	2,034.00

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
Garrett Corduan	Principal
Jose Chavira	Classroom Teacher
Deena Feldman	Classroom Teacher
Katie Patton	Classroom Teacher
Elisa Gutierrez	Other School Staff
Cristie Casteneda	Parent or Community Member
Susan Connors	Parent or Community Member
Trinette Gomes	Parent or Community Member
Marline Sanchez	Parent or Community Member
Ana Briones-Espinoza	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 6/4/2021.

Attested:

Principal, Garrett Corduan on June 4, 2021
SSC Chairperson, Cristie Casteneda on June 4, 2021

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 5/20/2021.

Attested:


Cristie Castañeda

Principal, Garrett Corduan on 6/4/21

SSC Chairperson, Cristie Casteneda on 6/4/21

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
Nicoloff Elementary	37-68395-6098487	May 13, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level. Nicoloff's plan was developed with participation from students, parents, teachers and school advisory committees. During the input sessions, CAASSP and local data measures were utilized to generate baseline performance data for all student groups, specifically English language learners. From the input sessions prior to school closures the following priorities were generated: 1) continue to utilize professional development opportunities to strengthen and deepen our knowledge of core first instruction, planning for small group interventions and meeting the academic and linguistic needs of our ELLs, 2) utilize evidence-based interventions in ELA and Math (both manipulatives and digital platforms) to meet the needs of students 3) continue to use PBIS strategies in conjunction with the integration of Leader In Me program which focuses on building student leadership skills and 4) provide grade level collaboration and professional learning to support our emergent students. With this plan, we have identified the resources, materials, and evidence-based interventions that will impact student achievement. Through this collaborative plan, we will build teacher capacity, support student groups and build both shared leadership with staff, students and parents so that every student has equitable access and the resources to academically achieve.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered in the Spring 2021. The following were the data results:

Summary of Parent Surveys:

Strengths:

- 95% School staff treat parents with respect.
- 94% Teachers let you know how your child is doing in school between report cards.
- 91% School encourages me to be an active partner with the school in educating my child.
- 92% Parents feel welcome to participate at this school.
- 92% School staff take parent concerns seriously.
- 86% My child is receiving adequate instruction from teachers to support assigned work.
- 87% My child is receiving regular feedback on the schoolwork she/he submits.
- 86% My child knows what schoolwork is expected to be completed each day.
- 81% My child's teachers are responsive to my child's social and emotional needs.

Areas of improvement:

- 69% My child's teachers have checked in with her/him personally at least once a month.
- 67% Our school provides parents with advice and resources to support my child's social and emotional needs.
- 30% Participated in a meeting of the parent-teacher organization or association and/or school related committee.

Summary of Student Surveys:

Strengths:

- 88% of 3rd-6th report no cyberbullying in the past 30 days
- 85% of 3rd-6th report adults in school have high student expectations
- 82% of 3rd-6th believe that teachers and other adults at school want them to do their best
- 79% of 3rd-6th report having self-efficacy
- 78% of 3rd-6th report academic motivation
- 74% of 3rd-6th report they believe that they can do a good job

Areas of improvement:

- 47% of 3rd-6th report teachers ask them what they want to learn about
- 69% of 6th report academic motivation
- 61% of 3rd-6th report having peer supports

Summary of Staff Surveys:

Strengths:

- 91% of teachers from this school are providing effective instruction with the school's instructional model.

92% report this school is a supportive and inviting place for students to learn
96% of staff report this school is a supportive and inviting place for staff to work.

Areas of improvement:

24% of staff report needing

32% of staff report needing support services to meet the social, emotional and developmental needs of youth

41% of staff report that the staff does not examine their own cultural biases through professional development or other processes

While we recognize the timing of the surveys certainly influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted. For the 20-21 school year observations were conducted virtually.

As schools moved to distance learning, observations have taken the form for participating in zoom/google meets/seasaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

During the needs assessment, data indicated a significant decline in students meeting standard in reading. This may be attributed to a need for more small group instruction designed to meet students individual needs. The small group instruction will focus on specific skills and strategies identified through the analysis of reading assessment data. Furthermore, the California School Dashboard data was analyzed to identify areas of strength and areas in need of improvement, for all students and specific student groups. Prior to school closures, groups of stakeholders at Nicoloff Elementary School engaged in a data analysis and evaluation of current programs. The data analysis revealed the following: In ELA the school declined to the red with a -14.7 decline on the CA Dashboard. Student groups considered to be of concern in ELA include EL, Hispanic, and SED students. In Math the school remained in the orange with a -6.1 decline on the CA Dashboard. In the area of chronic absenteeism, the school declined to the orange level. The percentage of students who are identified as chronically absent increased by 0.9%. In the area of suspensions, the school positively increased from green to the blue performance level.

In addition, all teachers administer a reading assessment three times per year to identify student independent and instructional reading levels. This information is used to guide reading instruction and identify the need for possible interventions. Findings from the District Reading Assessment indicate the following: 30.36% of students met or exceeded the grade level benchmarks in Winter of 2019. This is a decrease of 9.19% of students who met or exceeded the benchmark from the previous year. Ultimately, in conducting the comprehensive needs assessment through data analysis and CAASPP data, stakeholders have identified the following problems of practice related to data analysis:

- A. Consistent implementation of focused small group instruction across all classrooms that is responsive and timely to meet the needs of students and accelerate their literacy skills.
- B. The need for consistent implementation of assessment driven balanced literacy instruction with best practices to support English language development for English language learners and students at risk.

During the 2021-2022 school year, Nicoloff staff (TK-6th) administered the universal screener, FastBridge, in the areas of Reading and Math for all students. The results of these assessments provided teachers with current data of skills for reading and math for their students and areas needed for extra support. Below is the overall achievement data:

Fastbridge Overall Data (Early Reading K-1)

Low Risk 26%
Some Risk 29%
High Risk 44%

Fastbridge Overall Data (Spanish Early Reading K-1)

Low Risk 51%
Some Risk 31%
High Risk 18%

Fastbridge Overall Data (Early Math K-1)

Low Risk 43%
Some Risk 31%
High Risk 25%

Fastbridge Overall Data (aReading 2nd-6th) College Pathway 8%

Low Risk 18%
Some Risk 32%
High Risk 42%

Fastbridge Overall Data (aMath 2nd-6th)
College Pathway 11%
Low Risk 25%
Some Risk 34%
High Risk 30%

Area of Strength: Overall, in Early Reading K-1 39% and in Early Math K-1 43% of students are considered low risk and on track to meet the end of the year grade-level reading and math standards.

Area of Growth: Overall, in Early Reading K-1 44% and in aReading 2nd-6th 42% of students are at high risk. The data reflects an average of 40% of students at risk of not meeting the end of the year grade-level reading standards. The reflects a urgent need to continue to focus on literacy development at Nicoloff.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 2 times a year, and FastBridge Universal Screener and progress monitoring given 2 times to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Nicoloff Elementary School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Nicoloff Elementary School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included: literacy professional development, technology, and social and emotional learning.

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2021-2022 school year.

- *English Language Arts/Literacy Development

- *Math

- *Equity and Inclusivity

- *Science (new curriculum)

- *Social studies (new curriculum)

- *Leader In Me (Social and Emotional learning)

- *Differentiated Instruction (GLAD)

- *Best practices for ELLs

- *Welcoming and Safe Learning Environment/Restorative Practices

Through both District surveys and the site-level comprehensive needs assessment, the following professional development have been identified for the 2021-22 school year. We will be using a FastBridge Universal Screener to assess and progress monitor in the areas of reading, math and social and emotional learning. Leader In Me Professional Development to address the emotional and social needs of students. The Light House team will also receive professional development to establish expected behaviors with a consistent school wide support system. Lastly, Guided Language Acquisition Design Professional Development will be given to help support our English Language Learners through their language development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, on-going professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-2021 school year, teachers at Nicoloff Elementary School participated in professional development in the follow content areas - Technology Platforms (DreamBox, ST Math, MyOn,), trauma informed best practices, literacy development, TOSA Literacy Coaching, new curriculum adoption of Science and Social Studies, Leader In Me Core 2, TC Virtual Units, and FastBridge administration.

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-2021 school year, collaboration continued to occur in a similar manner, but was virtual rather than in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have been modified to meet the minimum requirements identified in SB98.

Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met. Instructional minutes for the 2021-22 school year, will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distance Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest need. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Nicoloff Elementary School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chromebooks for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided Reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hotspots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are paying close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for additional intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Lectura Practica for English Learners as a Tier II support implemented by impact teacher
Leveled Literacy Intervention (LLI)
Leader In Me SEL Curriculum

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (virtually) and virtual parent-teacher conference attendance. Examples of parent engagement included (all done virtual due to school closures): regular PTA , SSC, and ELAC meetings, grade level parent meetings, parent education classes, Virtual Literacy Night, trimester student recognition assemblies, monthly newsletters from the school level and classroom level, etc.

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year include: numerous laptop and material distribution events, monthly parent committee meetings, weekly EdConnect calls/emails, countless outreach efforts, and regular check-ins by teachers, specialists, principal and office staff.

In 2021-22 parents will be encouraged to participate in the following: Coffee with the Principal, ELAC, School Site Council, PTA, PIQE (Parent Institute for Quality Education) Parenting Courses, Virtual Community events, virtual parent workshops, School Newsletters, and South Bay Community Services.

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)

Nicoloff Elementary School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Nicoloff Elementary School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on November 12, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I -

ELA: Leveled literacy intervention (Tier 1), Lexia-Promising (Tier 3), Leader in Me (CASEL-strong evidence), hiring of co-teaching support teacher to provide intervention services

Math: Dreambox (Tier 1), ST Math (Tier 2)

Title III - Benchmark (Tier 1), Imagine Learning (Tier 2), hiring of co-teaching support teacher to provide push-in services to ELLs

Based on the comprehensive needs assessment, and a school-wide focus on mitigating learning loss, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2021-2022 school year:

Title I -Out of contract pay, impact teacher for intervention in ELA (during/after school), professional development for ELA intervention curriculum, supplemental books (digital), Leader in Me (CASEL-strong evidence)

Title III - Impact teacher focusing on English learners, after school intervention for English learners, professional development for instructing ELLs

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-2022 School Plan for Student Achievement.

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

Site-level Staff, SSC, and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2021-2022 School Plan for Student Achievement. Both committees completed a Needs Assessment survey and provided action items for their identified top priorities which were in alignment with the District's LCAP Goals of Ensuring Academic Excellence, Advancing Equity and Inclusion, and Nurturing Safe and Welcoming Learning Environments.

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2020-2021 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on: October 21, 2020, November 12, 2020, December 2, 2020, January 14, 2021, March 11, 2021, April 14, 2021, April 26, 2021, and May 13, 2021.

ELAC Meetings were held on: October 1, 2020, December 3, 2020, January 28, 2021, March 25, 2021 and May 27, 2021.

A District-wide virtual meeting was held to conduct a Comprehensive Needs Assessment (LCAP Input) on February 17, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0%	%	1	0	
African American	0.92%	1.24%	1.2%	7	9	8
Asian	0.26%	0.28%	0.3%	2	2	2
Filipino	0.53%	0.55%	0.6%	4	4	4
Hispanic/Latino	97.23%	96.83%	96.2%	738	703	640
Pacific Islander	0.13%	0.14%	0.2%	1	1	1
White	0.13%	0.41%	0.2%	1	3	1
Multiple/No Response	0.53%	0.41%	1.1%	4	3	7
Total Enrollment				759	726	665

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	132	97
Grade 1	105	100	90
Grade 2	104	101	92
Grade3	114	97	98
Grade 4	91	110	92
Grade 5	107	84	114
Grade 6	128	102	82
Total Enrollment	759	726	665

Conclusions based on this data:

1. Total enrollment has declined each year since 2017-2018. From the 2018-2019 to 2019-2020 school year, kindergarten enrollment increased and 1st grade remained about the same. There was a slight decrease in grades 3rd-6th from 2018-2019 to the 2019-2020 school year. Despite the decline of 33 students enrollment at Nicoloff remained stable. This may indicate that students and their families wanted to remain at Nicoloff due to feeling welcome at Nicoloff as the parent survey indicates. In addition, students may want to continue at Nicoloff because they feel safe and welcomed as the student survey indicates.
2. The demographic make-up of Nicoloff indicates a majority of Hispanic/Latino students. From 2017-2018 their enrollment has remained stable. This is due to the demographics of the city of San Ysidro which is predominately Hispanic. From 2017-2018, there has been an increase in other demographic groups such as African-American and Pacific Islander. The majority of staff is Hispanic/Latino so they must also be culturally responsive to all student

groups. In addition, the staff must utilize their bilingual skills so they are using English for our student groups who do not speak Spanish.

3. Due to the declining enrollment, it is critical that the staff welcome families beginning from the office greeting to how they positively engage students and their families through building relationships.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	578	557	437	76.2%	76.7%	65.7%
Fluent English Proficient (FEP)	40	27	29	5.3%	3.7%	4.4%
Reclassified Fluent English Proficient (RFEP)	0	24	24	0.0%	4.2%	4.3%

Conclusions based on this data:

1. Although the majority of the total enrollment are English Learners, there has been a decline of 22 students since 2017-2018 which equates to one classroom. The decline could indicate more students are being reclassified. From 2017-2018 there has been a decrease in students being classified as Fluent English proficient.
2. In 19-20 24 students were reclassified which indicates there was a 4.2% increase since 2018-2019. This may indicate the overall effectiveness of the instruction and the consistent use of the ELD curriculum during the daily Designated ELD block.
3. When compared to the total number of English learners each year since 2017-2018, the number of redesignated students does not increase exponentially. This may indicate students may not be accessing the content because their language proficiency is not being addressed during integrated ELD instruction.

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	97	81	107	95	76	101	95	76	101	97.9	93.8	94.4
Grade 4	124	98	85	118	90	81	118	90	81	95.2	91.8	95.3
Grade 5	126	124	107	122	120	105	122	120	105	96.8	96.8	98.1
Grade 6	120	133	126	115	130	123	115	130	123	95.8	97.7	97.6
All	467	436	425	450	416	410	450	416	410	96.4	95.4	96.5

* 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	2375.	2376.	2362.	8.42	3.95	8.91	13.68	25.00	13.86	28.42	26.32	25.74	49.47	44.74	51.49
Grade 4	2420.	2405.	2399.	12.71	6.67	8.64	16.95	21.11	13.58	21.19	17.78	20.99	49.15	54.44	56.79
Grade 5	2448.	2436.	2422.	4.92	7.50	3.81	24.59	15.00	19.05	23.77	20.00	18.10	46.72	57.50	59.05
Grade 6	2492.	2481.	2462.	3.48	6.15	5.69	29.57	23.08	23.58	37.39	31.54	16.26	29.57	39.23	54.47
All Grades	N/A	N/A	N/A	7.33	6.25	6.59	21.56	20.67	18.05	27.56	24.28	20.00	43.56	48.80	55.37

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	9.47	9.21	7.00	30.53	44.74	40.00	60.00	46.05	53.00
Grade 4	14.41	8.89	7.41	41.53	38.89	40.74	44.07	52.22	51.85
Grade 5	8.20	7.50	6.73	46.72	34.17	36.54	45.08	58.33	56.73
Grade 6	6.09	13.08	10.66	50.43	36.15	34.43	43.48	50.77	54.92
All Grades	9.56	9.86	8.11	42.89	37.74	37.59	47.56	52.40	54.30

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	9.47	10.53	8.00	44.21	39.47	38.00	46.32	50.00	54.00
Grade 4	11.86	12.22	6.17	44.07	35.56	44.44	44.07	52.22	49.38
Grade 5	13.11	7.50	6.80	46.72	40.83	44.66	40.16	51.67	48.54
Grade 6	10.43	9.23	11.48	51.30	44.62	40.16	38.26	46.15	48.36
All Grades	11.33	9.62	8.37	46.67	40.63	41.63	42.00	49.76	50.00

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	10.53	11.84	5.94	49.47	68.42	54.46	40.00	19.74	39.60
Grade 4	6.78	5.56	8.64	59.32	66.67	62.96	33.90	27.78	28.40
Grade 5	6.56	5.00	4.81	60.66	49.17	40.38	32.79	45.83	54.81
Grade 6	3.48	5.38	8.20	70.43	65.38	54.92	26.09	29.23	36.89
All Grades	6.67	6.49	6.86	60.44	61.54	52.70	32.89	31.97	40.44

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	10.53	10.53	8.00	51.58	52.63	50.00	37.89	36.84	42.00
Grade 4	17.80	10.00	8.64	45.76	43.33	34.57	36.44	46.67	56.79
Grade 5	12.30	18.33	11.54	50.00	39.17	36.54	37.70	42.50	51.92
Grade 6	24.35	19.23	15.57	53.04	48.46	37.70	22.61	32.31	46.72
All Grades	16.44	15.38	11.30	50.00	45.43	39.80	33.56	39.18	48.89

Conclusions based on this data:

1. The overall 2018-2019 ELA data indicates that 25% of students exceeded or met the overall standard; a 1% decrease from the 2017-2018 school year. 20% nearly met the standard and 55% did not meet the overall standard; a 2% increase in students not meeting the overall standard from the previous year. The most significant result is in students not meeting the overall standard with an increase of 48% to 55%. Teachers may also need to embed tasks that mirror the format of CAASSP so that students are familiar not only with the tools of the computer-based assessment, but with the rigor, stamina and expectations of the assessment.
2. Due to the fact that 55% of students did not meet the standard, it is evident that students are not reading at grade level and continue to need targeted small group instruction, 1:1 conferencing, running records, guided reading, other small group intervention methods and the use of Tier II intervention resources. It is clear that professional development in these areas is needed for student to read and write independently while building stamina and to be able to progress to the next level of literacy on a learning progression. For Grades 3 and 4, they utilized instruction that was closely aligned to the CA State Standards, consistently provided small group instruction and utilized formative assessments to track the progress of students. Grades 5 and 6, need more professional development on how to accelerate the learning for students who have academic gaps in their reading and writing skills.
3. Per the enrollment data, there is a large percent of English Learners in our classrooms. The data indicates that English Learners are not making the necessary gains in academic and language proficiency. There is a great need for extensive targeted intervention to meet the cognitive and linguistic demands of the grade level content. Although there is consistent designated ELD, the results indicate a need for greater implementation of Integrated ELD during the instructional day. There is a need for professional development on the CA ELD/ELA framework so teachers can plan effective lessons that target both content and language 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	97	82	107	96	81	107	95	81	107	99	98.8	100
Grade 4	124	98	85	122	97	84	122	97	84	98.4	99	98.8
Grade 5	126	124	107	125	124	107	125	124	107	99.2	100	100
Grade 6	120	133	126	120	132	126	120	132	126	100	99.2	100
All	467	437	425	463	434	424	462	434	424	99.1	99.3	99.8

* 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	2399.	2399.	2396.	4.21	8.64	4.67	23.16	27.16	27.10	36.84	28.40	27.10	35.79	35.80	41.12
Grade 4	2435.	2422.	2428.	4.10	4.12	5.95	22.13	14.43	20.24	31.15	39.18	28.57	42.62	42.27	45.24
Grade 5	2441.	2443.	2431.	4.00	3.23	5.61	6.40	8.06	8.41	30.40	30.65	18.69	59.20	58.06	67.29
Grade 6	2476.	2465.	2458.	2.50	7.58	3.97	16.67	9.85	18.25	38.33	32.58	23.02	42.50	50.00	54.76
All Grades	N/A	N/A	N/A	3.68	5.76	4.95	16.67	13.59	18.40	33.98	32.72	24.06	45.67	47.93	52.59

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	12.63	25.93	15.24	47.37	35.80	37.14	40.00	38.27	47.62
Grade 4	11.48	10.31	11.90	30.33	23.71	27.38	58.20	65.98	60.71
Grade 5	6.40	5.65	8.49	20.00	20.97	19.81	73.60	73.39	71.70
Grade 6	8.33	10.61	9.52	40.00	25.00	27.78	51.67	64.39	62.70
All Grades	9.52	11.98	11.16	33.55	25.58	28.03	56.93	62.44	60.81

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	13.68	14.81	11.21	41.05	34.57	48.60	45.26	50.62	40.19
Grade 4	10.66	10.31	5.95	42.62	41.24	46.43	46.72	48.45	47.62
Grade 5	7.20	2.42	2.80	36.80	41.13	33.64	56.00	56.45	63.55
Grade 6	3.33	8.33	3.17	45.00	34.85	43.65	51.67	56.82	53.17
All Grades	8.44	8.29	5.66	41.34	38.02	42.92	50.22	53.69	51.42

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	7.37	12.35	12.38	62.11	62.96	51.43	30.53	24.69	36.19
Grade 4	8.20	6.19	10.71	43.44	46.39	44.05	48.36	47.42	45.24
Grade 5	4.00	6.45	7.55	34.40	41.94	26.42	61.60	51.61	66.04
Grade 6	3.33	9.09	8.73	50.83	37.88	37.30	45.83	53.03	53.97
All Grades	5.63	8.29	9.74	46.75	45.62	39.43	47.62	46.08	50.83

Conclusions based on this data:

1. The overall 2018-2019 Math data indicates that 23% of students exceeded or met the overall standard; a 4% increase from the 2017-2018 school year. 24% nearly met the standard and 53% did not meet the overall standard. The most significant result is students not meeting the overall standard with an increase from 48% to 53%. Teachers may also need to embed tasks that mirror the format of the CAASSP so that students are familiar not only with the tools of the computer-based assessment, but with the rigor, stamina and expectations of the assessment.
2. Due to the fact that there are 53% of students not meeting the standard, it is evident that students are not reading at grade level continue to need targeted small group instruction, alignment of of instruction to the demands of the CAASSP assessment along with utilizing formative assessment to gauge the math skills of students. Thus, aligning instruction to the needs of students through the use of the CA Math framework where math tasks and exemplars can be utilized for instruction. It is clear that professional development is necessary to build the knowledge of teachers on how to use the Math framework is necessary for lesson planning and matching manipulatives to standards for building conceptual understanding at each grade level.
3. Per the enrollment data, there is a large percentage of English learners in our classrooms. This indicates a great need for extensive targeted intervention to meet the cognitive demands of the grade level mathematical content. It is critical to build the conceptual understanding of mathematics for English Learners through the consistent use of manipulatives and visuals that directly correlate to the rigorous mathematical tasks as presented in the CAASSP.

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	1399.2	1394.4	1406.6	1398.1	1381.7	1385.4	105	85
Grade 1	1423.2	1422.5	1419.1	1427.5	1426.8	1417.0	78	84
Grade 2	1451.9	1455.8	1450.2	1448.9	1453.2	1462.4	94	72
Grade 3	1469.3	1466.9	1459.3	1458.5	1478.9	1474.9	72	91
Grade 4	1481.2	1481.2	1472.2	1467.7	1489.8	1494.3	75	75
Grade 5	1508.8	1501.4	1497.0	1491.4	1520.2	1510.8	86	72
Grade 6	1511.9	1518.2	1487.3	1510.0	1536.1	1526.0	75	73
All Grades							585	552

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	20.95	3.53	16.19	30.59	25.71	37.65	37.14	28.24	105	85
1	23.08	4.76	21.79	23.81	20.51	26.19	34.62	45.24	78	84
2	29.79	6.94	32.98	43.06	15.96	25.00	21.28	25.00	94	72
3	*	8.79	41.67	28.57	22.22	39.56	30.56	23.08	72	91
4	20.00	17.33	28.00	33.33	28.00	28.00	24.00	21.33	75	75
5	29.07	19.44	51.16	33.33	*	22.22	*	25.00	86	72
6	18.67	13.70	34.67	39.73	22.67	31.51	24.00	15.07	75	73
All Grades	21.54	10.33	31.79	32.79	20.68	30.43	25.98	26.45	585	552

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	23.81	3.53	20.00	34.12	15.24	31.76	40.95	30.59	105	85
1	29.49	10.71	24.36	23.81	*	22.62	33.33	42.86	78	84
2	39.36	20.83	24.47	34.72	14.89	22.22	21.28	22.22	94	72
3	26.39	20.88	36.11	35.16	*	14.29	26.39	29.67	72	91
4	40.00	26.67	28.00	34.67	*	17.33	21.33	21.33	75	75
5	51.16	33.33	31.40	26.39	*	20.83	*	19.44	86	72
6	21.33	31.51	42.67	38.36	22.67	20.55	*	9.59	75	73
All Grades	33.16	20.47	28.89	32.43	13.85	21.38	24.10	25.72	585	552

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	12.38	2.35	14.29	38.82	59.05	48.24	14.29	10.59	105	85
1	17.95	3.57	24.36	17.86	26.92	30.95	30.77	47.62	78	84
2	17.02	5.56	34.04	29.17	18.09	44.44	30.85	20.83	94	72
3	*	5.49	26.39	21.98	34.72	40.66	36.11	31.87	72	91
4	*	12.00	26.67	29.33	26.67	30.67	34.67	28.00	75	75
5	20.93	9.72	46.51	12.50	20.93	48.61	*	29.17	86	72
6	21.33	10.96	26.67	23.29	21.33	38.36	30.67	27.40	75	73
All Grades	15.04	6.88	28.21	24.82	30.60	40.22	26.15	28.08	585	552

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	39.05	1.18	42.86	84.71	18.10	14.12	105		85
1	44.87	22.62	34.62	52.38	20.51	25.00	78		84
2	53.19	15.28	35.11	65.28	11.70	19.44	94		72
3	20.83	10.99	59.72	53.85	19.44	35.16	72		91
4	29.33	21.33	50.67	57.33	20.00	21.33	75		75
5	36.05	9.72	51.16	61.11	12.79	29.17	86		72
6	24.00	17.81	57.33	56.16	18.67	26.03	75		73
All Grades	36.24	13.95	46.67	61.59	17.09	24.46	585		552

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	22.86	7.06	30.48	55.29	46.67	37.65	105	85
1	25.64	7.14	33.33	45.24	41.03	47.62	78	84
2	40.43	25.00	30.85	45.83	28.72	29.17	94	72
3	37.50	38.46	36.11	35.16	26.39	26.37	72	91
4	48.00	33.33	32.00	44.00	20.00	22.67	75	75
5	63.95	52.78	29.07	29.17	*	18.06	86	72
6	34.67	49.32	52.00	41.10	*	9.59	75	73
All Grades	38.63	29.71	34.36	42.39	27.01	27.90	585	552

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	62.86	78.82	29.52	21.18	105	85
1	29.49	11.90	38.46	39.29	32.05	48.81	78	84
2	30.85	5.56	39.36	75.00	29.79	19.44	94	72
3	*	2.20	56.94	56.04	40.28	41.76	72	91
4	*	9.33	48.00	58.67	40.00	32.00	75	75
5	22.09	12.50	62.79	55.56	15.12	31.94	86	72
6	25.33	8.22	22.67	38.36	52.00	53.42	75	73
All Grades	18.63	6.88	48.03	57.43	33.33	35.69	585	552

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	36.19	41.18	51.43	48.24	12.38	10.59	105	85
1	*	3.57	58.97	52.38	28.21	44.05	78	84
2	*	6.94	63.83	66.67	27.66	26.39	94	72
3	15.28	12.09	51.39	70.33	33.33	17.58	72	91
4	24.00	22.67	50.67	50.67	25.33	26.67	75	75
5	41.86	9.72	50.00	63.89	*	26.39	86	72
6	*	26.03	81.33	67.12	*	6.85	75	73
All Grades	22.39	17.57	57.95	59.78	19.66	22.64	585	552

Conclusions based on this data:

1. Of the 552 English Learners, the highest percentages of English proficiency are at level 3-Moderately Developed (32.8%) and level 2-somewhat developed (30.4%). This indicates that students continue to need quality content

instruction based on the CA ELA/ELD framework, as well as consistent Designated and Integrated ELD to make timely progress to Level 4-Well Developed. For Newcomers who have been in the US for less than 12 months, it is imperative that they are placed in the appropriate program and provided with the designated supports at their grade level.

2. Upon reviewing the range of the four levels, the majority of students for each grade level is the following: K-Level 2 (38%), Grade 1-Level 1 (45%), Grade 2-Level 3 (43%), Grade 3-Level 2 (40%), Grade 4-Level 3 (33%), Grade 5-Level 3 (33%), Grade 6-Level 3 (40%). In Grade 6, there were students in all four levels. This could indicate the enrollment of Newcomers to our school. Even though there is progress throughout the levels, there are still several English Learners in levels 1 & 2. It is imperative to track the progress of all English learners, particularly students who are in jeopardy of becoming LTELs.
3. Upon review of the four domains, 1) listening (62%) moderately developed, 2) speaking (42%) moderately developed, 3) reading (57%) moderately developed and 4) writing (60%) moderately developed, it seems that students are making progress in reading due in part to the high level of independent reading in classrooms. The strength in writing may be due to the emphasis of writing across content areas, including the use of reading logs and response journals. It is interesting to note that although the ELD curriculum has an emphasis on listening and speaking, those two domains have lower percentages. This may indicate a need for an emphasis on more accountable talk with academic structures including the use of collaborative projects where students can communicate with each other with tasks.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
726	69.1	76.7	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	557	76.7
Foster Youth	6	0.8
Homeless	26	3.6
Socioeconomically Disadvantaged	502	69.1
Students with Disabilities	109	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2
Asian	2	0.3
Filipino	4	0.6
Hispanic	703	96.8
Two or More Races	3	0.4
Pacific Islander	1	0.1
White	3	0.4

Conclusions based on this data:

1. The majority of the students at Nicoloff school (80.6%) are socioeconomically disadvantaged and 0.7% are in foster care which can present many challenges to students and their families. It is important that we provide the internal and external resources so that students can come to school feeling prepared to take on the cognitive demand of schooling. Students should be held to the highest expectations, while consideration be given to their basic needs at home to be successful in the classroom.





2. English Learners make up approximately two thirds of the total student population. Due to this, it is critical to ensure that not only their academic needs are being met, but their progress in English proficiency as well. Due to the high number of English Learners, it is critical that teacher embed language acquisition supports during instruction.
3. The majority of students are Hispanic/Latino (97.2%) while 2.5% of other races/ethnicities are represented. Although the majority of parents feel welcome at Nicoloff, the staff needs to ensure that we are aware of cultural differences and the manner in which we speak to students who are not bilingual in English/Spanish.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

- Both ELA and Math are an area of high need. ELA is in the red performance level and math is in the orange performance level. This indicates that students are not meeting standard at each grade level based on scale score points. Once students do not reach standard at grade level, they need to "make-up" the loss of points from the previous year and gain points for the current grade level. This may also indicate that instruction, learning outcomes and stamina may not mirror the rigor of the CAASSP. Furthermore, the results indicate a great need for urgent, direct, timely and targeted interventions.
- Chronic Absenteeism is at the orange performance level which indicates that Nicoloff school needs to connect with families as soon as they are in jeopardy of developing a pattern of chronic absenteeism. It is important to make connections with families to understand the underlying cause of absences so that school resources can offer support. Interventions in tier 1, tier 2 and tier 3 need to be implemented and tracked consistently.
- The Suspension Rate is at the blue performance level. This indicates that the majority of students regardless of student group are following the behavior expectations of the school. In addition, it can be determined that the implementation of alternate means of corrections, restorative recess and restorative circles has made a difference in changing behavior. Furthermore, the school psychologist provides social-emotional support through the use of social skills groups and social emotional learning curriculum. Furthermore, Nicoloff teachers implemented the Leader In Me curriculum which focuses on developing and strengthening students' character.

School and Student Performance Data

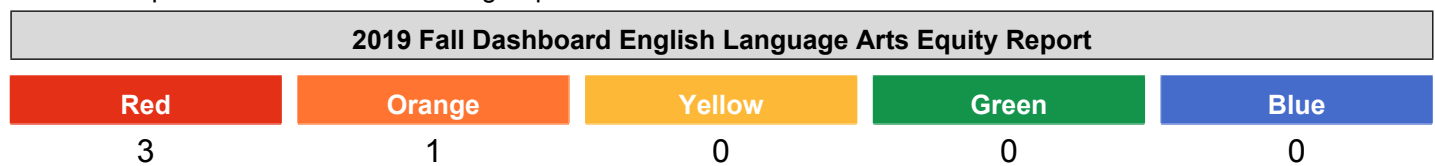
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 71 points below standard Declined -13.9 points 408	 Red 76 points below standard Declined Significantly -17.4 points 339	 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	 Red 73.7 points below standard Declined Significantly -15.4 points 332	 Orange 112.9 points below standard Increased ++6.7 points 78

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 3	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 70.7 points below standard Declined -14.2 points 397	 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	 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
96 points below standard Declined Significantly -16.1 points 281	21.1 points above standard Declined -14.5 points 58	48.7 points below standard Increased ++5.9 points 65

Conclusions based on this data:

- The overall ELA indicator is at the red performance level, declined 14.7 points and is 71 points below standard. The student groups of EL, Hispanic/Latino and Socioeconomically Disadvantaged are all at the red performance level. This may indicate that there are diverse learners at varying levels at each grade level that may not be able to access grade level content because they do not have the prerequisite skills in ELA or Math. In addition, this decline may be due to a range of academic gaps from one grade level to the next. There may also be an inconsistency in the who, what and how of small group instruction based on assessment data. This would in turn, impact the use of the core curriculum and Tier II interventions. It will be essential to use benchmark assessment data to monitor students' progress and to inform teachers' instructional practices and pacing.
- Students with disabilities are significantly below standard by 112.9 points. This may indicate that the use of the pull-out model for services may not be directly correlated to core instruction. This may also indicate that the current RSP curriculum and resources do not closely align to the CA state standards. The results may also indicate that students with disabilities who are significantly below standard may be easily distracted, possess low self-esteem that impacts their confidence to engage in learning and feel prepared to take on challenging tasks. Using benchmark data to monitor student progress will be vital to provide small group interventions that are research and data driven.
- Upon taking a look at the EL data, the student group is 76 points from standard. This may indicate that instruction is not closely aligned to the the academic and linguistic needs of students. In comparison, reclassified students are 21.1 points above the standard. This indicates the importance of not only designated ELD, but the positive effect of how

core instruction impacts the academic progress of students, specifically RFEP students. Using benchmark data to monitor student progress will be vital to provide small group interventions that are research and data driven.

School and Student Performance Data

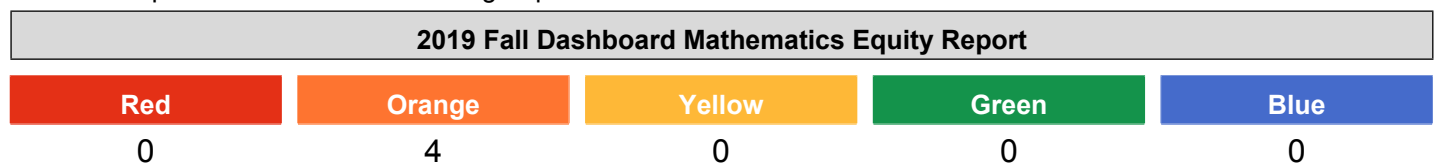
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Orange 74.6 points below standard Declined -6.1 points 408	English Learners  Orange 76.1 points below standard Declined -7.5 points 340	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 78.9 points below standard Declined -10.3 points 332	Students with Disabilities  Orange 123.2 points below standard Increased ++13.9 points 77

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 3	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.6 points below standard Declined -5.9 points 397	 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	 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
86.9 points below standard Declined -4.8 points 282	23.8 points below standard Declined -14.9 points 58	69.8 points below standard Maintained ++1.2 points 64

Conclusions based on this data:

1. The overall Math indicator is at the orange performance level, declined 6.1 points and is 74.6 points below standard. The student groups of EL, Hispanic/Latino and Socioeconomically Disadvantaged are all at the orange performance level. This may indicate that there are diverse learners at varying levels at each grade level that may not be able to access grade level content because they do not have the prerequisite skills in Math. In addition, this decline may be due to a range of academic gaps from one grade level to the next. There may also be an inconsistency in the who, what and how of small group instruction based on assessment data. This would in turn, impact the use of the core curriculum and Tier II interventions. Since the many students are not reading at grade level in grades 3-6 as measured by the Winter benchmark assessment, this impacts their performance on the CAASPP math assessment which includes high level reading passages for mathematical problems and tasks. It will be essential to use benchmark assessment data to monitor students' progress and to inform teachers' instructional practices and pacing.
2. Students with disabilities are significantly below standard by 123.2 points. This may indicate that the use of the pull-out model for services may not be directly correlated to core instruction. This may also indicate that the current Special Education curriculum and resources do not closely align to the CA state standards. The results may also indicate that students with disabilities who are significantly below standard may be distracted, possess low self-esteem that impacts their confidence to engage in learning and feel prepared to take on challenging tasks. Using benchmark data to monitor student progress will be vital to provide small group interventions that are research and data driven.

3. Upon taking a look at the EL data, the student group is 86.9 points below standard. This may indicate that instruction is not closely aligned to the the academic and linguistic needs of students. In comparison, reclassified students are 23.8 points above the standard. This indicates the importance of not only designated ELD, but the positive effect of how core instruction impacts the academic progress of students, specifically RFEP students. Yet, there is still a need for the use of manipulatives, academic vocabulary development, and rich math tasks for EL to reach grade level standards. Using benchmark data to monitor student progress will be vital to provide small group interventions that are research and data driven.

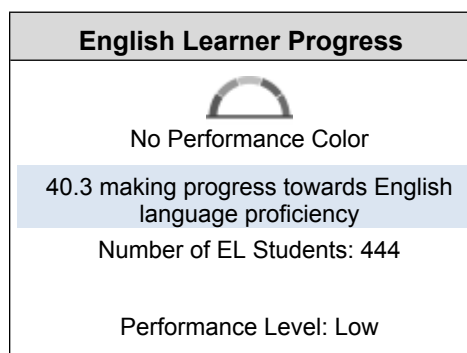
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
17.1	42.5	2.4	37.8

Conclusions based on this data:

1. Of the 444 English Learners, 37.8 ELLs progressed at least one ELPI level, 2.4% maintained their level ELPI level 4 status, 42.5 maintained their ELPI level 1-3H and 17.1 decreased one ELPI level. This indicates that students continue to need quality content instruction based on the CA ELA/ELD framework, as well as consistent Designated and Integrated ELD to make timely progress to Level 4-Well Developed. For Newcomers who have been in the US for less than 12 months, it is imperative that they are placed in the appropriate program and provided with the designated supports at their grade level.
2. Due to the range of English Learner Progress, it is important to disaggregate the levels even further by name of student, date of entry to the US, program placement and time of attendance at Nicoloff School. The next step is to consistently monitor the progress of EL through the use of student work, language rubrics, reading and math assessments. Based on the student's results, the appropriate intervention, at-risk support and matching resources need to be utilized for instruction.
3. Within the range of levels, it is critical to identify the Long Term English Learners (LTELS) so that targeted instruction can be provided to meet the criteria for reclassification.

School and Student Performance Data

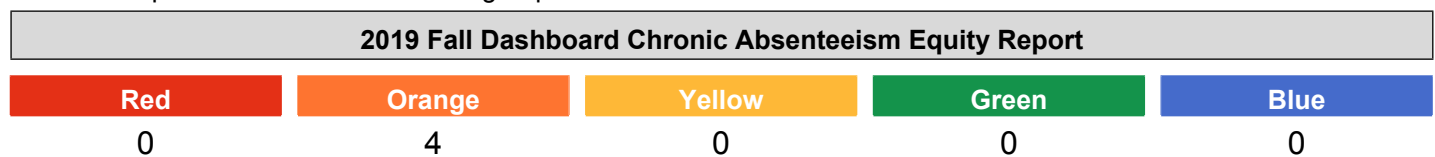
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 16.6 Increased +0.9 788	 Orange 16.6 Maintained 0 601	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 61.9 Increased +11.9 21	 Orange 17.7 Increased +1.5 640	 Orange 21.3 Declined -5.3 127

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 16.6 Maintained +0.4 763	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. The overall performance level for Chronic Absenteeism is in the orange performance level at 16.6%. Although several Student Attendance Review Team meetings and individual parent/guardian conferences were conducted throughout the school year, the rate of chronic absenteeism is quite high. This indicates a need for a more timely intervention with students who show signs of falling into the chronic absenteeism category. This will be monitored by using the Illuminate Daily Participation data and Synergy Attendance Data on a weekly basis.
2. Students with disabilities (21.3) and SED students (17.7) have the highest percentage of chronic absenteeism when compared to other student groups. This may indicate that both student groups are having difficulty coming to school due to lack of resources, family placement issues, social-emotional trauma or not feeling that they are making connections at school.
3. Students with Disabilities (113) students have a chronic absenteeism percentage of 21.3% This may indicate that students may not want to attend school due to a lack of engagement or not feeling a sense of confidence with the academic content. They may also feel they do not have the appropriate skills to meet the demands of the academic expectations of of grade level proficiency.

School and Student Performance Data

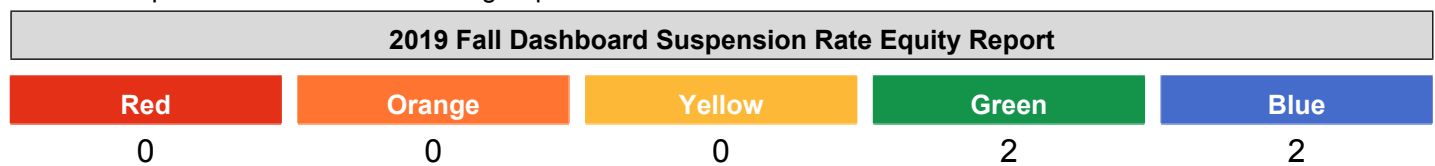
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Blue 0.5 Declined -0.3 818	English Learners  Blue 0.5 Maintained -0.1 619	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  No Performance Color 0 Declined -8.3 22	Socioeconomically Disadvantaged  Green 0.6 Declined -0.3 658	Students with Disabilities  Green 0.8 Declined -1.9 130

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Blue 0.4 Declined -0.3 791	Two or More Races  No Performance Color Less than 11 Students - Data 8	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  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
	0.8	0.5

Conclusions based on this data:

1. The overall suspension rate positively increased to the blue performance level. The suspension rate decreased by 0.3%. The population of Nicoloff is about 97% Hispanic/Latino and there was a positive 0.3% decline in suspension rates for this student group. It can be concluded that classroom teachers were providing appropriate behavior interventions and support so that students could be successful in making appropriate behavioral choices inside and outside the classroom.
2. SED students' suspension rate declined by 0.3% for the 658 students in the student group. This may indicate that teachers fostered positive relationships and students were receiving the appropriate support at school and at home.
3. Students with disabilities had a decrease of 1.9% in suspension rates which may indicate that teachers fostered positive relationships and students were receiving the appropriate support at school and at home.

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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence: Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Nicoloff will provide a differentiated and responsive educational experience through progress monitoring, targeted reading interventions and effective instructional strategies for all students.

Identified Need

Our CAASSP data in the area of ELA indicates that 27% of students met or exceeded the overall standard. Students that met the standard increased from the 2017-2018 school year from 26% to 27%. Every grade level had increases in students not meeting the overall ELA standard. In grades 5-6 there were increases in students below standard in the Reading claim, Grades 3-6 all had increases or remained the same in students below standard in the Writing claim, grades 3-6 had increases in students below standard in the Listening claim and in students below standard in the Research and Inquiry claim. Our in-house FastBridge Universal Screener also indicates that more than 50% of students are at high risk in their reading skills and abilities.

Our CAASSP data in Mathematics indicates that 39% of students met or exceeded the overall standard. Grades 3,5,6 had increases in students below standard in Concepts & Procedures claim, Grade 5 had increases in below standard in the Problem Solving & Modeling claim and grades 3,5,6 had increases in students below standard in the Communicating Reasoning claim. Our in-house FastBridge Universal Screener also indicates that more than 40% of students are at high risk in their math skills and abilities.

Our EL results in ELA are 12.94% met or exceeded the overall standard. 87% of EL nearly met or did not meet the overall standard when compared to 25% of students who met or exceeded the standard. In Mathematics, 18% of EL met or exceeded the standard when compared to 23% of all students. The reclassified students in 5th grade met or exceeded the overall standard with 62% and Grade 6 met or exceeded the overall score with 72%.

DRA2 reading assessments were administered in Grades K-6 in February of 2019. The results indicate the following percentage of students did not meet the grade level Winter benchmark: K-54% Grade 1-50% Grade 2-34% Grade 3-88% Grade 4-87% Grade 5-83% Grade 6-77%- due to school closures students were not assessed in Spring of 2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASSP for Grade 3-6	ELA-25% of students met or exceeded the overall standard	ELA-By June 2022, the percentage of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		meeting or exceeding the overall standard will increase 2% from 25% to 30%
Math CAASSP for Grade 3-6	Math-23% of students met or exceeded the overall standard	Math-By June 2022, the percentage of students meeting or exceeding the overall standard will increase 2% from 23% to 28%
DRA2 Reading Assessment in Fall 2019, Winter 2020	DRA2-K-54% Grade 1-50% Grade 2-34% Grade 3-88% Grade 4-87% Grade 5-83% Grade 6 -77% (Winter Benchmark)	By June 2022, an increase of 5% or more for each grade level meeting or exceeding grade level expectations (Fastbridge)
ELPAC Summative	43.1% of students performed at a Level 3 or 4 on ELPAC Summative	By June 2022, 48% of students will perform at a Level 3 or 4 on ELPAC Summative
Fastbridge aReading: English Language Learners	51% of ELLs are reported as high-risk on the aReading universal screener	By June 2022, a reduction of 5% or more of ELLs at high-risk on the aReading universal screener

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

Strategy/Activity

Professional Development will be provided to strengthen literacy instruction. Another focus will be small group planning and intervention and analyzing data to develop strategic action plans that address specific needs of students such as ELs in reading, writing 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)

4000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Professional development will be provided by district TOSAs during principal PLCs and teacher directed PLCs if requested by the grade

	level. In addition, professional development will occur during allotted staff meetings and principal directed PLCs. Leader In Me professional development will be provided for both certificated and classified staff to launch the third year of implementation. The cost of professional development materials for 47 participants will be purchased.
668	Title I 5800: Professional/Consulting Services And Operating Expenditures CABE Conference Registration for Bilingual Teachers, Principal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students at Promise and English learners

Strategy/Activity

Two (2) Impact Teachers- to accelerate learning and deliver intervention support. (Funded from carry over Title 1 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	Title I 1000-1999: Certificated Personnel Salaries Impact teacher for literacy intervention (pull-out) 130 days (Carry Over funds)
0	Title I 3000-3999: Employee Benefits Impact teacher for literacy intervention (pull-out) 130 days (Carry Over funds)
7643.6	Title III 1000-1999: Certificated Personnel Salaries Impact teacher for push-in EL support 90 days (Carry over funds \$6,472)
1834	Title III 3000-3999: Employee Benefits Impact teacher for push-in EL support 90 days

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

Professional Development and/or out of contract pay-strategies to support 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)
9900	Title III 1000-1999: Certificated Personnel Salaries After school intervention for English Learners 30 sessions; 10 teachers.
2376	Title III 3000-3999: Employee Benefits After school intervention for English Learners 30 sessions; 10 teachers. Carry over funds from above.
3760	Title III 5800: Professional/Consulting Services And Operating Expenditures Project GLAD Professional Development
1620	Title III 1000-1999: Certificated Personnel Salaries Project GLAD Sub Release
389	Title III 3000-3999: Employee Benefits Project GLAD Sub Release

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Supplemental books and/or instructional 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)
646	Title I

	4000-4999: Books And Supplies Classroom books, PD materials, Principal PD Books
22677.40	Title III 4000-4999: Books And Supplies Leader In Me Student Activity Guides, Battle of the Books, and supplemental books, materials and supplies, digital resources/licenses (Imagine Learning), ELD supplemental materials and supplies,
11910	Title I 4000-4999: Books And Supplies Materials and Supplies; digital resources; hands-on student manipulatives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise and English Learners

Strategy/Activity

Professional development and/or out of contract pay for data analysis and creation of intervention groups. After school intervention in ELA and Math. Out of contract pay for SLT planning.

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)
6600	Title I 1000-1999: Certificated Personnel Salaries Out of contract SLT Planning and after school intervention in ELA and Math (3 teachers 40 sessions)
1584	Title I 3000-3999: Employee Benefits
3915	Title I 1000-1999: Certificated Personnel Salaries Beginning of Year Safety Data Net Day; 5 roving subs; Trimesterly Progress Monitoring Planning (6 days, 4 roving subs)
940	Title I 3000-3999: Employee Benefits Beginning of Year Safety Data Net Day; 5 roving subs + trimesterly progress monitoring

540	Title I 1000-1999: Certificated Personnel Salaries 2 roving subs, 2 days per year for SST data meetings
130	Title I 3000-3999: Employee Benefits 2 roving subs, 2 days per year for SST data meetings

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although we were hopeful to offer after-school intervention and an additional impact teacher for reading intervention, we were unable to fulfill this and ended up shifting funds to cover professional development in SEL, Leader In Me and supplemental resources for each classroom.

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, we were unable to fully implement strategies resulting with unspent Title I and Title III funds.

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 2021-2022 goal includes strategies/activities to increase academic achievement and improve the quality of teacher instruction through professional development.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Nicoloff staff is committed to creating an equitable, positive and engaging school culture for all students, specifically historically marginalized student groups.

Identified Need

There is a need to evaluate current practices and data analysis to ensure equity and inclusion are being implemented across all systems that promote access to quality education regardless of race, age, language abilities, gender, socioeconomic status, disabilities, skills and level of abilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Staff Survey	70% of staff report giving students opportunities to "make a difference" by helping other people, the school, or the community	By Spring 2022, 75% of staff report giving students opportunities to "make a difference" by helping other people, the school, or the community
CA Healthy Kids Staff Survey	41% of staff do not agree that they examine their own cultural biases through professional development or other processes	By Spring 2022, 36% of staff do not agree that they examine their own cultural biases through professional development or other processes
CA Healthy Kids Staff Survey	21% of staff disagree closing the racial/ethnic achievement gap is a high priority	By Spring 2022, 16% of staff disagree closing the racial/ethnic achievement gap is a high priority
CA Healthy Kids Parent Survey	42% average percent of parents reported strongly agree that the school promotes respect of cultural beliefs and practices	By Spring 2022, 47% average percent of parents reported strongly agree that school promotes respect of cultural beliefs and practices

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Parent Survey	53% was the average percent of parents who reported strongly agree that school treats all students with respect	By Spring 2022, 58% was the average percent of parents who reported strongly agree that school treats all students with respect

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

Strategy/Activity

Professional development focused on equity and inclusion

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)
2589	Title I 5000-5999: Services And Other Operating Expenditures Leader in Me Equity training and/other culturally responsive training

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for 2021-2022

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal for 2021-2022

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.

This is a new goal for 2021-2022

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 Environment

LEA/LCAP Goal

Providing Nurturing Safe and Welcoming Learning Environments: Ensure learning environments which support the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Nicoloff will ensure learning environments which support and foster the social emotional needs of students and foster a sense of belonging and home to school connectedness.

Identified Need

There is a need to strengthen school wide implementation of Leader In Me framework, provide social emotional support to students, and create spaces/opportunities for families and community to connect with staff and become involved in school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard 2019-2020	16.6 % Chronically Absent (SWD,Hispanic,Homeless,SED)	15.5% Chronically Absent (SWD, Hispanic,Homeless,SED)
California Healthy Kids Parent Survey	24% of families feel concerned about their child's mental well-being	19% of families feel concerned about their child's mental well-being
California Healthy Kids Parent Survey	43% of families shared that they are concerned with their child falling behind academically during distance learning.	38% of families feel that they are concerned with their child falling behind academically during distance learning.
California Healthy Kids Parent Survey	8% of families shared that they do not feel welcome to participate at this school	3% of families shared that they do not feel welcome to participate at this school

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

Strategy/Activity

Parent workshops will be offered throughout the school year on various topics by the Parent Institute for Quality Education.

NEED \$4053 CARRY OVER FUNDS TO MEET FOSTER SCHOOL TO HOME CONNECTEDNESS.

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)

1947

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And Operating Expenditures
CABE, PIQE partnership with \$4053 carry over funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Leader in Me implementation and SEL 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)

5100

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Leader in Me Licensing

3000

Title I
5800: Professional/Consulting Services And Operating Expenditures
SEL training and material for Behavior Intervention Assistant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Behavior Intervention Assistant to support school-wide Leader In Me implementation and social emotional intervention groups

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)
16913	Title I 2000-2999: Classified Personnel Salaries 3.75 hours, 5 days per week
6120	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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 overall implementation of the 20-21 strategies were effective. We provided professional development focused on Leader In Me. However, due to school closures all staff, parent, and student workshops were virtual and it resulted in unspent Title 1 funds.

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, we were unable to fully implement strategies resulting in unspent Title 1 funds.

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.

To maintain and increase parent involvement at Nicoloff, a variety of opportunities will be offered such as: Virtual parent workshops, ELAC School Site Council, PBIS and PTA will continue to provide opportunities for parents to be active members of the school community. Parents will be offered parents workshops in a variety of school/home based topics to assist in our goal of creating a strong school and home connection. Also, we will continue to implement the Leader In Me framework and utilize it as the foundation for establishing a positive, safe and inclusive school culture.

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	\$116,802.00

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	\$64,655.00
Title I Part A: Parent Involvement	\$1,947.00
Title III	\$50,200.00

Subtotal of additional federal funds included for this school: \$116,802.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$116,802.00

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

Expenditures by Funding Source

Funding Source

Amount

Title I	64,655.00
Title I Part A: Parent Involvement	1,947.00
Title III	50,200.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	30,218.60
2000-2999: Classified Personnel Salaries	16,913.00
3000-3999: Employee Benefits	13,373.00
4000-4999: Books And Supplies	35,233.40
5000-5999: Services And Other Operating Expenditures	7,689.00
5800: Professional/Consulting Services And Operating Expenditures	13,375.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I	11,055.00
2000-2999: Classified Personnel Salaries	Title I	16,913.00
3000-3999: Employee Benefits	Title I	8,774.00
4000-4999: Books And Supplies	Title I	12,556.00

5000-5999: Services And Other Operating Expenditures	Title I	7,689.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,668.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,947.00
1000-1999: Certificated Personnel Salaries	Title III	19,163.60
3000-3999: Employee Benefits	Title III	4,599.00
4000-4999: Books And Supplies	Title III	22,677.40
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,133.00
Goal 2	2,589.00
Goal 3	33,080.00

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
Evelin Medina	Principal
Yamira Valencia	Classroom Teacher
Nancy Sandoval	Classroom Teacher
Vanessa Velazquez	Other School Staff
Blanca Sandoval	Parent or Community Member
Veronica Olmedo	Classroom Teacher
Jose Ruiz	Parent or Community Member
Jessica Lopez	Parent or Community Member
Julio Medina	Parent or Community Member
Denise Huerta	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 05/13/2021.

Attested:



Principal, Evelin Medina on 5/13/2021



SSC Chairperson, Vanessa Velasquez on 5/13/2021

School Year: 2021-22

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
Oneonta Elementary	37-68395-6040521	May 11, 2021	July 22, 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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered in Spring 2021. Additionally, the school administered a School Climate Survey to give an opportunity for parents to provide input and feedback.

Surveys:

2021 California Healthy Kids Survey - Staff Survey results indicate the following:

Strengths

- 69% of staff members strongly agree/agree that our school emphasizes using instructional materials that reflect the culture or ethnicity of our students
- 62% of staff members strongly agree/agree that our school has staff examine their own cultural biases through professional development or other processes
- 65% of staff members strongly agree/agree that our school considers closing the racial/ethnic achievement gap a high priority

Needs:

- 24% of staff members reported that teachers communicate with parents about what their children are expected to learn in class.
- 26% of staff members reported that our school is welcoming to and facilitates parent involvement.
- 41% of staff members strongly agree that our school provides enough social emotional supports for students

2021 School Climate Parent Survey results indicate the following:

Strengths:

- 86% of parents strongly agree or agree that adults in our school promote academic success for all students
- 95% of parents strongly agree or agree that our school treats all students with respect

Needs:

- 76% of parents strongly agree or agree that our school has high expectations for all students
- 71% of parents strongly agree or agree that our school provides instructional materials that reflect their child's culture, ethnicity, and identity
- 76% of parents strongly agree or agree that our school communicates the importance of respecting different cultural beliefs and practices
- 76% of parents strongly agree or agree that our school provides quality counseling or other ways to help students with social or emotional needs.

No current scores were reported, not enough respondents on the California Healthy Kids Survey conducted in February 2021 to receive scores. The following results were from the California Healthy Kids Survey conducted in May 2020:

Student Survey Results:

Strengths:

- 92% of third graders reported having caring relationships with school adults compared to 84% reporting the same for the district
- 80% of fifth graders reported having caring relationships with peers compared to 74% reporting the same for the district
- 93% of third graders reported having a strong sense of self-efficacy as compared to 79% reporting the same for the district
- 91% of fifth graders reported having a strong sense of self-efficacy as compared to 72% reporting the same for the district
- 87% of third graders reported having strong problem solving skills most of the time or all the time compared to 68% reporting the same for the district

Needs

- 71% of fifth graders reported having caring relationships with school adults
- 77% of third graders reported having caring relationships with peers
- 10% of third grade students reported being bullied at least some time in the past month as compared to 8% reporting the same for the district
- 20% of fifth grade students reported being bullied at least some time as compared to 8% reporting the same for the district 14%
- 48% of fifth graders reported having strong problem solving skills most of the time or all the time compared to 48% reporting the same for the district

Parent Survey Results indicate the following:

- 67% of parents strongly agree that our school provides parents with advice and resources to support their children's social emotional needs
- 67% of families reported strong home-school communication

The surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms.

Prior to school closures in March 2020, in-person classroom observations were conducted.

During distance learning, observations have taken the form for participating in zoom/google meets/seesaw virtual lessons. Feedback was provided in a supportive manner as teachers adjusted to teaching in virtual and digital platforms.

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)

Due to COVID19 school closure, the last set of the California School Dashboard data was from the 2018/19 school year. Groups of stakeholders at Oneonta Elementary School engaged in a data analysis and evaluation of current programs. The data analysis revealed the following:

- Improvement in overall achievement in Reading and Math
- Improvement in attendance rate, specifically chronic absenteeism
- Improvement in the amount of ELs meeting/exceeding expectations in Reading and Math
- Improvement in the amount of ELs making progress toward English proficiency
- Chronic Absenteeism increased 1.8% from the previous year and it is a concern
- Student groups are performing at different levels and most students are not achieving at, above, or near grade level
- All student groups declined in ELA
- English Learners need targeted supports in ELA, Math and language development

During the 2020-21 school year, all teachers administered the FastBridge local assessment measure in Reading and Math two times per year to identify student independent and instructional reading levels. This information was used to guide reading instruction and identify the need for possible interventions. Oneonta teachers participated in a professional development to analyze the fall administration for FastBridge Assessments data in Reading and Math indicated below, made inferences, and shared implications for the 2021-2022 school year. The fall administration provided the following results:

earlyMath (K-1st grade)

Low Risk: 56%

Some Risk: 30%

High Risk: 14%

aMath: (2nd - 6th grade)

College Pathway: 10%

Low Risk: 26%

Some Risk: 38%

High Risk: 26%

earlyReading (K - 1st grade)

Low Risk: 50%

Some Risk: 31%

High Risk: 19%

aReading (2nd - 6th grade)

College Pathway: 20%

Low Risk: 24%

Some Risk: 27%

High Risk: 29%

AUTOReading (4th - 6th grade)

Low Risk: 42%

Some Risk: 34%

High Risk: 24%

Oneonta Teachers identified the need to improve in the following:

- Overall achievement in Math since 44% of Kinder-1st Grade students are at some/high risk of not meeting grade level standards in earlyMath and 64% of 2nd-6th grade students are at some/high risk of not meeting grade level standards in aMath
- Overall achievement in Reading since since 50% of Kinder-1st Grade students are at some/high risk of not meeting grade level standards in earlyReading, 55% of 2nd-6th grade students are at some/high risk of not meeting grade level standards in aReading, and 58% of 4th-6th grade students are at some/high risk of not meeting grade level standards in AUTOREading

During distance learning, Oneonta continued to focus on reducing chronic absenteeism, improving attendance focused on tracking and monitoring. Based on the results from the Distance Learning Engagement Report in Illuminate, the average daily student engagement for the school year is 91.9%. Additionally, the 2019 Fall Dashboard Chronic Absenteeism Equity Report data indicates that 15.9% of students are chronically absent.

Stakeholders have identified the following problems of practice related to data analysis-

- Students are demonstrating need for more targeted supports for students in the areas of reading, math, and language development given the lack of growth and achievement in these areas.
- There is a demonstrated need for additional opportunities for professional learning communities to plan, analyze student work, and develop interventions based on student data.
- There is a need for social-emotional supports for students
- Specific student groups, as well as a overall high percentage of chronic absenteeism continues.
- Professional development opportunities are needed for reading intervention

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 2 times a year, and the FastBridge assessments given 2 times to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Oneonta School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Oneonta School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included -

- Leveled Literacy Intervention (LLI)
- Leader In Me Virtual Units
- FastBridge Assessment administration and analysis
- Language Development
- Small Group Reading Instruction
- TC Virtual Units of Study
- Math Units of Study and expectations
- Technology, web-based instructional tools and digital platforms

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2021-2022 school year.

- Leader In Me Empowering Instruction
- Advanced Technology, web-based instructional tools
- Equity and Inclusion
- Language Development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, ongoing professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-2021 school year, teachers at Oneonta Elementary School participated in professional development in the following content areas: Leader in Me Empowering Instruction, FastBridge Assessments and data analysis, language development, small group reading instruction, Leveled Literacy Intervention (LLI), and technology, web-based instruction.

The Distance Learning Instructional Model requires a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During distance learning, teachers collaborated virtually via zoom and/or google meet on a regular basis. Approximately 52 minimum days throughout the year were designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2021-2022 school year, collaboration will continue to occur in a similar manner.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2021-2022 school year, instructional minutes will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Oneonta Elementary School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are playing close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
 ST Math
 Imagine Learning for English Learners
 Lexia Core 5
 Designated ELD for English Learners
 Leveled Literacy Intervention (LLI)

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study
 ST Math
 Imagine Learning for English Learners
 Lexia Core 5
 Leveled Literacy Intervention (LLI)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (either in-person or virtually), Back to School Night attendance (in-person), and parent-teacher conference attendance. Examples of parent engagement prior to school closures included:

- Coffee with the Principal
- Volunteer Opportunities (pictures, classroom support, events)
- Back to School Night
- English Learner Advisory Committee
- School Site Council
- PTA

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year included:

- Virtual Back to School Night
- Virtual Coffee with the Principal
- English Learner Advisory Committee
- School Site Council
- Strengthen PTA involvement
- Leader In Me Virtual Night
- Leveraging Community Volunteer Coordinator to organize virtual events

In 2021-2022, parents will be encouraged to participate by attending similar virtual events as the 2020-2021 school year.

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)

Oneonta Elementary School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Oneonta Elementary School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on November 6, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I - An Impact Teacher for reading intervention and an Instructional Assistant to deliver evidence based instruction, Professional Development, Parent Education Classes, Supplemental Books, Materials and Supplies

Title III - Instructional Aide to support English Learners, After-school interventions, Professional Development, and Supplemental Materials

Based on the comprehensive needs assessment, and a school-wide focus on mitigating learning loss, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2021-2022 school year:

Title I - An Impact Teacher and Instructional Assistant for reading intervention, Professional/Consulting Services, Professional Development, Certificated Salaries, Supplemental Digital Books for students at promise, and Parent Education Classes

Title III - Instructional Aide to support English Learners, After-school interventions, Professional Development, and Supplemental Materials

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2020-2021 School Plan for Student Achievement.

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

Oneonta School is inclusive and welcoming of input from all stakeholders to build a strong School Plan for Student Achievement. As part of the planning process, Oneonta consulted with a variety of advisory groups to identify needs and priority areas for the development of the 2021-2022 SPSA which aligns with the South Bay Union School District's 2021-2023 LCAP. School Site Council, English Learner Advisory Committee, and Site Leadership Team meetings as well as staff meetings were held to provide stakeholders the opportunity to complete a comprehensive needs assessment to identify needs, actions, strategies and activities for the SPSA. Feedback is collected regarding the effectiveness of school programs during meetings and through surveys with our advisory groups, LCAP Surveys, and the California Healthy Kids Survey.

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2021-2022 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on - 10/15/20; 11/5/20; 11/12/20; 12/1/20; 1/28/21; 3/11/21; 4/22/21; 5/11/21

ELAC Meetings were held on - 10/15/20; 11/19/20; 2/11/21; 3/25/21; 5/27/21

A District-wide virtual meeting was held to provide input for the 2021-2023 LCAP on February 17, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance 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	0.38%	0.39%	0.43%	2	2	2
African American	1.72%	2.34%	2.38%	9	12	11
Asian	0.77%	0.78%	1.08%	4	4	5
Filipino	8.24%	8.97%	8.42%	43	46	39
Hispanic/Latino	71.65%	71.73%	71.92%	374	368	333
Pacific Islander	1.34%	1.56%	1.08%	7	8	5
White	9.96%	9.55%	9.94%	52	49	46
Two or More Responses	5.94%	4.68%	4.75%	31	24	22
Not Reported	%	%	0%			0
Total Enrollment				522	513	463

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	82	55
Grade 1	77	71	77
Grade 2	86	75	68
Grade3	66	81	69
Grade 4	60	64	69
Grade 5	85	58	63
Grade 6	67	82	62
Total Enrollment	522	513	463

Conclusions based on this data:

- Enrollment at Oneonta has been declining over the past three years. The kindergarten class during the 2019-2020 school year is significantly low compared to previous school years. Part of this change in the 2019-2020 kindergarten class is likely due to the Virtual Academy option for families who felt safer having their children learn online during the COVID-19 pandemic. While enrollment has declined over the past 3 years, most cohort sizes have remained relatively stable, with the exception of the 2017-2018 second grade class which has reduced by 17 students by the 2019-2020 school year. The general consistency of our cohort sizes is one indicator of a healthy school climate.
- We also see general consistency in the demographic makeup of our student body, with the only significant change as a decrease in the number of students who identify as Hispanic/Latino students or as Two or More Response.

The three largest student groups over the last three years have been Hispanic, followed by White, followed by Filipino. This diversity indicates a need for our teachers and staff members to be culturally responsive to the different identities represented in our community. As our staff is largely White and Hispanic, it is important for us to consider the ways we create a safe, welcoming environment for our Filipino, Asian, African-American, Pacific Islander, and American Indian populations.

3. Our declining enrollment each year indicates a need for us to distinguish our school within the community and retain families through a positive, welcoming school climate and environment.

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	188	193	163	36.0%	37.6%	35.2%
Fluent English Proficient (FEP)	42	33	28	8.0%	6.4%	6.0%
Reclassified Fluent English Proficient (RFEP)	20	2	18	9.7%	1.1%	9.3%

Conclusions based on this data:

1. While we recognize that our ELPAC data is almost two years old, all other data is pointing us in the same direction. Over the past three years, we have seen an increase in our Reclassified Fluent English Proficient student population, at the same time as we see a reduction the overall numbers of English Learners in our community. This indicates the effectiveness of our designated English Language Development (ELD) block and Integrated English Language Development instruction to support English Learner progress.
2. The number of Fluent English Proficient students has decreased each year over the past three years, indicating a slight demographic shift in enrolling students. This might also contribute to the overall reduction in size of our English Learner population and indicates a need to progress-monitor and support these students in their educational journey.
3. The significant size of our English Learner population, over one-third of our student body, indicates that we need to not only provide specific interventions for ELs during ELD, but also embedded practices and supports during classroom instruction to ensure content access for all students.

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	64	66	71	60	65	67	60	65	67	93.8	98.5	94.4
Grade 4	87	59	59	85	57	58	85	57	58	97.7	96.6	98.3
Grade 5	75	80	60	74	78	58	74	78	58	98.7	97.5	96.7
Grade 6	59	69	87	58	67	87	58	67	87	98.3	97.1	100
All	285	274	277	277	267	270	277	267	270	97.2	97.4	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	2424.	2408.	2382.	28.33	21.54	8.96	20.00	21.54	25.37	25.00	29.23	22.39	26.67	27.69	43.28
Grade 4	2441.	2446.	2441.	8.24	14.04	15.52	29.41	31.58	24.14	21.18	17.54	20.69	41.18	36.84	39.66
Grade 5	2474.	2468.	2449.	8.11	5.13	12.07	28.38	28.21	22.41	37.84	30.77	17.24	25.68	35.90	48.28
Grade 6	2497.	2524.	2491.	10.34	11.94	3.45	29.31	35.82	24.14	31.03	35.82	41.38	29.31	16.42	31.03
All Grades	N/A	N/A	N/A	13.00	12.73	9.26	27.08	29.21	24.07	28.52	28.84	27.04	31.41	29.21	39.63

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	23.33	21.54	11.94	38.33	44.62	44.78	38.33	33.85	43.28
Grade 4	15.29	12.28	17.24	54.12	47.37	44.83	30.59	40.35	37.93
Grade 5	13.51	7.69	12.07	51.35	51.28	43.10	35.14	41.03	44.83
Grade 6	6.90	16.42	8.05	50.00	55.22	44.83	43.10	28.36	47.13
All Grades	14.80	14.23	11.85	49.10	49.81	44.44	36.10	35.96	43.70

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	30.00	18.46	8.96	41.67	43.08	50.75	28.33	38.46	40.30
Grade 4	11.76	21.05	13.79	51.76	38.60	50.00	36.47	40.35	36.21
Grade 5	20.27	15.38	13.79	56.76	48.72	46.55	22.97	35.90	39.66
Grade 6	13.79	14.93	8.05	51.72	55.22	57.47	34.48	29.85	34.48
All Grades	18.41	17.23	10.74	50.90	46.82	51.85	30.69	35.96	37.41

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	13.33	15.38	10.45	66.67	61.54	64.18	20.00	23.08	25.37
Grade 4	8.24	15.79	10.34	64.71	70.18	67.24	27.06	14.04	22.41
Grade 5	5.41	6.41	13.79	70.27	71.79	60.34	24.32	21.79	25.86
Grade 6	8.62	10.45	9.20	60.34	73.13	67.82	31.03	16.42	22.99
All Grades	8.66	11.61	10.74	65.70	69.29	65.19	25.63	19.10	24.07

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	30.00	27.69	14.93	46.67	44.62	44.78	23.33	27.69	40.30
Grade 4	15.29	22.81	18.97	56.47	52.63	50.00	28.24	24.56	31.03
Grade 5	16.22	16.67	13.79	59.46	52.56	39.66	24.32	30.77	46.55
Grade 6	22.41	34.33	10.34	56.90	56.72	56.32	20.69	8.96	33.33
All Grades	20.22	25.09	14.07	55.23	51.69	48.52	24.55	23.22	37.41

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

The overall 2018-2019 ELA data indicates that about 33.33% of students exceeded or met the overall standard, representing an 8.61% decrease from the 2017-2018 school year. 27.04% nearly met the standard and 39.63% did not meet the overall standard. There was a 10.41% decrease in students not meeting the standard from the previous school year. Our average distance from standard is -41 points.

It can be concluded that there is a great need for students who have nearly met and who did not meet the standard to receive rigorous ELA instruction aligned to the CA State Standards. All students need to make adequate progress to reading grade level texts and master reading strategies to meet or exceed standards. It is evident that students need rigorous instruction combined with small group targeted intervention.

In addition, teachers need continued professional development on the CA ELA/ELD framework and comprehensive reading instruction so as to meet the needs of all students, including English Language Learners, and Title I students. In addition, when the results are compared between the 2017-2018 and 2018-2019 school year, all standard domains had a significant increase in the percentage points of students below standard. Consistent implementation of the TCRWP Units of Study in Reading and Writing, which emphasizes small group and one-on-one instruction, should support increases in all performance areas in the coming school year.
- The data indicates that third grade had 34.33% of students exceeding or meeting the overall standard, representing a 8.75 percentage point decrease in achievement. This decline was also reflected in the mean scale score for third grade, which declined by 25.9 points. For grade four, the percent of students meeting or exceeding the standard decreased by 5.96% and the mean scale score decreased by 5 points. In fifth grade, there was a 1.14-percentage point increase the number of student exceeding or meeting the overall standard, resulting in 34.48% of student at or above grade level, and the mean scale score declined by only 18.5 points. In 6th grade, there was a 20.17% decrease in 2018-2019 school year from the previous year in the number of students meeting or exceeding standard. This was accompanied by a significant decrease in the mean scale score for the grade, which decreased by 32.9 points.

This data indicates that all grade levels may benefit from implementing a consistent reading program aligned to the CA State Standards and provide instruction that includes a balanced literacy, consistent targeted intervention and additional collaborative grade level planning. It can also be concluded from the results that teachers may need more professional learning on reading instruction and targeted intervention for students who are not at grade level benchmark. Consistent implementation of the TCRWP Units of Study in Reading, which emphasizes small group and one-on-one conferring, should support increases in ELA in the coming school year.

3. The claims data indicates that the highest areas were in 1) Listening with an overall result of 75.93% of students above or near standard and 2) Writing, Research and Inquiry with a result of 62.59% above or near standard.

The results indicate that the instruction may have been more closely aligned to the CA State standards in these three claim areas. In the Reading claim, 56.29% were above or near standard; a 1.45% decrease from the 2017-2018 school year. This claim continues to have the lowest overall results of the claims with 43.70% below standard. This indicates that classroom reading instruction must continue to utilize effective reading practices, frequent formative assessments to drive instruction including the use of leveled reading assessments to identify the individual reading needs of students so as to provide critical reading and foundational skills instruction through targeted small group instruction.

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	64	66	70	64	66	70	64	66	70	100	100	100
Grade 4	87	59	59	87	57	58	87	57	58	100	96.6	98.3
Grade 5	75	80	60	75	80	60	75	80	60	100	100	100
Grade 6	59	69	87	59	69	87	59	69	87	100	100	100
All	285	274	276	285	272	275	285	272	275	100	99.3	99.6

* 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	2430.	2411.	2381.	10.94	6.06	4.29	34.38	25.76	20.00	35.94	39.39	27.14	18.75	28.79	48.57
Grade 4	2432.	2451.	2442.	4.60	5.26	1.72	19.54	24.56	25.86	37.93	38.60	39.66	37.93	31.58	32.76
Grade 5	2444.	2444.	2437.	1.33	2.50	3.33	14.67	8.75	10.00	25.33	30.00	26.67	58.67	58.75	60.00
Grade 6	2466.	2482.	2469.	8.47	5.80	2.30	10.17	21.74	17.24	30.51	31.88	24.14	50.85	40.58	56.32
All Grades	N/A	N/A	N/A	5.96	4.78	2.91	19.65	19.49	18.18	32.63	34.56	28.73	41.75	41.18	50.18

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	31.25	19.70	10.00	40.63	40.91	38.57	28.13	39.39	51.43
Grade 4	11.49	14.04	10.34	31.03	38.60	36.21	57.47	47.37	53.45
Grade 5	4.00	5.00	5.00	28.00	30.00	25.00	68.00	65.00	70.00
Grade 6	10.17	13.04	6.90	25.42	33.33	28.74	64.41	53.62	64.37
All Grades	13.68	12.50	8.00	31.23	35.29	32.00	55.09	52.21	60.00

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	20.31	10.61	7.14	64.06	50.00	48.57	15.63	39.39	44.29
Grade 4	3.45	14.04	8.62	48.28	52.63	51.72	48.28	33.33	39.66
Grade 5	9.33	2.50	8.33	28.00	40.00	30.00	62.67	57.50	61.67
Grade 6	6.78	7.25	4.60	37.29	37.68	36.78	55.93	55.07	58.62
All Grades	9.47	8.09	6.91	44.21	44.49	41.45	46.32	47.43	51.64

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	17.19	16.67	8.57	70.31	57.58	41.43	12.50	25.76	50.00
Grade 4	11.49	12.28	15.52	40.23	54.39	37.93	48.28	33.33	46.55
Grade 5	1.33	2.50	3.33	49.33	38.75	40.00	49.33	58.75	56.67
Grade 6	16.95	10.14	5.75	35.59	49.28	42.53	47.46	40.58	51.72
All Grades	11.23	9.93	8.00	48.42	49.26	40.73	40.35	40.81	51.27

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

The overall mathematics data indicates that there was about a 3% decrease from 24% to 21% of students meeting or exceeding the overall standard while 79% nearly met or did not meet the standard. It can be concluded there was a minimal connection between classroom instruction and resources to the demands of the CA State Standards and alignment of the CAASPP assessment.

Fifth grade demonstrated an increase in student proficiency; Grade 5 students increased by 2 percentage points to 13% meeting or above standard compared to the 2017-2018 school year, while grades 3, 4, and 6 decreased in the amount of students at or above standard in the 2018-2019 school year. There was an 8 point decrease in grade 3, a 2% decrease in grade 4, and a 9 % decrease in grade 6 when compared to the 2017-2018 school year with an overall change from 24% to 21% in the amount of students exceeding and meeting standard.

It is also evident that classroom instruction must be driven by the rigor of the standards and must include the appropriate grade level resources and technology as part of the lesson design in mathematics, particularly building conceptual understanding. It may also be concluded that teachers need to use ST Math consistently and receive additional professional development to make a difference in the potential gains in conceptual understanding.
- The claims data indicates that in the area of Concepts and Procedures, there was a decrease of 48% to 40% in students near, at, or above standard. In the claims of Problem Solving & Modeling/Data Analysis and Communicating Reasoning, the results remained more or less stagnant with a decrease in students above or near standard from 52% to 48%. The most significant decline was in the area of Communicating Reasoning from 59% to 49% of students near, at, or above standard. It can be concluded that there is minimal alignment of instruction to the demands of the CAASSP assessment and that classroom assessments are not aligned to the manner in which mathematics is assessed on the CAASSP (thus impacting the data-informedness of instruction and small groups).

It can also be concluded that teachers need continued professional development in the CA State Standards in all the claim areas, including a clear understanding of the task level and performance level for each claim target.
- Despite the growth in grades 5, the percent of student nearly or not meeting standards in each grade indicates that the classroom teachers need continued support on unpacking and defining the grade level standards, utilizing resources and technology aligned to the demands of the standards and to deepen their knowledge of the rigor of the CA State Standards. It may also be concluded that not only are students below grade level in the majority of grade levels continuing to struggle from year to year, but also that students decrease in proficiency over time, creating wider and wider gaps over time.

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	1420.3	1394.6	1432.2	1405.1	1392.4	1369.9	23	27
Grade 1	1416.9	1441.3	1415.9	1446.2	1417.3	1436.0	26	24
Grade 2	1478.2	1434.6	1483.4	1444.0	1472.5	1424.9	41	28
Grade 3	1528.0	1465.8	1524.0	1461.6	1531.3	1469.5	29	37
Grade 4	1511.2	1517.6	1506.8	1513.5	1515.1	1521.0	24	20
Grade 5	1537.2	1529.3	1529.6	1526.5	1544.4	1531.4	25	20
Grade 6	1551.0	1541.5	1540.0	1535.7	1561.3	1547.0	18	22
All Grades							186	178

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	*	11.11	47.83	48.15	*	14.81	*	25.93	23	27
1	*	16.67	*	45.83	*	20.83	*	16.67	26	24
2	51.22	10.71	26.83	21.43	*	42.86	*	25.00	41	28
3	*	13.51	51.72	32.43	*	29.73	*	24.32	29	37
4	*	20.00	*	45.00	*	35.00	*	0.00	24	20
5	48.00	30.00	*	30.00	*	25.00	*	15.00	25	20
6	61.11	31.82	*	45.45	*	18.18	*	4.55	18	22
All Grades	40.32	17.98	36.56	37.64	9.68	26.97	13.44	17.42	186	178

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	52.17	18.52	*	48.15	*	7.41	*	25.93	23	27
1	*	33.33	*	37.50	*	16.67	*	12.50	26	24
2	65.85	21.43	*	35.71	*	21.43	*	21.43	41	28
3	62.07	27.03	*	32.43	*	16.22		24.32	29	37
4	54.17	40.00	*	40.00	*	20.00	*	0.00	24	20
5	56.00	35.00	*	50.00	*	5.00	*	10.00	25	20
6	77.78	45.45	*	40.91		13.64	*	0.00	18	22
All Grades	56.99	30.34	25.81	39.89	6.99	14.61	10.22	15.17	186	178

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	*	3.70	*	40.74	*	29.63	*	25.93	23	27
1	*	8.33	*	37.50	*	33.33	*	20.83	26	24
2	41.46	7.14	26.83	14.29	*	42.86	*	35.71	41	28
3	*	5.41	*	32.43	*	32.43	*	29.73	29	37
4	*	15.00	45.83	30.00	*	40.00	*	15.00	24	20
5	*	10.00	48.00	25.00	*	50.00	*	15.00	25	20
6	*	18.18	*	36.36	*	27.27	*	18.18	18	22
All Grades	30.11	8.99	32.26	30.90	19.89	35.96	17.74	24.16	186	178

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	56.52	14.81	*	62.96	*	22.22	23		27
1	46.15	62.50	*	25.00	*	12.50	26		24
2	68.29	14.29	26.83	64.29	*	21.43	41		28
3	*	16.22	65.52	62.16	*	21.62	29		37
4	*	35.00	*	65.00	*	0.00	24		20
5	*	20.00	52.00	70.00	*	10.00	25		20
6	*	27.27	*	68.18	*	4.55	18		22
All Grades	46.24	25.84	43.01	59.55	10.75	14.61	186		178

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	*	29.63	47.83	44.44	*	25.93	23	27
1	*	0.00	46.15	87.50	*	12.50	26	24
2	63.41	21.43	26.83	60.71	*	17.86	41	28
3	89.66	37.84	*	43.24		18.92	29	37
4	75.00	45.00	*	55.00	*	0.00	24	20
5	84.00	65.00	*	20.00	*	15.00	25	20
6	77.78	59.09	*	31.82	*	9.09	18	22
All Grades	63.44	35.39	24.73	49.44	11.83	15.17	186	178

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	*	3.70	73.91	77.78	*	18.52	23	27
1	*	25.00	*	41.67	42.31	33.33	26	24
2	48.78	3.57	29.27	53.57	*	42.86	41	28
3	*	0.00	65.52	56.76	*	43.24	29	37
4	*	10.00	62.50	60.00	*	30.00	24	20
5	*	15.00	68.00	60.00	*	25.00	25	20
6	*	13.64	*	50.00	*	36.36	18	22
All Grades	27.96	8.99	49.46	57.30	22.58	33.71	186	178

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	52.17	55.56	*	11.11	*	33.33	23	27
1	*	4.17	61.54	79.17	*	16.67	26	24
2	26.83	7.14	51.22	57.14	*	35.71	41	28
3	51.72	21.62	37.93	48.65	*	29.73	29	37
4	*	25.00	*	60.00	*	15.00	24	20
5	72.00	20.00	*	70.00	*	10.00	25	20
6	*	22.73	72.22	77.27	*	0.00	18	22
All Grades	39.78	22.47	44.09	55.62	16.13	21.91	186	178

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

Generally speaking, we see a concentration of students who perform at an overall level of three and four in kindergarten (59.25%) and first grade (62.5%), with greater percentages of students performing at higher levels in upper grades. However, in kindergarten, 40.74% of students are performing at levels 1 and 2. In addition, more than 60% of first graders, 67% of second graders, and 54% of third grade students are performing at a level one or two. Other grade levels hover with less than 40% of students performing at a level one or two. This suggests that support that is targeted to our students with the greatest need for language development should be more concentrated in the intermediate grades.
2. For all ELPAC levels one through four, the percentage of students scoring below their overall score is higher in Written Language than in Oral Language. This suggests that our students oral language is stronger than their written expression, indicating a greater need for support in literacy for our emerging bilingual students during both designated and integrated ELD time.
3. For ELPAC levels one through three, the Reading Domain has the largest percentage of students scoring at the Somewhat/Moderately and Beginning performance levels (91%). This suggests that the area of greatest literacy need amongst our students who are learning English is in the area of reading.

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
513	73.5	37.6	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	193	37.6
Foster Youth	1	0.2
Homeless	21	4.1
Socioeconomically Disadvantaged	377	73.5
Students with Disabilities	66	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.3
American Indian	2	0.4
Asian	4	0.8
Filipino	46	9.0
Hispanic	368	71.7
Two or More Races	24	4.7
Pacific Islander	8	1.6
White	49	9.6

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that data is almost two years old, all other data is pointing us in the same direction.





The majority of our students - 73.5 percent - are considered socioeconomically disadvantaged. This indicates a great need for our school staff to be sensitive to the needs of students who experience poverty and provide care through a trauma-informed lens. We need to connect these students and families to support and resources both within school and in our community.

2. Over 37% of our students are identified as English Learners. This indicates a need for our teaching staff to embed strategies to support English Language Development and incorporate Integrated ELD in their everyday classroom instruction in ways that are responsive to student linguistic needs.
3. The diversity of our student body requires us to be culturally sensitive and responsive in order to ensure a welcoming environment for all students and families.

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  Orange	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

All current academic performance indicators remained at the overall orange performance level compared to the prior school year because we maintained a low student performance level in these categories. This indicates that we have a pressing need to shift student learning outcomes by strengthening first instruction at the classroom level and by developing a more robust system of intervention and supports that moves student progress instead of maintaining it.
- Our Chronic Absenteeism performance indicator is at the green performance level because we implemented strategies and activities to increase attendance rates. It increased by 1.8 percentage points. Chronic absenteeism is concerning and likely contributes to our Academic Performance levels. This indicates a need to work closely with students and families on addressing the barriers that keep them from school. As the majority of our students (74%) are also identified as socioeconomically disadvantaged, we see a heightened need to leverage the schoolhouse as a place to connect families to resources that support stable and consistent attendance at school.
- Our Suspension Rate indicator is at the green performance level in compared to the blue indicator from the previous school year. This indicates a need to continue to provide positive behavior interventions and supports and targeted support around their social-emotional needs.

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		
All Students  Orange 40.6 points below standard Declined Significantly -17 points 260	English Learners  Orange 47.6 points below standard Declined Significantly -18.8 points 127	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 46.9 points below standard Declined -9.8 points 202	Students with Disabilities  No Performance Color 117.3 points below standard Declined Significantly -19.7 points 31

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 7	 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	 No Performance Color 0.9 points below standard Maintained ++1.1 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.5 points below standard Declined Significantly -22.8 points 177	 No Performance Color 25.6 points below standard Declined Significantly -32.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 26.5 points below standard Increased ++13.6 points 26

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
76.3 points below standard Declined Significantly -25.6 points 86	12.8 points above standard Declined -14.8 points 41	37.8 points below standard Declined -14.4 points 127

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

When looking at student groups, we see discrepancies based on race and income. Our highest achieving student groups identify as White and Filipino. There is a significant gap of 50.6 points below standard between these students and our students who identify as Hispanic who performed at 22.8 points below standard. There is another gap between our Hispanic and ELs and our students who identify as White (26.5 points below standard) and those identified as Socioeconomically Disadvantaged (46.9 points below standard). That overall levels for all are below standard indicates a need for concerted efforts to improve student learning in ELA. Additionally, the discrepancy between our largest student groups, Hispanic (71.7% of students), English Learners (37.6% of students) Socioeconomically Disadvantaged (73.5% of students) in relation to our overall average of 40.6 points below standard indicates that we need to focus additional efforts on meeting the needs of students who have additional needs, including English Learners, with a much greater emphasis on the needs of our Socioeconomically Disadvantaged population. It is evident that we must continue to monitor the academic progress of all student groups by implementing a variety of formative assessments multiple times during the school year (e.g. FastBridge Reading Assessments, Fountas & Pinnell Reading Benchmark, etc.)

2. All student groups maintained or decreased their achievement levels, with the exception of our students who identify as White, where we saw a sharp incline in performance by 13.6 points. The largest decrease in performance were seen with our Students with Disabilities, who declined significantly by 19.7 points, followed by our students identified as English Learner, who performed at 18.8 points below standard, and our Socioeconomically disadvantaged students, who declined by 9.8 points. The decrease in performance among all student groups is an area for further inquiry.
3. When we look at our English Learner breakdown, we see a significant discrepancy in achievement between our Current English Learners, our Reclassified English Learners, and our English Only students. Our Reclassified English learners demonstrate the highest level of achievement over every other student group at 12.8 points above standard. Our English Only student perform closest to our overall average at 37.8 points below standard while our Current English Learners perform on average at 76.3 points below standard. Based on this data, our Current English Learner students will need to continue to receive support in class and in our English Language Development block. Additionally, there is a need to monitor their progress towards English language proficiency by implementing formative assessments on a consistent basis.

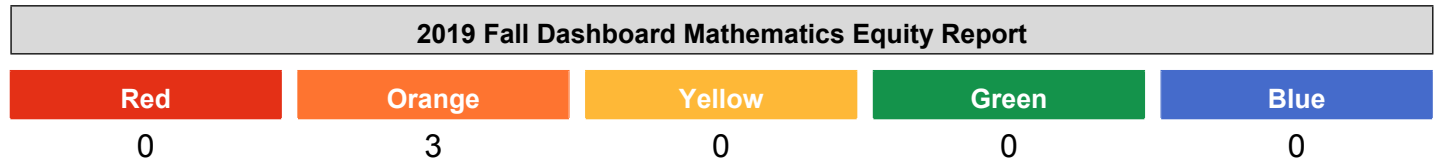
School and Student Performance Data

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		
All Students  Orange 65.8 points below standard Declined -11.9 points 263	English Learners  Orange 69.6 points below standard Declined -9.8 points 129	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 69.1 points below standard Declined -6.5 points 205	Students with Disabilities  No Performance Color 128.9 points below standard Increased Significantly ++15 points 32

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 7	 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	 No Performance Color 31.9 points below standard Declined -13.9 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.9 points below standard Declined -13.7 points 180	 No Performance Color 68.2 points below standard Declined Significantly -30.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 52.5 points below standard Declined -3.8 points 26

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
86.3 points below standard Declined Significantly -19.9 points 88	33.8 points below standard Increased ++9 points 41	65.3 points below standard Declined -13.5 points 128

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that CAASPP data is almost two years old, all other data is pointing us in the same direction.

Our overall distance from standard in Math (-65.8) is significantly lower than our distance from standard in ELA (-40.6), though we see the same patterns of achievement when looking at student groups. Our highest achieving student groups identify as White and Filipino, as well as Reclassified English Learners, though all three of these students groups have an average distance from standard below zero. Our largest student groups cluster (Hispanic, English Learners, and Socioeconomically Disadvantaged) around 60 and 70 points below standard. All of our student groups declined in their average performance level, with the exception of Reclassified English Learners and Students with Disabilities. That overall levels for all student groups are below standard indicates a need for concerted efforts to improve student learning in math. During our comprehensive needs assessment, the need for school-wide consistency in math instruction stood as a key need to improve student learning outcomes. Additionally, there should be a sense of urgency to monitor the academic progress of all student groups by implementing a variety of formative assessments multiple times during the school year (e.g. FastBridge Math Assessments), analyze data on a regular basis, and create action plans to ensure students increase their academic performance.

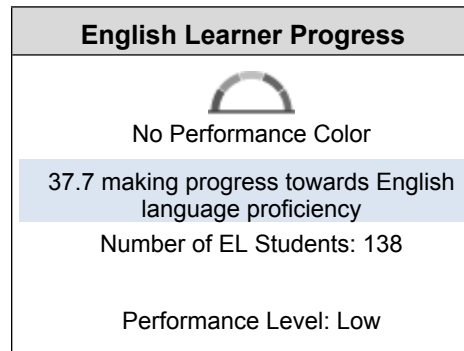
2. The largest discrepancy in student group achievement can be seen between Students with Disabilities and all other student groups, whose average is almost twice the size below zero as the next lowest performing student group. This indicates that these students are more profoundly and deeply affected by the absence of coherent math instruction between grade levels. Interestingly, while their overall performance level remains very low, our Students With Disabilities saw a 15 point average increase in achievement. Our Current Reclassified English Learners also made comparable growth with a 9 point average increase. This indicates that while our math instruction needs to be improved, we see that some student groups are responding more positively than others to instructional shifts.
3. When we look at our English Learner breakdown, we see a significant discrepancy in achievement between our Current English Learners, our Reclassified English Learners, and our English Only students. Our Reclassified English learners demonstrate a higher level of achievement than all but two other student groups at 33.8 points below standard. Our English Only student group performed closest to our overall average at 65.3 points below standard while our Current English Learners perform on average at 86.3 points below standard. An interesting discrepancy is that our Reclassified English Learners were the only group to increase in achievement. Based on this data, we need to evaluate and improve the English-language supports provided during math instruction. We also need to continue monitoring RFEP student performance after being reclassified.

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
29.7	32.6	9.4	28.2

Conclusions based on this data:

1. The majority of our students maintained at lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H) of language proficiency: 32.6%. The high percentage at these higher levels will need close monitoring and support to ensure that they make adequate progress towards language proficiency and reclassification.
2. The population who decreased by one ELPI Level will need more intensive support to access curricular content and to make adequate growth in both English Language Arts and Math.
3. The number of English Learner students in relation to overall enrollment indicates a need to include ELD strategies integrated into regular classroom instruction.

Academic Engagement Chronic Absenteeism

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 Chronic Absenteeism Equity Report

Red

1

Orange

3

Yellow

1

Green

0

Blue

1

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



Orange

15.9

Increased +1.8

553

English Learners



Orange

14.6

Increased +1

212

Foster Youth



No Performance Color

Less than 11 Students - Data Not
Displayed for Privacy

2

Homeless



No Performance Color

34.5

Increased +8.2

29

Socioeconomically Disadvantaged



Orange

16.8

Increased +0.8

416

Students with Disabilities











Red

28.7

Increased +6.2

87

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.5 13	 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	 Blue 2.1 Declined -2.3 47
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.9 Increased +1.5 397	 No Performance Color 4.2 Increased +1.6 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 12.3 Declined -3.1 57

Conclusions based on this data:

- Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. While we recognize that data is almost two years old, all other data is pointing us in the same direction.

All but two of our student groups increased in chronic absenteeism in the 2018-2019 school year, with the largest increases seen with our Students with Disabilities and Homeless students. Our largest student groups (Hispanic, Socioeconomically Disadvantaged, Two or More Races, and English Learners), all saw increases of percentage points. This data indicates that the issue of chronic absenteeism at Oneonta is systemic, manifesting itself across almost all student groups. This data suggests that we need a comprehensive approach to improving student attendance, focused on tracking and monitoring to identify at-risk students and connect them to resources to support.
- Students with Disabilities and Homeless students have the highest levels of Chronic Absenteeism, at 28.7% and 34.5%, respectively. These alarmingly high levels indicate that even though we need a comprehensive approach to improving attendance, these student groups will need additional, targeted support.
- The overall increases in Chronic Absenteeism across the school indicate not only a need for comprehensive set of supports, tracking, and monitoring for at risk students, but also for a need to shift our school culture to create a deeper sense of urgency around attendance and achievement at Oneonta. We must establish a warm, welcoming environment to promote high levels of student engagement by virtually recognizing students for improved attendance.

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

Red

0

Orange

0

Yellow

2

Green

1

Blue

3

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



Green

0.5

Increased +0.4
572

English Learners



Yellow

0.9

Increased +0.9
216

Foster Youth



No Performance Color

Less than 11 Students - Data Not
2

Homeless



No Performance Color

0

Maintained 0
31

Socioeconomically Disadvantaged



Yellow

0.7

Increased +0.5
428

Students with Disabilities











Blue

0

Maintained 0
94

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Maintained 0 47
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5 Increased +0.3 411	 No Performance Color 4.2 Increased +4.2 24	 No Performance Color Less than 11 Students - Data 8	 Blue 0 Maintained 0 61

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.5

Conclusions based on this data:

- The data shows an increase in suspension rates for most student groups except for Students With Disabilities, Homeless, African American, Filipino, and White. An increase in suspension rates across most student groups indicate the need to evaluate the effectiveness of Oneonta's system of social emotional supports through PBIS and Leader in Me. There is a need to create a warm, welcoming environment by strengthening our implementation of this program, which emphasizes student leadership, demonstrably supports the conditions and climate of our school. We must continue to recognize students for positive behavior, exemplary academics, and the 7 Habits of Highly Effective People to promote high levels of student engagement and a positive learning environment.
- Though violent and/or suspendible offenses are minimized or handled appropriately through other means of correction, an area for growth identified in our student surveys in order to further improve the climate at Oneonta is a deeper focus on bullying prevention and using kind, appropriate words.

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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence
Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Strengthen our Multi-Tiered System of Support framework to provide a differentiated, responsive academic instruction for students with various needs and ensure growth for all learners. We will take a proactive approach to identify students with specific academic needs by engaging in professional learning communities and professional development. By strengthening our MTSS system that uses universal screening and progress monitoring paired with data-driven decision-making, we can ensure academic improvement for all students.

Identified Need

Students are performing on average 40.6 points below standard in ELA and 65.8 points below standard in math.
Socioeconomically Disadvantaged students are performing on average 46.9 points below standard in ELA and 69.1 points below standard in math.
In the FastBridge Reading and Math assessments, the percentage of students who are at some or high risk of not meeting grade level benchmarks fall between 44% and 64%.
English Learners are performing on average 47.6 points below standard in ELA and 69.6 points below standard in math.

Provide evidence based reading interventions for all students at increasing levels of intensity to accelerate their rate of learning. There is also a need to provide differentiated and responsive instruction in the area of Math.
Additionally, there is a need to develop opportunities for English Learners to receive intensive interventions so that they can have equitable access to the curriculum.
Provide ongoing professional development opportunities to ensure that teachers implement high-quality, scientifically based instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average distance from standard in CAASPP/SBAC ELA for all students	65.8 points below standard as measured by the CA School Dashboard	reduce to 55 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average distance from standard in CAASPP/SBAC Math for all students	40.6 points below standard as measured by the CA School Dashboard	reduce to 30 points below standard
SED average distance from standard in CAASPP/SBAC ELA	46.9 points below standard as measured by the CA School Dashboard	reduce to 36 points below standard
SED average distance from standard in CAASPP/SBAC Math	69.1 points below standard as measured by the CA School Dashboard	reduce to 59 points below standard
2020 FastBridge earlyMath	44% of Kinder-1st Grade students are at some or high risk of not meeting grade level benchmarks	reduce to 34%
2020 FastBridge aMath	64% of 2nd-6th grade students are at some or high risk of not meeting grade level benchmarks	reduce to 54%
2020 FastBridge earlyReading	50% of Kinder-1st Grade students are at some or high risk of not meeting grade level benchmarks	reduce to 40%
2020 FastBridge aReading	55% of 2nd-6th grade students are at some or high risk of not meeting grade level benchmarks	reduce to 44%
ELPAC Summative	37.7% of students made progress towards English Proficiency	47% of students will make progress towards English Language Proficiency
EL average distance from standard in CAASPP/SBAC ELA	47.6 points below standard as measured by the CA School Dashboard	reduce to 37 points below standard
EL average distance from standard in CAASPP/SBAC Math	69.6 points below standard as measured by the CA School Dashboard	reduce to 59 points below standard
2020 EL risk level in FastBridge Math	<p>earlyMath- 66% of Kinder-1st grade English Learners are at some or high risk of not meeting grade level benchmarks.</p> <p>aMath- 78% of 2nd-6th grade English Learners are at some or high risk of not meeting grade level benchmarks.</p>	<p>earlyMath- reduce risk level to 56%</p> <p>aMath- reduce risk level to 68%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 EL risk level in FastBridge Reading	<p>earlyReading- 70% of Kinder-1st grade English Learners are at some or high risk of not meeting grade level benchmarks</p> <p>aReading- 78% of 2nd-6th grade English Learners are at some or high risk of not meeting grade level benchmarks</p>	<p>earlyReading- reduce risk level to 60%</p> <p>aReading- reduce risk level to 68%</p>
2021 School Climate Survey for Parents	86% of parents strongly agree/agree that our school promotes academic success for all students.	increase to 96%
2021 School Climate Survey for Parents	76% of parents strongly agree/agree that our school has high expectations for all students.	increase to 86%

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)

Students At Promise

Strategy/Activity

Release time and/or Out of Contract Pay for Certificated Staff to participate in grade level professional development and data analysis to determine program effectiveness.

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)

2710

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1/2 day release and/or Out of Contract Pay for Certificated Staff to participate in grade level professional development and data analysis three times a year

755

Title I
3000-3999: Employee Benefits
Payroll Taxes (Carryover funds will be required)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students At Promise

Strategy/Activity

Using an MTSS process, identify and provide intensive interventions to support learners and accelerate learning across grade levels. Personnel to include one impact teacher and one instructional assistant.

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)

16218

Title I
1000-1999: Certificated Personnel Salaries
One Impact Teacher will be hired for a total of 4 hours/day for approximately 100 days to deliver interventions (Carryover funds will be required)

4517

Title I
3000-3999: Employee Benefits
Payroll Taxes (Carryover funds will be required)

7555

Title I
2000-2999: Classified Personnel Salaries
One bilingual Instructional Aide will be hired to provide daily intervention under the direction of certificated teachers.

4461

Title I
3000-3999: Employee Benefits
Payroll Taxes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and English Learners

Strategy/Activity

Purchase supplemental instructional supplies including but not limited to books, technology, online software, manipulatives, and other supplemental materials 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)	Source(s)
558	Title I 4000-4999: Books And Supplies Instructional Materials, Books, technology, online software, manipulatives, and other supplemental materials (Carryover funds will be required)
1288	Title III 4000-4999: Books And Supplies Instructional Materials, Books, technology, online software, manipulatives, and other supplemental materials

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

Provide daily interventions to English Learners to ensure they have equitable access to the 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)
7803	Title III 1000-1999: Certificated Personnel Salaries One bilingual Instructional Aide will be hired to provide daily intervention under the direction of certificated teachers.
4213	Title III 3000-3999: Employee Benefits Payroll Taxes

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

Provide professional development and/or provide after school interventions to target and promote language skills, academic achievement, and cross cultural skills 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)
1483	Title III 1000-1999: Certificated Personnel Salaries Out of contract pay for certificated staff members to attend professional development and/or provide after school interventions for ELs (Carryover funds will be required)
413	Title III 3000-3999: Employee Benefits Payroll Taxes

Annual Review

SPSA Year Reviewed: 2020-21

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.

Oneonta Elementary was implementing the following strategies to address this goal during the 2020-2021 school year:

- Professional development in Reader's & Writer's Workshop Virtual Units and Mathematics: Implemented via TOSA support and the Learning and Innovation Department, Principal, and Instructional Leadership Team. Effective at developing teacher capacity and repertoire of strategies to support learning
- Provided professional development for teachers and staff to support Tier 1 and Tier 2 interventions
- Implemented an MTSS process to identify and provide support to at-risk students across grade levels- Effective in analyzing data and placement of students
- LLI professional development and implementation as intervention (Effective in mitigating learning loss in reading)
- One Impact Teacher provided reading intervention for at-risk students using the LLI program
- Strengthen SST process to support academic success for students
- Instructional assistant: Implemented. Effective in providing reading interventions to students
- Supplemental materials: Effective in providing supplies to support instruction

- Bilingual Instructional Assistant provided reading intervention for English Learners (Effective in providing reading interventions to English Learners)
- Provide professional development for staff and/or provide after school tutoring services/interventions to target and promote language skills, academic achievement, and the cross cultural skills of English Learners (Ineffective in providing after school tutoring for English Learners)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The multi-tiered system of support was implemented with students receiving extensive tier 2 and tier 3 instruction using the LLI program. Due to school closures, reading interventions started in the Spring of 2021. Therefore, funds for an Impact Teacher were not fully used. Additionally, funds for certificated staff members to provide after-school tutoring/interventions to students were not used since certificated staff members were not available after contract hours.

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 2021-2022 goal focuses on strengthening our MTSS to support students during the instructional day with adequate support staff to implement the most focused interventions to accelerate learning, and providing some instructional materials to meet the needs of student groups.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion

Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Cultivate diversity, equity and inclusion by ensuring all students have equitable access to education. We will embrace our students' unique cultural and linguistic backgrounds, identities, and experiences.

Identified Need

There is a need to advance our Equity and Inclusion practices, close opportunity gaps for marginalized students, and ensure teachers grow their ability to identify and reduce bias and create an equitable environment.

Additionally, there is a need to provide culturally relevant books and instructional materials to allow students to see their own lives represented within texts.

Provide professional development to ensure that teachers implement practices and strategies that promote equity and inclusivity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 California Healthy Kids Survey - Staff Survey	62% of staff members strongly agree/agree that our school has staff examine their own cultural biases through professional development or other processes	Increase to 72%
2021 California Healthy Kids Survey - Staff Survey	65% of staff members strongly agree/agree that our school considers closing the racial/ethnic achievement gap a high priority	Increase to 75%
2021 California Healthy Kids Survey - Staff Survey	69% of staff members strongly agree/agree that our school emphasizes using instructional materials that reflect the culture or ethnicity of our students	Increase to 79%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 School Climate Survey for Parents	71% of parents strongly agree/agree that our school provides instructional materials that reflect their children's culture, ethnicity, and identity.	Increase to 81%
2021 School Climate Survey for Parents	76% of parents strongly agree/agree that our school communicates the importance of respecting different cultural beliefs and practices.	Increase to 76%

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 partnership with "Leader In Me," provide professional development for staff that promotes equity and inclusivity.

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 5800: Professional/Consulting Services And Operating Expenditures Equity in Education: A Proactive, Whole Person, Inside-Out Approach staff training by Leader In Me Consultant (Carryover funds will be required)

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

Purchase culturally relevant instructional materials and books other than textbooks 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)
655	Title I 4000-4999: Books And Supplies Culturally relevant instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal. Therefore, an analysis is not required.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal. Therefore, an analysis is not required.

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.

This is a new goal. Therefore, an analysis is not required.

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 Environment

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments

Ensure learning environments which support and foster the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Promote a nurturing and welcoming environment by providing social-emotional supports for all students. We will strengthen the school-wide implementation of Leader in Me by developing Wildly Important Goals (WIGS), Leadership Notebooks, and Student-Led Conferences. Additionally, we will focus on building strong partnerships with families to increase student participation and engagement in school.

Identified Need

There is a need for our school to provide advice and resources to support our students with their social emotional needs.

Additionally, there is a need to strengthen the partnership and communication with families to reduce chronic absenteeism and improve attendance for students at promise.

In order to promote high levels of student engagement, we will continue recognizing students for positive behavior, academic excellence, and the 7 Habits of Highly Effective People.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 California Healthy Kids Survey - Parent Survey	67% of parents strongly agree that our school provides parents with advice and resources to support their children's social emotional needs	Increase to 77%
2020 California Healthy Kids Survey - Parent Survey	67% of families reported strong home-school communication	Increase to 77%
2021 California Healthy Kids Survey - Staff Survey	24% of staff members strongly agree that teachers communicate with parents about what their children are expected to learn in class	Increase to 34%
2021 California Healthy Kids Survey - Staff Survey	26% of staff members strongly agree that our school is	Increase to 36%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	welcoming to and facilitates parent involvement	
2021 California Healthy Kids Survey-Staff Survey	41% of staff members strongly agree that our school provides enough social emotional supports for students	Increase to 51%
2019 Fall Dashboard Chronic Absenteeism Equity Report	The data indicates that 15.9% of students are chronically absent.	Reduce to 12%
2021 School Climate Survey for Parents	76% of parents strongly agree/agree that our school provides quality counseling or other ways to help students with social or emotional needs	Increase to 86%

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

Seek professional consulting services from Leader In Me to continue empowering educators with effective practices to meet our students' social-emotional 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)

1000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Partial cost for "Leader In Me" annual membership and professional/consulting services (Carryover funds will be required)

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

"Leader in Me" Lighthouse Team members will meet monthly to oversee school-wide implementation. In addition, they will be plan and provide professional development to ensure staff have the knowledge and resources needed to fully implement the program philosophy. PD will be provided to all certificated and classified staff, as well as to parents. Staff will be paid out-of-contract for their 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)

1163

Title I
1000-1999: Certificated Personnel Salaries
Out of contract pay for Lighthouse Team Members to attend meetings and provide professional development (Carryover funds will be required)

324

Title I
3000-3999: Employee Benefits
Payroll Taxes (Carryover funds will be required)

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

"Leader in Me" Lighthouse Team members will provide parent education classes on program philosophy, components, and goals.

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)

579

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Offer parent education classes and pay Out of Contract Pay for Certificated Staff Members to plan, prepare, and deliver professional development to parents.

162

Title I Part A: Parent Involvement
3000-3999: Employee Benefits
Payroll Taxes

491

Title I Part A: Parent Involvement
4000-4999: Books And Supplies

Supplies and resources for parent education classes and other parent involvement events.

Annual Review

SPSA Year Reviewed: 2020-21

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.

In the 2020-2021 school year, strategies to address this goal that were implemented were as follows:

- Climate Survey: Implemented. Effective in gathering data to gauge school climate from different stakeholder perspectives.
- Social-emotional interventions: Implemented. Effective in providing adequate time for school psychologist to partner with classroom teachers for our highest needs cases.
- Leader in Me: Implemented lighthouse team meetings once a month to plan projects and professional development. Somewhat effective (as measured by lack of implementation of student-led conferences since the focus was shifted to learn about the Leader In Me Virtual Units and Digital Portfolios which was effective in continuing to build on the SEL work of previous years.
- Leader in Me PD: Implemented during the school year. Effective (as measured by progress towards lighthouse status); worked on fundamentals to build leadership culture on campus.
- Parent Education: Effective in supporting parents with advice and resources to support their children's social emotional needs
- Virtual Coffee with the Principal: Implemented one per month. Effective in creating a space for parents to share meaningful feedback, but low participation.
- Virtual Conferences with parents to explore interventions and supports for students to reduce chronic absenteeism: Effective in supporting student participation and engagement during distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Generally the intended implementation and budgeted expenditures were implemented, with the exception of the strategies listed above as not or partially implemented.

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.

There were no major changes to the activities listed in goal 3 from the previous year. Our action steps and strategies remained largely the same with more focus to the Leader in Me work to promote student led conferences, ongoing professional development, parent education classes, and the emphasis to reduce chronic absenteeism.

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	\$57,348.00

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	\$40,916.00
Title I Part A: Parent Involvement	\$1,232.00
Title III	\$15,200.00

Subtotal of additional federal funds included for this school: \$57,348.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$57,348.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	40,916.00
Title I Part A: Parent Involvement	1,232.00
Title III	15,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	29,956.00
2000-2999: Classified Personnel Salaries	7,555.00
3000-3999: Employee Benefits	14,845.00
4000-4999: Books And Supplies	2,992.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	20,091.00
2000-2999: Classified Personnel Salaries	Title I	7,555.00
3000-3999: Employee Benefits	Title I	10,057.00
4000-4999: Books And Supplies	Title I	1,213.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	579.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	162.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	491.00
1000-1999: Certificated Personnel Salaries	Title III	9,286.00
3000-3999: Employee Benefits	Title III	4,626.00
4000-4999: Books And Supplies	Title III	1,288.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,974.00
Goal 2	1,655.00
Goal 3	3,719.00

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
Yolanda Cisneros	Other School Staff
Virginia Esquer	Classroom Teacher
Sonia Hernandez	Classroom Teacher
Guadalupe Solis	Principal
Lucilla Terrazas	Classroom Teacher
Maria Luisa Aviles	Parent or Community Member
Reshae Cuevas	Parent or Community Member
Priscilla Jennings	Parent or Community Member
Holly Smith	Parent or Community Member
Monique Vera	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
<div><div>DocuSigned by:</div><div><i>Maria Luisa Arilla</i></div><div>5/12/2021</div><div>42B7CBF0286B4C3...</div></div>	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 12/1/2020.

Attested:

<div><div>DocuSigned by:</div><div><i>Jon Carli</i></div><div>6E06CC7D7A6D4EF...</div><div>DocuSigned by:</div><div><i>[Signature]</i></div><div>2E3E8A46A09E4AF...</div></div>	Principal, Guadalupe Solis on 5/12/21
	SSC Chairperson, Reshae Cuevas on 5/12/21

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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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
Howard Pence	37-68395-6094973	May 10, 2021	July 22, 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

The purpose of Howard Pence's school plan is to provide a focus for the detailed work that is to take place in the following school year that aligns with the needs and goals of the school. The plan assists in evaluating the progress and development of these goals. The school plan has been created to reinforce the educational philosophy of learning and achievement for all, ensuring a positive school culture where parent and community engagement are valued and considered vital in supporting student achievement. The plan outlines specific goals, actions steps, and resources needed in order to maximize academic achievement while listing the expenditures critical in carrying out and achieving this plan.

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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Surveys, Parent Surveys, and Staff Surveys, designed by WestEd were administered electronically during the month of March 2020-21 in distance learning.

Summary of Parent Surveys:

Strengths:

86% My child is receiving regular feedback on the schoolwork she/he submits.

97% My child knows what schoolwork is expected to be completed each day.

85% My child's school provides parents with advice and resources to support my child's learning.

Improvement Areas:

78% are concerned about their child falling behind academically,

54% are concerned about their child's mental well-being,

24% of parents on average reported being involved in school (PTA, fundraising, school committee)

Summary of Students Surveys:

Strengths:

93% of 4th graders and 86% of 6th graders feel teachers tell them when they are doing a good job

100% of 4th graders and 84% of 6th graders believe that teachers and other grown-ups at school want them to do their best

100% of 4th graders and 93% of 6th graders state that staff believe that they can do a good job

Improvement Area:

79% of 4th graders and 71% of 6th graders state that their teacher never/some times ask them what they want to learn about

46% of 4th graders and 59% of 6th graders have a friend their age who talks with them about their problems

54% of 4th graders feel sad, 50% of 6th graders feel sad

Summary of STAFF Surveys:

Strengths:

84% is a supportive and inviting place for staff to work

82% promotes personnel participation in decision-making that affects school practices and policies

97% feel a responsibility to improve this school

Improvement Area:

85% Teachers need more professional development, training, mentorship, or other support in supporting students exposed to trauma or stressful life events

28% do not agree that this school emphasizes using instructional materials that reflect the culture or ethnicity of its students

32% of staff do not agree that the staff examines their own cultural biases through professional development or other processes

While we recognize the timing of the surveys certainly influenced the results, the surveys were combined with the SPSA evaluation and comprehensive needs assessment, to inform the goals and evidence based strategies of the 2021-22 school plan for student achievement.

These results indicate a need for additional support academically for students not only during the instructional day, but opportunities to receive extra support with a certificated teacher using research based effective strategies outside of the instructional day as well. In order to ensure that our practices are culturally responsive and that we are meeting and addressing the needs of all of our students, it is imperative that we analyze data consistently to ensure that equity and inclusion practices are being demonstrated and practiced for all student groups. Our staff will continue to receive professional development in research based effective strategies that support our English Learners and in response to our current pandemic, our staff will receive additional professional development to further gain their skills and knowledge in trauma responsive practices that will help address the social and emotional needs of all of our students. As a staff, we will continuously analyze data, create intervention groups and a plan for success for all students to ensure that they are receiving the supports that they need to be successful both academically and socially and emotionally as well. We will also work to continue strengthening our support systems that include PBIS, Sanford Harmony and the 6 Exceptional Systems from NEU in order to promote a safe and welcoming environment.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing Units of Study, Mathematics, SELD English Language Development, overall student engagement, level of rigor in classrooms and implementation of Project GLAD Instructional strategies.

Prior to school closures in March 2020, in-person classroom observations were conducted.

As schools moved to distance learning, observations have taken the form of participating in zoom/google meets/seesaw virtual lessons. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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)

California School Dashboard data was analyzed to identify areas of strength and areas in need of improvement, for all students and specific student groups. Prior to school closures, groups of stakeholders at Pence Elementary School engaged in a data analysis and evaluation of current programs.

The data analysis revealed the following:

(The following is data from 2018-2019 School Dashboard, as - Due to COVID school closures, 2019-2020 SBAC was not administered.)

Areas of strength: Student achievement in ELA improved by 7.7 points distance from standard, in Math distance from standard improved by 15.2 points. In Chronic Absenteeism there was a 1% decline, thus indicating an improvement., The Suspension Rate indicator declined by 0.3%, thus indicating an improvement.

Area in need of improvement: 46.3% of English Learners are making annual progress towards English Language Proficiency

Stakeholders have identified the following problems of practice related to data analysis - Student achievement in the area of reading is still below standard, thus indicating a need for targeted small group instruction for intervention in reading. In addition, a need for greater student connectedness was identified. Therefore, there is a need to teach social and emotional skills to increase student connectedness. Lastly, a need for professional development in the area of strategies for English Learners was noted.

During the 2021-2022 school year, Pence staff (TK-6th) administered the universal screener (FastBridge) in the areas of Reading and Math for all students. The results of these assessments provided teachers with current data of skills for reading and math for their students and areas needed for extra support. Below is the overall achievement data:

FastBridge Overall Data (Early Reading TK-1)

College Pathway

Low Risk 37%

Some Risk 37%

High Risk 26%

FastBridge Overall Data (Early MathTK-1)

College Pathway

Low Risk 59%

Some Risk 24%

High Risk 17%

FastBridge Overall Data (aReading 2nd-6th)

College Pathway 11%

Low Risk 24%

Some Risk 31%

High Risk 34%

FastBridge Overall Data (aMath2nd-6th)

College Pathway 18%

Low Risk 26%

Some Risk 30%
High Risk 26%

Areas of Strength: More than half (59%) of our students in TK-1 grade are considered low risk for their current foundational math skills.

Areas in Need of Improvement: For aReading and in aMath for 2nd-6th grade, the total amount of some risk and high risk exceed the combined total of students who are on the college pathway and are at low risk. Overall in reading and in math for all grade levels (TK-6th) our area of concern and need for improvement is our students who are at high risk in both their reading and math skills and level of abilities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TC unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 2 times a year, FastBridge Universal Screener and progress monitoring given in the Winter and in the Spring to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and implement strategies to help support students in reaching their full potential.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Pence Elementary School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Pence Elementary School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during Distance Learning is primarily focused on technology, web-based instructional tools, social-emotional learning, and engagement strategies.

Professional development during the 2020-21 school year included - Project GLAD (Guided Language Acquisition Design), No Excuses University Professional Development and PBIS Professional Development to our Noontime Supervisors.

Through district based professional development, staff received the following professional development in these areas:

- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPs and Special Education Services
- Measuring Student Progress
- Supporting English Learners in Distance Learning

Through both District surveys and the site-level comprehensive needs assessment, the following professional development have been identified for the 2021-22 school year. We will be using a FastBridge Universal Screener to assess and progress monitor in the areas of reading, math and social and emotional learning. Sanford Harmony Professional Development to address the emotional and social needs of students. PBIS professional development will be given to establish expected behaviors with a consistent school wide support system. No Excuses University Professional Development to continue the implementation of the 6 exceptional systems. Guided Language Acquisition Design Professional Development will be given to help support our English Language Learners through their language development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, ongoing professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University through Summer institutes.

During the 2020-21 school year, teachers at Pence Elementary School participated in professional development in the follow content areas - Project GLAD (Guided Language Aquisition Design), No Excuses University Professional Development and PBIS Professional Development to our Noontime Supervisors.

Through district based professional development, staff received the following professional development in these areas:

- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPs and Special Education Services
- Measuring Student Progress
- Supporting English Learners in Distance Learning

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-21 school year, collaboration occurred in a similar manner, but was conducted virtually rather than in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have been modified to meet the minimum requirements identified in SB98.

Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met. Instructional minutes for the 2021-22 school year, will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distance Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest need of support. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Pence Elementary School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics -

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science -

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are paying close attention to students who are demonstrating difficulties in engagement which as a result will impact the students academic rate of growth. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-21 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
ST Math
Dream Box
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners
Sanford Harmony SEL Curriculum

Evidence-based educational practices that will be used in the 2021-22 school year include:

TCRWP Reading and Writing Units of Study
ST Math
Dream Box
Imagine Learning for English Learners
Lexia Core 5
Leveled Literacy Intervention (LLI)
Sanford Harmony SEL Curriculum

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the WestEd Parent Survey results, parent attendance at school community building events (virtually), Back to School Night attendance and parent-teacher conference attendance. Examples of parent engagement prior to school closures included: Coffee with the Principal, ELAC, School Site Council, PTA, San Ysidro Health Clinic Parenting Courses

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-21 school year included: Coffee with the Principal, ELAC, School Site Council, PTA, San Ysidro Health Clinic Parenting Courses, Virtual Community Events, virtual parent workshops, SMORE (Newsletter), South Bay Community Services.

In 2021-22 parents will be encouraged to participate in the following: Coffee with the Principal, ELAC, School Site Council, PTA, San Ysidro Health Clinic Parenting Courses, Virtual Community Events, virtual parent workshops, SMORE (Newsletter), South Bay Community Services.

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)

Pence Elementary School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Pence Elementary School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on October 20, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-21 school year, the following services were provided by categorical funding:

Title I - Professional development for PBIS, Supplemental Resources, No Excuses University Professional Development

Title III - Professional Development for instructional strategies to support English learners

Based on the comprehensive needs assessment, and a school-wide focus on providing extra support to our students in academic, social and emotional areas of need, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2021-22 school year:

Title I - Out of contract pay for extra support for students at promise, impact teacher for reading intervention, No Excuses University Professional Development and trimesterly progress monitoring

Title III - Professional development to provide strategies to support English Learners

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2021-22 School Plan for Student Achievement.

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

Pence School has made family and staff input and feedback a priority in planning for reopening. Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2020-21 School Plan for Student Achievement. SSC, ELAC and Staff participated in the Comprehensive Needs Assessment and

provided action steps for goals that are directly aligned with the District's LCAP: Ensuring Academic Excellence, Advancing Equity and Inclusion, and Nurturing Safe and Welcoming Learning Environments.

School Site Council (SSC) Meetings were held on - October 6, 2020, October 20, 2020, November 13, 2020, December 1, 2020, January 15, 2021, February 8, 2021, March 8, 2021, April 20, 2021, May 10, 2021.

ELAC Meetings were held on - October 30, 2020, December 4, 2020, February 9, 2021, April 28, 2021, May 24, 2021.

A District-wide Virtual Meeting was held to conduct a Comprehensive Needs Assessment (LCAP Input) on February 17, 2021.

Prior to school closures in March 2020, South Bay Union School District was well underway in the development of the 2020-2023 LCAP. Pence Elementary School participated in a feedback protocol with both staff and families. Although the current SPSA is primarily aligned to the Learning and Continuity Plan, the feedback received prior to school closures is also relevant to the strategies identified for the 2021-22 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.15%	0.4%		1	2
African American	2.56%	1.99%	1.9%	17	13	10
Asian	1.06%	0.92%	0.8%	7	6	4
Filipino	3.32%	3.52%	3.8%	22	23	20
Hispanic/Latino	90.65%	90.98%	90.8%	601	595	483
Pacific Islander	%	0%	%		0	
White	1.21%	1.22%	0.9%	8	8	5
Multiple/No Response	1.06%	1.07%	1.3%	7	7	7
Total Enrollment				663	654	532

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	101	100	81
Grade 1	91	84	70
Grade 2	85	89	70
Grade3	97	94	88
Grade 4	82	87	80
Grade 5	109	87	77
Grade 6	98	113	66
Total Enrollment	663	654	532

Conclusions based on this data:

1. Pence has experienced a decline in enrollment since 2017 with a decrease of 11 students since 2017. We continue to implement the No Excuses University Philosophy to encourage and increase enrollment.
2. Since 2017 Pence has maintained a minimum of 100 newly enrolled students in Kinder each school year.
3. From 2018-2019 the following student groups experienced a decline (African American, Asian, Hispanic). Our Filipino student group population increased by 1 student. Our student group for White and students who reported 2 or more responses maintained.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	403	416	291	60.8%	63.6%	54.7%
Fluent English Proficient (FEP)	51	38	33	7.7%	5.8%	6.2%
Reclassified Fluent English Proficient (RFEP)	2	21	31	0.5%	5.2%	7.5%

Conclusions based on this data:

1. Although we have experienced a decrease in enrollment since 2017, there has been an increase of English Language Learners by 10 students since the 2017-2018 school year.
2. There also has been a decrease of 5.9% through a three year trend for our students who have been reclassified.
3. Our Fluent English Proficient data indicates that there was a significant decrease in the number of FEP students with a loss of 33 students since 2017. It is essential that we implement integrated and designated interventions for all students regardless if they have been reclassified.

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	98	77	97	94	72	97	94	72	97	95.9	93.5	100
Grade 4	91	105	83	89	101	77	89	101	77	97.8	96.2	92.8
Grade 5	109	102	109	105	100	105	105	100	105	96.3	98	96.3
Grade 6	107	109	98	106	109	98	106	109	98	99.1	100	100
All	405	393	387	394	382	377	394	382	377	97.3	97.2	97.4

* 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	2389.	2385.	2392.	12.77	13.89	11.34	23.40	15.28	19.59	24.47	29.17	37.11	39.36	41.67	31.96
Grade 4	2427.	2402.	2416.	16.85	5.94	15.58	12.36	21.78	15.58	22.47	15.84	19.48	48.31	56.44	49.35
Grade 5	2473.	2478.	2465.	13.33	15.00	6.67	25.71	25.00	23.81	24.76	22.00	35.24	36.19	38.00	34.29
Grade 6	2513.	2499.	2514.	11.32	8.26	13.27	32.08	31.19	28.57	33.02	28.44	35.71	23.58	32.11	22.45
All Grades	N/A	N/A	N/A	13.45	10.47	11.41	23.86	24.08	22.28	26.40	23.56	32.63	36.29	41.88	33.69

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	13.83	18.06	12.37	39.36	37.50	53.61	46.81	44.44	34.02
Grade 4	15.73	8.91	12.99	43.82	37.62	44.16	40.45	53.47	42.86
Grade 5	13.33	16.00	14.29	48.57	51.00	51.43	38.10	33.00	34.29
Grade 6	18.87	16.51	13.27	44.34	36.70	55.10	36.79	46.79	31.63
All Grades	15.48	14.66	13.26	44.16	40.84	51.46	40.36	44.50	35.28

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	12.77	12.50	14.43	48.94	37.50	54.64	38.30	50.00	30.93
Grade 4	8.99	6.93	12.99	47.19	44.55	44.16	43.82	48.51	42.86
Grade 5	20.95	22.00	11.43	50.48	37.00	54.29	28.57	41.00	34.29
Grade 6	17.92	10.09	19.39	56.60	50.46	57.14	25.47	39.45	23.47
All Grades	15.48	12.83	14.59	51.02	42.93	53.05	33.50	44.24	32.36

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	3.19	6.94	12.37	67.02	59.72	64.95	29.79	33.33	22.68
Grade 4	12.36	5.94	11.69	52.81	68.32	54.55	34.83	25.74	33.77
Grade 5	10.48	17.00	10.48	58.10	55.00	63.81	31.43	28.00	25.71
Grade 6	12.26	11.01	15.31	69.81	63.30	59.18	17.92	25.69	25.51
All Grades	9.64	10.47	12.47	62.18	61.78	61.01	28.17	27.75	26.53

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	15.96	15.28	10.31	58.51	52.78	52.58	25.53	31.94	37.11
Grade 4	16.85	9.90	18.18	53.93	41.58	37.66	29.21	48.51	44.16
Grade 5	20.00	21.00	10.48	51.43	47.00	54.29	28.57	32.00	35.24
Grade 6	16.04	19.27	16.33	64.15	58.72	61.22	19.81	22.02	22.45
All Grades	17.26	16.49	13.53	57.11	50.00	52.25	25.63	33.51	34.22

Conclusions based on this data:

1. Although Howard Pence School enrollment for 3rd-6th grade shows a decrease since 2016, the number of students that participated in testing was consistent. Therefore, we are able to gather consistent student achievement data across all four grade level groups. This will allow for us to thoroughly analyze data which can lead to trends and patterns identification to address equity gaps.
2. For the overall achievement, 3rd grade showed an increase of 4.31 % in standards met from 16-17 to 18-19. This can be attributed to the consistent implementation of small group instruction targeted to the specific needs of each student. Guided reading groups were also implemented with the use of research based curriculum to support the teacher during their small group instruction. In order to ensure continued growth, targeted instruction and progress monitoring must be implemented to ensure that instruction is adjusted and modified based on the most current assessment results.
3. The concerning area of need overall for grades 3-6th are in the reading and research domains. 52.25% of all students were at or near standard in the research and inquiry domain. In the reading domain, 51.46% of all students scored at or near standard. Therefore, the ability for students to learn inquiry based skills where they are required to read, analyze, discern information and apply it with the use of critical thinking is important. Monitoring their progress with assessments will be necessary to check for understanding and to show areas of growth and areas of need. Students need to be challenged and provided with rigorous instruction and opportunities to analyze and discuss what they are reading. Opportunities to research and dive deep into learning about a topic will give students practice in developing their researching skills. Students must also be provided with the ability to research using a variety of sources in order to be able to analyze and create their own ideas. Opportunities for students to present to a variety of audiences is also important because it provides the student with the ability to share their key findings and learn how to format and restructure their presentation depending on who their targeted audiences are.

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	98	77	97	98	76	97	98	76	97	100	98.7	100
Grade 4	91	105	83	90	104	83	90	104	83	98.9	99	100
Grade 5	109	102	109	109	102	109	109	102	109	100	100	100
Grade 6	107	109	98	107	109	98	107	109	98	100	100	100
All	405	393	387	404	391	387	404	391	387	99.8	99.5	100

* 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	2430.	2410.	2427.	15.31	14.47	15.46	32.65	19.74	26.80	30.61	27.63	27.84	21.43	38.16	29.90
Grade 4	2448.	2420.	2425.	6.67	2.88	7.23	18.89	11.54	18.07	45.56	41.35	20.48	28.89	44.23	54.22
Grade 5	2465.	2476.	2477.	7.34	8.82	10.09	21.10	21.57	13.76	28.44	29.41	38.53	43.12	40.20	37.61
Grade 6	2485.	2484.	2505.	4.67	11.93	11.22	14.95	9.17	20.41	35.51	33.94	34.69	44.86	44.95	33.67
All Grades	N/A	N/A	N/A	8.42	9.21	11.11	21.78	15.09	19.64	34.65	33.50	31.01	35.15	42.20	38.24

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	29.59	23.68	28.87	39.80	28.95	32.99	30.61	47.37	38.14
Grade 4	10.00	8.65	12.05	38.89	28.85	22.89	51.11	62.50	65.06
Grade 5	10.09	14.71	16.67	36.70	38.24	33.33	53.21	47.06	50.00
Grade 6	10.28	12.96	17.35	28.97	34.26	32.65	60.75	52.78	50.00
All Grades	14.85	14.36	18.91	35.89	32.82	30.83	49.26	52.82	50.26

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	22.45	21.05	28.87	56.12	43.42	41.24	21.43	35.53	29.90
Grade 4	11.11	2.88	14.46	48.89	47.12	32.53	40.00	50.00	53.01
Grade 5	8.26	11.76	8.33	42.20	47.06	48.15	49.54	41.18	43.52
Grade 6	4.67	7.34	12.24	46.73	40.37	48.98	48.60	52.29	38.78
All Grades	11.39	9.97	15.80	48.27	44.50	43.26	40.35	45.52	40.93

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	23.47	21.05	25.77	53.06	40.79	48.45	23.47	38.16	25.77
Grade 4	13.33	9.62	12.05	50.00	41.35	31.33	36.67	49.04	56.63
Grade 5	12.84	11.76	10.19	43.12	47.06	48.15	44.04	41.18	41.67
Grade 6	8.41	13.76	12.24	44.86	39.45	53.06	46.73	46.79	34.69
All Grades	14.36	13.55	15.03	47.52	42.20	45.85	38.12	44.25	39.12

Conclusions based on this data:

1. In overall achievement for Mathematics, grades 3, 4 and 6th grade showed an increase in percentage for students who met standards. Although 5th grade decreased by 7.81% in overall achievement for percentage of students met, students did show an increase of 1.27% in number of students in 5th grade for standards exceeded.
2. 50.26 percent of students in grades 3-6 are below standard in applying mathematical concepts and procedures. 50.26% of students are demonstrating an understanding of a concept but are lacking a transfer of application to multi-step complex problem solving. It is imperative that real world problems are utilized when presenting mathematical concepts. In order to ensure growth, targeted instruction and progress monitoring must be implemented to ensure that instruction is adjusted and modified based on the most current assessment results.
3. 4th grade has the highest percentage of student below standards with 53.01% in Problem Solving & Modeling/Data Analysis. During math instruction, the lessons must always include real world problems where students are asked to apply and explain how they would solve the problem. In order to ensure growth, targeted instruction and progress monitoring must be implemented to ensure that instruction is adjusted and modified based on the most current assessment results.

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	1421.4	1419.8	1426.5	1426.1	1409.1	1404.8	71	58
Grade 1	1455.9	1449.1	1451.9	1454.4	1459.4	1443.2	67	60
Grade 2	1474.2	1473.7	1471.6	1467.0	1476.3	1479.7	70	66
Grade 3	1493.3	1495.3	1488.4	1487.5	1497.8	1502.6	54	66
Grade 4	1494.0	1499.3	1485.5	1492.4	1502.1	1505.9	60	53
Grade 5	1533.7	1525.7	1532.9	1520.9	1534.0	1530.0	49	59
Grade 6	1523.9	1519.7	1507.7	1516.9	1539.6	1522.0	44	35
Grade 8		*		*		*		*
All Grades							415	398

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	33.80	8.62	23.94	37.93	18.31	44.83	23.94	8.62	71	58
1	31.34	8.33	34.33	38.33	20.90	33.33	*	20.00	67	60
2	28.57	9.09	41.43	34.85	15.71	48.48	*	7.58	70	66
3	*	21.21	37.04	33.33	27.78	30.30	20.37	15.15	54	66
4	*	20.75	45.00	37.74	28.33	16.98	*	24.53	60	53
5	44.90	25.42	40.82	37.29	*	28.81	*	8.47	49	59
6	31.82	14.29	29.55	37.14	*	31.43	*	17.14	44	35
All Grades	27.95	15.33	35.90	36.43	19.28	34.17	16.87	14.07	415	398

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	33.80	17.24	26.76	31.03	*	41.38	25.35	10.34	71	58
1	37.31	20.00	32.84	33.33	17.91	28.33	*	18.33	67	60
2	48.57	16.67	28.57	46.97	*	27.27	15.71	9.09	70	66
3	27.78	34.85	37.04	34.85	*	15.15	20.37	15.15	54	66
4	33.33	39.62	38.33	30.19	*	3.77	*	26.42	60	53
5	65.31	42.37	22.45	33.90	*	13.56	*	10.17	49	59
6	36.36	28.57	31.82	48.57	*	11.43	*	11.43	44	35
All Grades	40.00	28.14	31.08	36.43	13.98	21.11	14.94	14.32	415	398

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	26.76	6.90	*	43.10	42.25	37.93	18.31	12.07	71	58
1	29.85	6.67	31.34	28.33	22.39	35.00	16.42	30.00	67	60
2	27.14	9.09	28.57	27.27	20.00	48.48	24.29	15.15	70	66
3	*	12.12	24.07	33.33	27.78	33.33	38.89	21.21	54	66
4	*	11.32	30.00	30.19	41.67	24.53	25.00	33.96	60	53
5	28.57	8.47	38.78	27.12	*	52.54	*	11.86	49	59
6	*	5.71	31.82	20.00	*	42.86	27.27	31.43	44	35
All Grades	21.45	8.79	27.47	30.40	28.19	39.45	22.89	21.36	415	398

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	45.07	13.79	40.85	74.14	*	12.07	71	58
1	56.72	50.00	34.33	41.67	*	8.33	67	60
2	50.00	21.21	38.57	71.21	*	7.58	70	66
3	25.93	16.67	57.41	63.64	*	19.70	54	66
4	25.00	33.96	61.67	39.62	*	26.42	60	53
5	63.27	15.25	34.69	72.88	*	11.86	49	59
6	36.36	17.14	50.00	57.14	*	25.71	44	35
All Grades	43.61	24.12	44.82	60.80	11.57	15.08	415	398

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	40.85	15.52	30.99	62.07	28.17	22.41	71	58
1	35.82	6.67	44.78	70.00	19.40	23.33	67	60
2	47.14	16.67	38.57	69.70	*	13.64	70	66
3	46.30	50.00	31.48	42.42	22.22	7.58	54	66
4	53.33	45.28	35.00	32.08	*	22.64	60	53
5	79.59	59.32	*	30.51	*	10.17	49	59
6	45.45	40.00	40.91	40.00	*	20.00	44	35
All Grades	48.67	32.66	34.22	50.75	17.11	16.58	415	398

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	19.72	3.45	60.56	87.93	19.72	8.62	71	58
1	41.79	13.33	40.30	53.33	17.91	33.33	67	60
2	38.57	9.09	35.71	74.24	25.71	16.67	70	66
3	*	9.09	37.04	59.09	50.00	31.82	54	66
4	*	7.55	56.67	49.06	35.00	43.40	60	53
5	22.45	16.95	65.31	61.02	*	22.03	49	59
6	*	5.71	25.00	45.71	52.27	48.57	44	35
All Grades	24.58	9.55	46.27	62.56	29.16	27.89	415	398

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	45.07	43.10	43.66	43.10	*	13.79	71	58
1	23.88	10.00	61.19	68.33	*	21.67	67	60
2	20.00	12.12	61.43	71.21	18.57	16.67	70	66
3	25.93	30.30	48.15	51.52	25.93	18.18	54	66
4	21.67	26.42	66.67	45.28	*	28.30	60	53
5	42.86	18.64	48.98	69.49	*	11.86	49	59
6	27.27	14.29	65.91	80.00	*	5.71	44	35
All Grades	29.40	22.36	56.39	60.55	14.22	17.09	415	398

Conclusions based on this data:

- Overall Howard Pence has 51.76% of students who scored a Level 3 and 4 for their overall performance. However, there was a decrease of 12.09% of students from 2017-2018 that scored an overall Level 3/4.

In order to advance our students to the higher performing levels, students need to have large amounts of time to talk, read and write. It is imperative that students receive small group instruction which will need to involve visuals, choral reading, partner talk and repeated opportunities to practice. In order to ensure that the instruction during small group is effective and students are learning, it is important to progress monitor consistently in order to adjust and provide the student with additional interventions and levels of support when needed.

2. The speaking domain has the highest percentage of students overall being well developed in this area with 32.66%. However, Kinder - 2nd grade are performing below 17%. It is imperative that students develop strong oral language skills during their primary grades in order to set a strong foundation in speaking. This would require for each teacher to provide the opportunities for modeling, partner talk, the use of sentences frames and vocabulary to enhance their language abilities when speaking.
3. For written language we have 8.79% students being well developed. In the reading domain the percentage of students well developed is 9.55%. To improve in these domains, productive time must be maximized by allowing the students to practice the work. Integrated and designated english language development is essential so that students are practicing the language through other content areas. Less teacher talk and more student conversations and written practice activities with the proper scaffolds in place are critical.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	76.8	63.6	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	416	63.6
Foster Youth	1	0.2
Homeless	51	7.8
Socioeconomically Disadvantaged	502	76.8
Students with Disabilities	76	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.0
American Indian	1	0.2
Asian	6	0.9
Filipino	23	3.5
Hispanic	595	91.0
Two or More Races	7	1.1
White	8	1.2

Conclusions based on this data:

1. Of the 663 students enrolled at Howard Pence, 563 of them are Socioeconomically Disadvantaged resulting in 84.9% of the total population falling into this category. Based on this percentage (84.9%), it is concluded that community reachout services such as Feeding San Diego, free breakfast and lunch for all, supply of school uniforms, providing holiday meals and other support programs must continue to be in place to assist our families.
2. 403 students out of the total enrollment of 663, are English Learners. Over half of Howard Pence's population, 60.8%, are English Learners therefore we must continue to ensure that designated and integrated english language

development is implemented on a daily basis and the needs of English Learners are met with a differentiated approach based on student data.





3. 90.6% of the student population is of Hispanic ethnicity. All other races/ethnicities make up less than 10 percent of the remaining population (9.3%) therefore it is important to continued to ensure cultural awareness and diversity are recognized, acknowledged and respected.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. Howard Pence students overall are in the Blue performance level when measuring Suspension Rate. This would indicate very few students at Howard Pence are suspended due to Positive Behavior Intervention Supports and restorative practices are in place and used as alternatives to suspension.
2. In the Academic Performance category, Howard Pence students overall performed in the Yellow performance level in both English Language Arts and Mathematics. In the curricular area of English Language Arts, students were 34.2 points below standard and Increased 7.7 Points from the prior year. In the curricular area of Mathematics, Howard Pence students were 36.8 points below standard and Increased 15.2 Points from the previous year. Even though we experienced an increase in points, students are not performing at grade level expectations for Language Arts and Mathematics. Therefore, there is still the need of strengthening the quality of delivery of instruction in these two curricular areas and provide targeted intervention using research based resources in order to meet the individual needs of students.
3. All student groups are in yellow for the performance indicator of Chronic Absenteeism on the California School Dashboard. 10.5% for all student groups are chronically absent. We did experience a 1% decline in chronic absenteeism. Incentive programs to promote attendance such as phone calls and monthly attendance meetings to assist families in need will continue to be a focus.

School and Student Performance Data

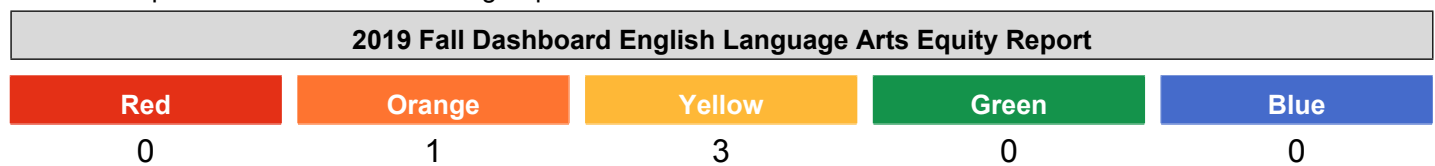
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students		English Learners		Foster Youth	
					
Yellow		Yellow		No Performance Color	
34.2 points below standard		42.6 points below standard		0 Students	
Increased ++7.7 points		Increased ++9.6 points			
370		259			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		Orange	
53.1 points below standard		36.4 points below standard		74.5 points below standard	
Increased Significantly ++33.2 points		Increased ++12.3 points		Increased Significantly ++43.2 points	
26		314		49	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color 9.1 points above standard Increased ++8.3 points 17
Hispanic  Yellow 37.3 points below standard Increased ++7.8 points 334	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  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 68.8 points below standard Increased ++12.6 points 197	Reclassified English Learners 40.6 points above standard Declined -3.6 points 62	English Only 17.7 points below standard Increased ++5.9 points 104
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Conclusions based on this data:

1. In the curricular area of English Language Arts, Howard Pence students overall scored in the Yellow performance level. 34.2 points below standard and increased 7.7 points from the previous school year. Based on this data it can be concluded that there is a continued need for implementation of data-informed intervention to meet individual student needs. This can be attributed to the consistent implementation of small group instruction targeted to the specific needs of each student. In order to ensure that the instruction during small group is effective and students are learning, it is important to progress monitor consistently in order to adjust and provide the student with additional interventions and levels of support when needed. Guided reading groups were also implemented with the use of research based curriculum to support the teacher during their small group instruction. In order to ensure continued growth, targeted instruction and progress monitoring must be implemented to ensure that instruction is adjusted and modified based on the most current assessment results.
2. All student groups overall fall in the Yellow category with the exception of Students with Disabilities who are in the Orange category. However, all student groups showed an increase in points to standards met. Even though homeless does not have a performance indicator, students in this student group increased significantly with an increase of 33.2 points. Our students with disabilities also had a significant increase with 43.2 points.
3. The 62 Reclassified English Learners measured 40.6 points above standard and declined 3.6 points from the previous year. In order for our Reclassified English Learners to continue making progress, the use of instructional strategies throughout the day is important for our RFEP students to continue academically growing. In order to ensure

that the instruction is effective and students are learning, it is important to progress monitor consistently in order to adjust and provide the student with additional interventions and levels of support when needed.

School and Student Performance Data

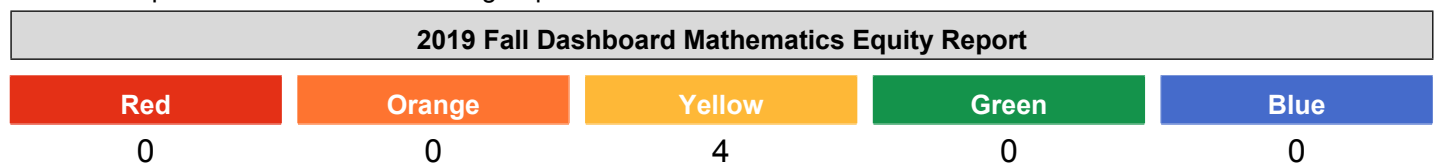
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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		
All Students  Yellow 36.8 points below standard Increased Significantly ++15.2 points 371	English Learners  Yellow 43.1 points below standard Increased ++12.3 points 259	Foster Youth
Homeless  No Performance Color 62.9 points below standard Increased Significantly ++19.4 points 26	Socioeconomically Disadvantaged  Yellow 39.9 points below standard Increased Significantly ++17.5 points 315	Students with Disabilities  Yellow 82.1 points below standard Increased Significantly ++51.6 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color 17.1 points above standard Increased Significantly ++28.1 points 17
Hispanic  Yellow 40.7 points below standard Increased ++14.6 points 335	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  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 58.1 points below standard Increased ++14.4 points 197	Reclassified English Learners 4.3 points above standard Increased ++3.9 points 62	English Only 25.6 points below standard Increased Significantly ++22.3 points 105
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Conclusions based on this data:

1. In the curricular area of Mathematics, Howard Pence students overall scored in the Yellow performance level. All student groups showed an increase in points towards standards met. Based on this data, there is a continued need for grade level teams to continue collaborating on a regular basis to share strategies and methods needed to ensure students are receiving instruction covering grade level standards. In addition to this, it can also be concluded intervention based instruction must continue on a regular basis to meet individual students needs as well.
2. Students with disabilities showed an increase of 54.6 points. This can be attributed to the use of research based intervention curriculum that was consistently implemented during small group instruction. The use of manipulatives and teaching the mathematical concepts in order for students to understand the concept was a main focus during the instruction. Progress monitoring was also consistently used in order to continue guiding the instruction.
3. Our reclassified English Learners showed a consistent decline in both English Language Arts and Mathematics. This can indicate a lack of progress monitoring for our reclassified students. Even though students have been reclassified it is necessary to continue monitoring their progress to ensure that they are continuing to excel and if intervention is needed, that it is addressed immediately.

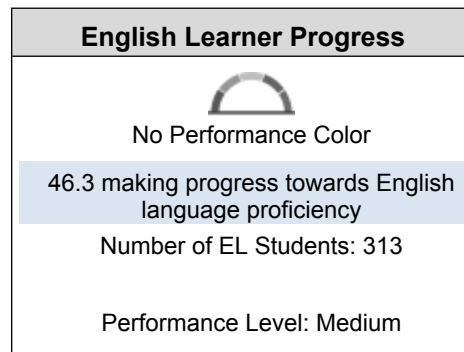
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
17.8	35.7	6.7	39.6

Conclusions based on this data:

- 39.6% of our students progressed at least one level on the ELPAC Summative Assessment. Designated ELD can be a contributing factor due to teachers specifically grouping students based on their current english language ability. This allows teachers to directly impact and meet the needs of each student based on their level of proficiency.
- In order for our students who maintained at their proficiency level (35.7%) to progress, the implementation of integrated English language strategies across all content areas will lead to students progressing.
- 17.8 students decreased in their language proficiency skills. This can be attributed to the lack of opportunities for students to practice speaking, listening, reading and writing during designated ELD. Targeted instruction and progress monitoring must be implemented to ensure that instruction is adjusted and modified based on the most current assessment results and to provide ample amount of opportunities for students to demonstrate their understanding and learning.

School and Student Performance Data

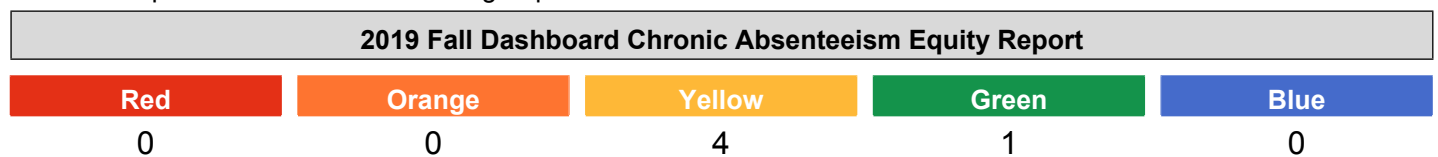
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Green	 No Performance Color	 Yellow	 Yellow	 Yellow
10.5	9.9	Less than 11 Students - Data Not Displayed for Privacy	10.5	10.9	18.8
Declined -1	Declined -1.8	0	Declined -14.5	Declined -1.3	Declined -2
702	433		57	605	85

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9 Maintained 0 17	 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 8.7 Increased +8.7 23
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.7 Declined -1.9 638	 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 Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

- Overall, all Pence students are in the yellow performance indicator for chronic absenteeism. All student groups with the exception of our English Learners are Yellow. Our English Learners are in the green performance indicator.
- Our homeless student group declined by 14.5 points. Factors that helped with this were monthly meetings with the principal to help promote the importance of attending classes on a consistent basis. Offering workshops that provided strategies to help support families with improving their attendance also helped support our homeless population with their attendance. Our community volunteer coordinator also helped to ensure that families had access to basic needs. The ability to work together with families helped establish a support system for our families in relation to their attendance in school.
- Our hispanic student group declined by 1.9. Strategies that helped support this decline was monitoring individual student attendance records, offering monthly meetings that promoted proactive strategies related to attendance, monthly and trimesterly recognition for students and home visits.

School and Student Performance Data

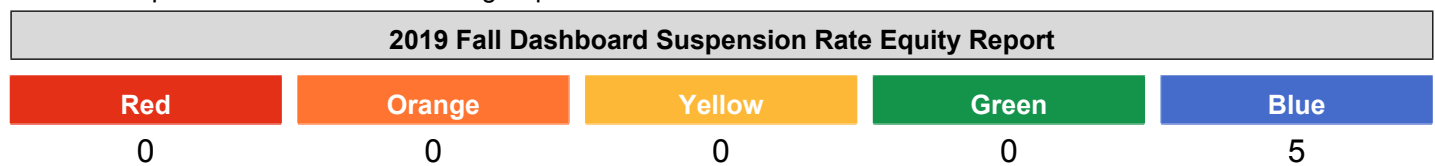
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Blue 0.1 Declined -0.3 723	English Learners  Blue 0 Declined -0.4 443	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1
Homeless  Blue 0 Maintained 0 57	Socioeconomically Disadvantaged  Blue 0.2 Declined -0.3 615	Students with Disabilities  Blue 0 Maintained 0 85

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 18	American Indian 	Asian  No Performance Color Less than 11 Students - Data 7	Filipino  No Performance Color 0 Maintained 0 26
Hispanic  Blue 0.2 Declined -0.3 653	Two or More Races  No Performance Color Less than 11 Students - Data 8	Pacific Islander 	White  No Performance Color 0 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
	0.4	0.1

Conclusions based on this data:

1. Our English Learners showed a decline of 0.4 points for suspension. This would indicate that the restorative practices and PBIS tiered levels of support at Howard Pence are demonstrating to be effective.
2. No Students with Disabilities were suspended at Howard Pence Elementary, indicating an awareness of students' special needs and methods and procedures necessary to accommodate and support them.
3. All student groups are in the blue performance level and showed a decline of 0.3. This data would indicate alternative means to suspension were effective and should be continued to be implemented.

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

Academics

LEA/LCAP Goal

Ensuring Academic Excellence: Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Pence will ensure a differentiated and responsive educational experience through progress monitoring, targeted academic interventions and effective instructional strategies for English Learners.

Identified Need

Achievement data indicates that all student groups are not performing at the level needed to meet the state standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC ELA	34.2 points below standard	By June 2021 - 29.0 points below standard
CAASPP/SBAC Math	36.8 points below standard	By June 2021 - 30.0 points below standard
Fast Bridge aReading	11% are on college pathway (2nd-6th)	By June 2022 - 20% on college pathway
English Learner Progress from SBAC	46.3% making progress towards English language proficiency	By June 2021 - 50% making progress towards English language proficiency
ELPAC Summative	51.76% of students performed at a Level 3 or 4 on ELPAC Summative	By June 2021 - 56% of students performed at a Level 3 or 4 on ELPAC Summative
FastBridge aMath	18% are on college pathway (2nd-6th)	By June 2022 - 25% on college pathway
Fast Bridge Early Reading	37% of TK-1st grade students performed at low risk	42% of TK-1st grade students performed at low risk
FastBridge Early Math	59% of TK-1st grade students performed at low risk	64% of TK-1st grade students performed at low risk
California Healthy Parent Survey	78% are concerned about their child falling behind academically	73% are concerned about their child falling behind academically

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge aReading 2nd-6th Student Group: English Language Learners	7% are on the college pathway	12% are on the college pathway
FastBridge aReading 2nd-6th Student Group: English Language Learners	14% are performing at low risk in aReading	19% are performing at low risk in aReading
FastBridge Early Reading TK- 1st Student Group: English Language Learners	34% are performing at low risk in Early Reading	39% are performing at low risk in Early Reading

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)

Students at Promise

Strategy/Activity

Impact Teacher - to help support students that are not at grade level using Leveled Literacy Intervention (130 days plus 8 holidays)

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)
21,701.61	Title I 1000-1999: Certificated Personnel Salaries 130 days plus 8 holidays
5,208.39	Title I 3000-3999: Employee Benefits 130 days plus 8 holidays

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise and English Language Learners

Strategy/Activity

Out of contract pay to provide extra support for at promise students and english language learners (NEED 3,310 CARRY OVER TO MEET EL) using research based interventions

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)
4,953.23	Title I 1000-1999: Certificated Personnel Salaries Out of contract pay to provide extra support for at promise students using research based interventions
1,188.77	Title I 3000-3999: Employee Benefits Out of contract pay to provide extra support for at promise students using research based interventions
1730.65	Title III 1000-1999: Certificated Personnel Salaries Out of contract pay to provide extra support for english language learners using research based interventions
415.35	Title III 3000-3999: Employee Benefits Out of contract pay to provide extra support for english language learners using research based interventions

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

Professional Development to support effective instructional strategies for English Language Learners (NEED 3,310 OF CARRY OVER for Grade Level Release for Professional Development to support 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)
13,800	Title III

	5800: Professional/Consulting Services And Operating Expenditures Project GLAD Registration from SDCOE
11,780.65	Title III 1000-1999: Certificated Personnel Salaries Project GLAD Sub Release
2,827.35	Title III 3000-3999: Employee Benefits Project GLAD Sub Release
1730.65	Title III 1000-1999: Certificated Personnel Salaries Grade Level Release for Professional Development to support English Language Learners
415.35	Title III 3000-3999: Employee Benefits Grade Level Release for Professional Development to support English Language Learners

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

Grade Level Release for Trimesterly Progress Monitoring to analyze individual student academic performance and to address social and emotional area needs of 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)
5,622.58	Title I 1000-1999: Certificated Personnel Salaries
1,349.42	Title I 3000-3999: Employee Benefits

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

Release for Student Success Team to analyze student data and develop intervention plans for academic and social-emotional areas of concern 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)
803.23	Title I 1000-1999: Certificated Personnel Salaries Roving sub for SST's
192.77	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although we were hopeful to hire an impact teacher for reading intervention, we were unable fulfill this and ended up shifting funds to cover the purchase of supplemental resources for each classroom library.

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, we were unable to fully implement strategies resulting with unspent Title I funds.

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 2021-22 goal includes strategies/activities to increase academic achievement and improve the quality of teacher instruction through professional development.

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Pence will ensure that all systems of practices are examined continuously in order to establish a culture and a school environment that is equitable, inclusive and culturally responsive to all student groups in academic, behavior and socially and emotionally areas of implementation practices.

Identified Need

There is a need to evaluate current practices and data analysis to ensure equity and inclusion are being implemented across all systems that promote access to quality education regardless of race, age, language abilities, gender, socioeconomic status, disabilities, skills and level of abilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Staff Survey	41% of staff report giving students opportunities to make a difference by helping other people, the school, or the community	46% of staff report giving students opportunities to make a difference by helping other people, the school, or the community
California Healthy Staff Survey	32% of staff do not agree that they examine their own cultural biases through professional development or other processes	37% of staff do not agree that they examine their own cultural biases through professional development or other processes
California Healthy Parent Survey	49% average percent of parents reported strongly agree that school promotes respect of cultural beliefs and practices	54% average percent of parents reported strongly agree that school promotes respect of cultural beliefs and practices
California Healthy Staff Survey	16% disagree closing the racial/ethnic achievement gap is a high priority.	10% disagree closing the racial/ethnic achievement gap is a high priority.
California Healthy Parent Survey	57% was the average percent of parents who reported strongly agree that school treats all students with respect	62% was the average percent of parents who reported strongly agree that school treats all students with respect

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

Analyze Tier 1 and Tier 2 data to determine if specific student groups are being over-represented in areas of behavior concerns.

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

No funds are needed to implement this strategy/activity

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

Develop a school wide schedule that ensures that all students are receiving core instruction which includes designated and integrated 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)

None Specified

No funds are needed to implement this strategy/activity

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

Professional development and/or out of contract pay focused on equity and inclusion

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)

2,826.32

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

678.32

Title I
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new Goal for 2021-2022

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new Goal for 2021-2022

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.

This is a new Goal for 2021-2022

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 Environment

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments: Ensure learning environments which support and foster the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Pence Elementary will focus on addressing social and emotional needs and continue to embrace a No Excuses University philosophy where the primary objective is to provide a solid foundational education so each student may be college and/or career ready. This not only includes focusing on their academics but their emotional needs as well. The practices of being responsible, respectable and safe will be permeated in everyday practices through Sanford Harmony and PBIS.

Identified Need

Due to school closures and COVID, there is a need to strengthen professional learning and to support and monitor school wide PBIS, Sanford Harmony and No Excuses University exceptional systems to address the emotional and social needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard 2018-2019	10.5% Chronically Absent	10% Chronically Absent
California Healthy Parent Survey	54% are concerned about their child's mental well-being	49% are concerned about their child's mental well-being
California Healthy Staff Survey	85% Staff need more professional development, training, mentorship, or other support in supporting students exposed to trauma or stressful life events	70% Staff need more professional development, training, mentorship, or other support in supporting students exposed to trauma or stressful life events

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

Professional development and/or out of contract pay to receive professional development and/or to develop and implement the No Excuses University Exceptional Systems.

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)
9,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Consulting with Damen Lopez
6,641.42	Title I 1000-1999: Certificated Personnel Salaries Professional Development/Planning/Implementation of NEU
1,593.94	Title I 3000-3999: Employee Benefits Professional Development/Planning/Implementation of NEU

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 and/or out of contract pay to receive professional development, analyze data and/or to develop and implement the PBIS and Sanford Harmony systems of 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)
	Other 1000-1999: Certificated Personnel Salaries Unrestricted Grant from Sanford Harmony \$3,808
	Other 3000-3999: Employee Benefits Unrestricted Grant from Sanford Harmony \$1,192

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

Out of contract pay for certificated staff to provide parent workshops for families in the areas of social and emotional 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)

1500.00

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Parent Workshops - Out of Contract Pay

360.00

Title I Part A: Parent Involvement
3000-3999: Employee Benefits
Parent Workshops - Out of Contract Pay

Annual Review

SPSA Year Reviewed: 2020-21

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.

Even though we were distance learning throughout the entire school year, we continued to offer virtual parent workshops focused on how to help support their children at home with anger management, developing healthy relationships, making parenting a pleasure and coping strategies for families during covid.

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 were no major differences between the intended and the actuals.

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.

To maintain and increase parent involvement at Howard Pence, a variety of opportunities will continue to be offered such as: Virtual parent workshops, ELAC, School Site Council, PBIS and PTA will continue to provide opportunities for parents to be active members of the school community. Parents will be offered parent workshops in a variety of school/home based topics to assist in our goal of creating a strong school and home connection.

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	\$96,320.00

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	\$61,760.00
Title I Part A: Parent Involvement	\$1,860.00
Title III	\$32,700.00

Subtotal of additional federal funds included for this school: \$96,320.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$96,320.00

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

Expenditures by Funding Source

Funding Source

Amount

Title I	61,760.00
Title I Part A: Parent Involvement	1,860.00
Title III	32,700.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	59,290.34
3000-3999: Employee Benefits	14,229.66
5800: Professional/Consulting Services And Operating Expenditures	22,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I	42,548.39
3000-3999: Employee Benefits	Title I	10,211.61
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	360.00
1000-1999: Certificated Personnel Salaries	Title III	15,241.95
3000-3999: Employee Benefits	Title III	3,658.05

5800: Professional/Consulting
Services And Operating Expenditures

Title III

13,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,720.00
Goal 2	3,504.64
Goal 3	19,095.36

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
Susy Chavez	Principal
Celeste Flores	Classroom Teacher
Faustino Gutierrez	Classroom Teacher
Rene Loaiza	Classroom Teacher
Maria Alejandra Lopez	Other School Staff
Diana Acosta	Parent or Community Member
Vicente Amezcua	Parent or Community Member
Bertha Loaiza	Parent or Community Member
Ana Macias	Parent or Community Member
Nancy Sandoval Aguayo	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 May 10, 2021.

Attested:



Principal, Susy Chavez on May 10, 2021

SSC Chairperson, Faustino Gutierrez on May 10, 2021

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
Sunnyslope	37-68395-6040539	May 11, 2021	July 22, 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

The purpose of this school plan is to provide the basis and focus for the work at Sunnyslope as a whole and serves as a tool for evaluating overall progress and development of school goals. The school plan sets forth the educational philosophy of learning and achievement for all within a positive school culture that embraces parent and community engagement to support student achievement. In addition, the school plan outlines specific goals, actions steps, and resources required to raise the academic achievement of all student groups including the related expenditures required to accomplish stated goals.

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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

The California Healthy Kids Survey (CHKS) and the California School Parent Survey (CSPS) were administered electronically in the spring of 2021. In addition, the District administered surveys to inform the District Learning and Continuity Plan.

Summary of Parent Surveys:

One area of strength according to the CSPS is the positive perception from 92% of parents and families feel welcome to participate at school. This is higher than the district average of 89%. Parents also reported that the school has adults who really care about their child. This category received 92% and was higher than the district average of 89%. In addition, 90% of parents reported that the school communicates the importance of respecting different cultural beliefs and practices, the same as the district average. This exemplifies our school vision of creating a culture of learning and collaboration that puts the teacher-student and student-student relationships at the center of our work. An area for improvement according to the survey is providing instructional materials that reflect students' culture, ethnicity, and identity. Eighty three percent of parents indicated they strongly agree or agree with this statement. This will be an area of focus moving forward.

Summary of Student Surveys:

One area of strength according to the CHKS is that 91.5% of students perceive that adults have high expectations of them as compared to the district average of 87.5%. This shows our effort to create a school culture based on the understanding that teacher expectations are a critical factor in a student's academic success. It will continue to be an area of focus moving forward. Two areas of growth according to the survey are academic motivation with only 73.75% of our students indicating yes, most or all of the time and parent involvement in schooling with 73.5% of students indicating this to be the case most or all of the time.

Summary of Staff Surveys:

One area of strength according to the CSSS is that 96% of staff perceive that the school encourages students to care about how others feel. This is the same as the district average. Two areas of growth are emphasizing the use of instructional materials that reflect the culture or ethnicity of its students with only 68% indicating they strongly agree or agree and support provided for teaching culturally and linguistically diverse students with 84% indicating they agree or strongly agree.

The surveys in combination with the SPSA evaluation and comprehensive needs assessment, informed the goals and evidence based strategies of the 2021-2022 school plan for student achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession, however due to the school closure a modified version of the evaluation tool was used. Focus of classroom observations included implementation of the district adopted core curriculum: Reading and Writing units of study, Mathematics, SELD English Language Development, overall student engagement, and level of rigor in classrooms. Instruction is being conducted in distance learning therefore, all observations are done virtually. Feedback is provided in a supportive manner as teachers adjust to teaching in virtual and digital platforms.

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 the Spring of 2021, groups of stakeholders at Sunnyslope School engaged in data analysis of the California Dashboard data and the district's reading assessment results. Due to the school closure, students did not participate in the 2020 Smarter Balanced Assessment (SBAC) and the California Alternative Assessment (CAA) therefore, the most recent California Dashboard data available is from 2019. This data was considered to identify areas of strength and areas in need of improvement for all students and specific student groups.

The California School Dashboard for 2019 data showed most student groups performing in the orange performance level in both ELA and Math. Students with disabilities were the only group performing in the red performance level for both ELA and Math. Distance from standard met for all students and all student groups was 54.8 points below standard in ELA and 60.5 points below standard in Math. This reflected a decline of 4.9 and 7.8 respectively. The English language learner student group performed at 64.9 points below standard, a decline of 4.6 points from the previous year. Furthermore, additional information on distance from standard for current English learners, prior to being reclassified, and English only students in ELA showed the following: English language learners, 89.6 points below standard (decline of 11 points), Reclassified English Learners, 53.9 points above standard (maintained 2.5 points) and English only students, 51.6 below standard (maintained 1.8 points). The percentage of English language learners making progress towards English language proficiency on the ELPAC was 46.6%.

Typically, teachers administer the district's reading assessment, three times per year to identify student independent and instructional reading levels. Due to the school closure, this assessment was administered twice. This information is used to guide reading instruction and identify the need for possible interventions.

Findings from the District Reading Assessment indicates that 30% of students performing at or exceeding standards, 33% of students performing at Some Risk of not meeting standards, and 37% of students performing at High Risk of not meeting standards, therefore there is need for a more balanced literacy experiences with the appropriate amount of scaffolding that facilitates the transference of skills and strategies as students move toward independence. Considering that 65.1% of the students are English language learners, the consistent use of formative assessments to inform the delivery of balanced literacy instruction and a focus on language development is an important areas of focus.

In conducting the comprehensive needs assessment through data analysis, the following problems of practice related to CAASPP and local measures analysis were identified. Stakeholders have identified the following problems of practice related to data analysis-

A) The need for consistent implementation of assessment driven balanced literacy instruction with a focus strategies to support English language development for English language learners aligned to the CCSS and individual student needs was identified.

B) Consistent implementation of focused small group instruction across all classrooms that is responsive and timely to meet the needs of students and accelerate their learning and achievement was identified as an area needing improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments is used to guide instructional decisions. Examples of such assessments include, TCWRP unit assessments in reading and writing on a regular basis, the district's on-demand writing prompts administered across all grade levels 3 times a year, and the Fast Bridge reading assessments given three times to all students. Although there is increased difficulty in administering such assessments during Distance Learning, teachers continue to monitor student progress and strategies to mitigate learning loss.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Sunnyslope School meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at Sunnyslope School are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the 2020-2021 school year included Teachers College Reading and Writing Project affiliate school professional development, small group reading instruction in reading and writing, Guided Language Acquisition by Design (GLAD) and Sanford Harmony, SEL curriculum. In addition, staff were offered an array of professional development sessions to support the delivery of instruction through distance learning including the use web-based instructional tools, social-emotional learning, and engagement strategies.

Through both District surveys and the site-level comprehensive needs assessment, the following professional development has been identified for the 2020-2021 school year.

- 1) Guided Language Acquisition Design (GLAD)
- 2) Strategies to support English Language Development (Integrated ELD)
- 3) Social-emotional learning
- 5) Science (new curriculum)
- 6) Social Studies (new curriculum)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators for the Learning and Innovation team. In addition, on-going professional development opportunities are provided via a partnership with Teachers College Reading and Writing Project at Columbia University and the San Diego County Office of Education.

During the 2020-2021 school year, teachers at Sunnyslope School participated in professional development in the following areas: TC units of study, GLAD Theory and Research, Fast Bridge Reading Assessment, and the Sanford Harmony Social-emotional Learning curriculum.

Beginning the year in a Distance Learning Instructional Model has required a shift in the way professional development is delivered. Weekly schedules now include 90 minutes of professional development at a minimum, as well as professional learning community (PLC) time for teachers to collaborate with one another. Teachers participate in professional development, staff meetings, and PLC via Zoom calls. Topics are primarily focused on effective instructional practices in a virtual environment, maximizing digital platforms, and increasing student engagement. In addition, staff are participating in professional development related to newly adopted Writing Units of Study, Science and Social Studies materials.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Prior to school closures teachers collaborated in-person, on a regular basis. Approximately 52 minimum days throughout the year are designated for either a staff meeting, principal lead professional development, or grade-level professional learning community (PLC). During the 2020-2021 school year, collaboration occurred virtually rather than in-person. Depending on the local conditions, professional development during the 2021-2022 school year may continue to be virtually.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes have were modified to meet at least the minimum requirements identified in SB98. Teachers tracked daily student participation, as well as certified that the minimum number of instructional minutes were met. Instructional minutes for the 2020-2021 school year will be determined prior to our July 26, 2021 start date.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District pacing guide for the Reading and Writing Workshop Units of Study assists teachers in planning for all student groups, including those in need of intervention. The SBUSD recommended instructional framework allows for small group instruction and differentiation opportunities.

Although stakeholder groups identified areas of possible need, these areas changed considerably during school closures and the transition to a Distant Learning Model. Teachers are meeting with both whole class and small groups during the school day, and are providing interventions to students demonstrating the greatest learning loss. Teachers are balancing their instructional day with synchronous and asynchronous learning for students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The Instructional Media Resource Technician (IMRT) maintains stock on site to ensure students and teachers have the necessary materials and that Sunnyslope School is Williams Legislation compliant. As per Williams audits and board adopted sufficiency of materials, all students have access to standards based instructional materials. In addition, during Distance Learning, all students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and chrome books for 3-8 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade level content standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Sunnyslope school has the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing

K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

K-2 TCRWP Phonics Units of Study

K-2 Benchmark Fonetica (Spanish)

English Language Development -

Grades TK-8: E.L. Achieve

Mathematics (English and Spanish)

Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science (English and Spanish)

Grades K-5: Delta Education California Science

Grades 6-8: Lab-Aids California Science

History-Social Science (English and Spanish)

Grades K-8: McGraw-Hill History Social Studies for California

In addition, 1:1 devices have been purchased by the District for all students, including various digital platforms to supplement core instructional materials. Devices are iPads for grades TK-2, and chrome books for grades 3-8. Families with connectivity issues have been issued wifi hot spots at no cost.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are under performing, in order to master grade level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts. Integrated ELD is also provided through the instructional framework and small group instruction. In addition, one-to-one conferring serves as ongoing formative assessment and teaching based on individual need. During Distance Learning, teachers are paying close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study
ST Math
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners
Leveled Literacy Intervention (LLI)

Evidence-based educational practices that will be used in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study
ST Math
Do the Math
Imagine Learning for English Learners
Lexia Core 5
Designated ELD for English Learners
Leveled Literacy Intervention (LLI)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by: the West Ed. Parent Survey results, parent attendance at school community building events (all virtual), Back to School Night attendance, and parent-teacher conference attendance. Examples of parent engagement conducted virtually include: School Site Council (SSC), English Language Advisory Council (ELAC) meetings, Coffee with the Principal, school events such as Family Reading Night, Art Night, student recognition assemblies, four parent workshops and regular communication through social media apps and classroom newsletters.

Particularly due to school closures and distance learning, strategies to increase parent engagement during the 2020-2021 school year included: Monthly material distributions, Coffee with the Principal (English and Spanish), weekly communication, Parent Workshops, Family Reading Night, Art Night and regular check-ins and outreach by teachers, principal, community volunteer coordinator and office staff.

In 2021-2022 parents will be encouraged to participate by REVISE

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)

Sunnyslope School has an active School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC). In addition, input opportunities into the District Learning and Continuity Plan (LCP) have been provided to ensure a comprehensive approach to distance learning, and eventual blended in-person instructional model. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

In addition, Sunnyslope School has an updated Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

The Title I Parent and Family Engagement Policy was last updated on November 3, 2020.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2020-2021 school year, the following services were provided by categorical funding:

Title I - Purchase of evidence based instructional materials, parent education workshops. REVISE

Title III - ELA Impact Teacher, professional development in literacy development for English language learners REVISE

Based on the comprehensive needs assessment, and a school-wide focus on mitigating learning loss, the following evidence based strategies to improve student achievement will be provided by categorical funding in the 2021-2022 school year:

Title I - ELA Impact Teacher, Instructional Assistant for ELA intervention, intervention materials and licenses, teacher release/hourly pay for professional development, data analysis & progress monitoring and PLC, social-emotional professional development, dual language professional development and parent workshop/conferences.

Title III - Professional development in strategies to support English learners, and Dual Language Education, after school intervention to support newcomers and additional/supplemental materials and licenses to support English learners and language development

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed. In addition, compliance regulations related to ESSA and being a school-wide Title I program was covered extensively in creating the 2020-2021 School Plan for Student Achievement.

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

Sunnyslope School has made family and staff input and feedback a priority in planning for reopening. This feedback has taken the form of surveys, staff meetings, advisory groups including School Site Council, ELAC and parent meetings such as Coffee with the Principal and Virtual Townhalls.

Surveys:

REVISE DISTRICT SURVEY INFO

A family survey was conducted in March 2021 to better understand family needs and best hopes for the coming school year. Over 1500 families responded to this survey on topics such as comfort level in returning to in person learning, preference for reopening model, connectivity needs, and learning experiences for students. This survey data was critical in the governing board decision to remain in distance learning until July, 2021. Similar surveys were conducted with certificated, classified and administrative staff.

Parent Advisory Committee and DELAC Meetings:

Our superintendent conducted family and student advisory group meetings on multiple occasions. These meetings served to develop themes to consider in reopening plans and as stakeholder engagement to inform this plan. These meetings served as an expanded Parent Advisory Committee. DELAC meetings were held in May and August to inform reopening and this plan.

In April/May of 2021, Sunnyslope conducted the California Healthy Kids Learning From Home survey for students and families. These results provided insight into the student experience during closure and how it impacts reopening for the 2021-2022 school year.

Site-level SSC and ELAC meetings were held to provide opportunities for additional input, as well as to evaluate Title I and Title III programs identified in the 2020-2021 School Plan for Student Achievement.

School Site Council (SSC) Meetings were held on 10/6/20, 11/3/2020, 11/12/2020, 12/1/2020, 1/5/2021, 3/5/2021, 4/5/2021, 5/11/2021, 6/8/2021

ELAC Meetings were held on 11/19/20, 12/1/20, 1/12/21, 2/9/21, 3/9/21, 4/13/21, 5/11/21

Sunnyslope School participated in a feedback protocol with both staff and families. Although the current SPSA is primarily aligned to the Learning and Continuity Plan, the feedback received is relevant to the strategies identified for the 2021-2022 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding. For the 2020-2021 school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.22%	%	1	1	
African American	0.97%	1.35%	1.7%	5	6	7
Asian	%	0%	%		0	
Filipino	2.51%	2.02%	1.4%	13	9	6
Hispanic/Latino	93.81%	93.5%	93.3%	485	417	390
Pacific Islander	%	0%	%		0	
White	1.74%	2.24%	2.4%	9	10	10
Multiple/No Response	0.58%	0.67%	1.0%	3	3	4
Total Enrollment				517	446	418

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	64	51	53
Grade 1	60	49	43
Grade 2	84	67	46
Grade3	66	78	63
Grade 4	73	62	71
Grade 5	78	74	63
Grade 6	92	65	79
Total Enrollment	517	446	418

Conclusions based on this data:

1. Student enrollment by student group is predominately Hispanic/Latino comprising 93.5% of the student population equating to 417 students out of 446 total students; therefore, providing students with culturally responsive experiences through literature is important to support students.
2. Student enrollment has declined over the past three years; therefore, increased community outreach during kindergarten registration would be an important action to take to help increase student enrollment over time.
3. Other student groups represented at Sunnyslope include American Indian, African American, Filipino, Pacific Islander, and White; therefore, ensuring inclusive practices for all student groups through positive and purposeful connections and practices that value culture and identity are important.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	316	291	248	61.1%	65.2%	59.3%
Fluent English Proficient (FEP)	47	22	28	9.1%	4.9%	6.7%
Reclassified Fluent English Proficient (RFEP)	17	0	20	5.3%	0.0%	6.9%

Conclusions based on this data:

1. The percentage of English learner students has increased from 60.8% to 65.2% during the past three years; therefore, implementing effective instructional practices to support students in acquiring academic language through designated English language development and integrated English language development throughout the content areas is an important area of focus.
2. The percentage of students classified as Fluent English Proficient has decreased over the past three years. Providing targeted differentiation for English learners in specific areas of need for their English language development needs further refinement.
3. The number of students adequately prepared to be reclassified fluent English proficient shows as zero due to the reclassifications taking place and reported after October 2, 2019. There were 18 students reclassified between October 15, 2019 and December 13, 2019.

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	79	65	64	72	63	64	72	63	64	91.1	96.9	100
Grade 4	90	84	74	87	79	72	87	79	72	96.7	94	97.3
Grade 5	69	88	75	64	86	75	64	86	75	92.8	97.7	100
Grade 6	90	70	92	87	69	91	87	69	91	96.7	98.6	98.9
All	328	307	305	310	297	302	310	297	302	94.5	96.7	99

* 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	2355.	2381.	2363.	5.56	7.94	6.25	6.94	19.05	14.06	31.94	31.75	26.56	55.56	41.27	53.13
Grade 4	2398.	2408.	2399.	9.20	11.39	5.56	10.34	13.92	18.06	19.54	22.78	15.28	60.92	51.90	61.11
Grade 5	2451.	2438.	2436.	6.25	6.98	8.00	26.56	13.95	16.00	20.31	23.26	24.00	46.88	55.81	52.00
Grade 6	2469.	2486.	2484.	5.75	7.25	8.79	16.09	26.09	24.18	36.78	26.09	28.57	41.38	40.58	38.46
All Grades	N/A	N/A	N/A	6.77	8.42	7.28	14.52	17.85	18.54	27.42	25.59	23.84	51.29	48.15	50.33

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	6.94	11.11	4.69	31.94	44.44	35.94	61.11	44.44	59.38
Grade 4	10.34	11.39	5.56	33.33	37.97	33.33	56.32	50.63	61.11
Grade 5	14.06	8.14	8.00	43.75	40.70	48.00	42.19	51.16	44.00
Grade 6	4.60	14.49	10.99	55.17	37.68	38.46	40.23	47.83	50.55
All Grades	8.71	11.11	7.62	41.29	40.07	39.07	50.00	48.82	53.31

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	4.17	11.11	4.69	41.67	38.10	39.06	54.17	50.79	56.25
Grade 4	8.05	10.13	6.94	33.33	35.44	48.61	58.62	54.43	44.44
Grade 5	12.50	11.63	13.33	42.19	31.40	44.00	45.31	56.98	42.67
Grade 6	6.90	7.25	17.58	44.83	46.38	46.15	48.28	46.38	36.26
All Grades	7.74	10.10	11.26	40.32	37.37	44.70	51.94	52.53	44.04

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	4.17	9.52	9.38	58.33	63.49	43.75	37.50	26.98	46.88
Grade 4	6.90	10.13	2.78	45.98	55.70	62.50	47.13	34.18	34.72
Grade 5	6.25	8.14	4.00	67.19	54.65	48.00	26.56	37.21	48.00
Grade 6	8.05	8.70	8.79	50.57	56.52	54.95	41.38	34.78	36.26
All Grades	6.45	9.09	6.29	54.52	57.24	52.65	39.03	33.67	41.06

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	5.56	12.70	9.38	45.83	57.14	45.31	48.61	30.16	45.31
Grade 4	12.64	16.46	9.72	40.23	46.84	41.67	47.13	36.71	48.61
Grade 5	15.87	8.14	10.67	38.10	50.00	36.00	46.03	41.86	53.33
Grade 6	10.34	24.64	15.38	54.02	44.93	50.55	35.63	30.43	34.07
All Grades	11.00	15.15	11.59	44.98	49.49	43.71	44.01	35.35	44.70

Conclusions based on this data:

1. Although the overall reading achievement remained about the same with a slight decrease of 1.14% of students exceeding and an increase of .69 of students meeting standard, the percentage of students above standard increased by 1.6% and the percentage of students at or near standard increased by 7.33 in the specific area of producing clear and purposeful writing increased by 8.49% for all students. Therefore it is providing students with clear exemplars and writing structures to support the production of various writing genres is important to advance overall writing skills. In addition small group instruction in the area of writing is an area for further development.
2. The percentage of students above standard in the area of research/inquiry by investigating, analyzing, and presenting information decreased by 3.56%. It is therefore concluded that providing students with collaborative opportunities to discuss and analyze books with high-interest book clubs and prepare multi-media presentations continues to be an area of focus.
3. There was an overall decrease of 3.49% of students above standard in demonstrating understanding of literary and non-fictional texts. Students need more opportunities to interact with complex text through various balanced literacy components such as shared close reading, interactive read aloud, and small group reading strategy groups. In addition, attention to systematic intervention in reading is important to help accelerate reading fluency and comprehension.

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	79	65	64	78	65	64	78	65	64	98.7	100	100
Grade 4	90	84	74	90	83	74	90	83	74	100	98.8	100
Grade 5	69	88	75	69	88	75	69	88	75	100	100	100
Grade 6	90	70	92	90	70	92	90	70	92	100	100	100
All	328	307	305	327	306	305	327	306	305	99.7	99.7	100

* 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	2378.	2407.	2390.	3.85	4.62	4.69	17.95	29.23	29.69	34.62	36.92	21.88	43.59	29.23	43.75
Grade 4	2414.	2412.	2428.	2.22	2.41	4.05	15.56	12.05	18.92	35.56	34.94	37.84	46.67	50.60	39.19
Grade 5	2446.	2455.	2445.	4.35	10.23	4.00	7.25	12.50	12.00	33.33	22.73	29.33	55.07	54.55	54.67
Grade 6	2456.	2475.	2460.	4.44	7.14	7.61	8.89	17.14	11.96	34.44	20.00	26.09	52.22	55.71	54.35
All Grades	N/A	N/A	N/A	3.67	6.21	5.25	12.54	16.99	17.38	34.56	28.43	28.85	49.24	48.37	48.52

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	12.82	12.31	10.94	32.05	41.54	42.19	55.13	46.15	46.88
Grade 4	3.33	6.02	12.16	24.44	28.92	27.03	72.22	65.06	60.81
Grade 5	8.70	14.77	9.33	26.09	28.41	28.00	65.22	56.82	62.67
Grade 6	8.89	10.00	8.70	25.56	28.57	29.35	65.56	61.43	61.96
All Grades	8.26	10.78	10.16	26.91	31.37	31.15	64.83	57.84	58.69

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	8.97	18.46	7.81	50.00	53.85	45.31	41.03	27.69	46.88
Grade 4	8.89	6.02	6.76	45.56	38.55	50.00	45.56	55.42	43.24
Grade 5	5.80	6.82	5.33	37.68	34.09	34.67	56.52	59.09	60.00
Grade 6	4.44	10.00	7.61	35.56	32.86	39.13	60.00	57.14	53.26
All Grades	7.03	9.80	6.89	42.20	39.22	41.97	50.76	50.98	51.15

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	6.41	16.92	21.88	56.41	58.46	43.75	37.18	24.62	34.38
Grade 4	8.89	4.82	4.05	41.11	38.55	45.95	50.00	56.63	50.00
Grade 5	4.35	11.36	4.00	34.78	32.95	46.67	60.87	55.68	49.33
Grade 6	8.89	11.43	10.87	34.44	35.71	41.30	56.67	52.86	47.83
All Grades	7.34	10.78	9.84	41.59	40.52	44.26	51.07	48.69	45.90

Conclusions based on this data:

1. The overall mathematical achievement remained about the same with a slight decrease of .96% for students exceeding standard and increase of .39% for students at or close to standard. Therefore more consistent use of formative math assessments is required to gather information on student performance and provide differentiated instruction is needed to increase student performance. In addition, the consistent implementation of ST Math is required to increase for all students exceeding standards, further training is required in the utilization of ST Math report data to differentiate instruction for students that need to build their conceptual understanding of mathematics in order to apply appropriate procedural steps in working through problems.
2. The use of appropriate tools and strategies to solve real world and mathematical problems in the mathematical area of problem solving and modeling/data analysis demonstrated a decrease in the percentage of students at or near standard by 2.91%. Therefore, students need more experiences with a variety of tools and manipulatives to solve authentic tasks that are meaningful and relevant to life experiences.
3. Although the percentage of students at or above standard in Communicating Reasoning-Demonstrating ability to support mathematical conclusions demonstrated a slight decrease of .94%, the percentage of students at or near standard increased by 3.74% and the percentage of students not meeting standard decreased from 2.79%. This demonstrates the implementation of mathematical shifts in instruction to focus on conceptual understanding and communicating reasoning in tandem with procedural routines.

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	1419.3	1421.2	1430.3	1427.0	1393.5	1407.2	47	42
Grade 1	1439.6	1450.3	1438.4	1455.5	1440.2	1444.6	53	37
Grade 2	1460.9	1469.3	1459.3	1477.0	1462.1	1461.0	51	56
Grade 3	1480.0	1493.1	1474.0	1486.7	1485.5	1499.2	43	46
Grade 4	1491.1	1501.5	1481.6	1495.5	1500.2	1506.8	53	47
Grade 5	1507.6	1510.4	1502.0	1501.9	1512.8	1518.5	51	41
Grade 6	1533.0	1518.3	1528.9	1510.1	1536.4	1526.0	33	49
All Grades							331	318

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	29.79	16.67	29.79	33.33	*	35.71	*	14.29	47	42
1	32.08	5.41	28.30	29.73	*	56.76	32.08	8.11	53	37
2	31.37	8.93	25.49	41.07	21.57	37.50	21.57	12.50	51	56
3	*	15.22	34.88	45.65	*	19.57	34.88	19.57	43	46
4	20.75	17.02	33.96	42.55	24.53	12.77	20.75	27.66	53	47
5	27.45	19.51	35.29	31.71	*	31.71	*	17.07	51	41
6	36.36	16.33	39.39	30.61	*	32.65	*	20.41	33	49
All Grades	26.28	14.15	32.02	36.79	18.73	31.76	22.96	17.30	331	318

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	40.43	21.43	29.79	35.71	*	28.57	23.40	14.29	47	42
1	33.96	5.41	26.42	54.05	*	29.73	20.75	10.81	53	37
2	33.33	26.79	37.25	39.29	*	25.00	*	8.93	51	56
3	*	28.26	37.21	41.30	*	8.70	*	21.74	43	46
4	41.51	38.30	30.19	38.30	*	8.51	*	14.89	53	47
5	49.02	36.59	25.49	39.02	*	9.76	*	14.63	51	41
6	48.48	30.61	33.33	30.61	*	26.53	*	12.24	33	49
All Grades	38.07	27.36	31.12	39.31	12.39	19.50	18.43	13.84	331	318

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	*	11.90	*	30.95	63.83	42.86	*	14.29	47	42
1	30.19	5.41	20.75	21.62	*	43.24	33.96	29.73	53	37
2	21.57	3.57	29.41	26.79	*	37.50	31.37	32.14	51	56
3	*	8.70	25.58	32.61	32.56	32.61	39.53	26.09	43	46
4	*	10.64	26.42	25.53	24.53	29.79	33.96	34.04	53	47
5	*	4.88	27.45	21.95	29.41	46.34	23.53	26.83	51	41
6	*	14.29	*	14.29	39.39	40.82	*	30.61	33	49
All Grades	18.13	8.49	23.26	24.84	30.82	38.68	27.79	27.99	331	318

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	63.83	26.19	*	59.52	*	14.29	47	42
1	47.17	40.54	37.74	59.46	*	0.00	53	37
2	43.14	19.64	43.14	69.64	*	10.71	51	56
3	*	8.70	58.14	60.87	*	30.43	43	46
4	35.85	25.53	47.17	59.57	*	14.89	53	47
5	35.29	9.76	47.06	68.29	*	21.95	51	41
6	33.33	12.24	60.61	73.47	*	14.29	33	49
All Grades	40.48	19.81	44.11	64.78	15.41	15.41	331	318

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	31.91	23.81	44.68	59.52	23.40	16.67	47	42
1	24.53	5.41	47.17	75.68	28.30	18.92	53	37
2	45.10	30.36	33.33	60.71	21.57	8.93	51	56
3	39.53	56.52	37.21	32.61	*	10.87	43	46
4	52.83	53.19	30.19	29.79	*	17.02	53	47
5	66.67	58.54	*	24.39	*	17.07	51	41
6	69.70	46.94	*	44.90	*	8.16	33	49
All Grades	46.22	39.94	33.53	46.54	20.24	13.52	331	318

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	*	7.14	72.34	78.57	*	14.29	47	42
1	33.96	13.51	37.74	45.95	28.30	40.54	53	37
2	35.29	3.57	27.45	60.71	37.25	35.71	51	56
3	*	6.52	53.49	56.52	44.19	36.96	43	46
4	*	8.51	52.83	51.06	35.85	40.43	53	47
5	21.57	14.63	45.10	58.54	33.33	26.83	51	41
6	*	6.12	*	36.73	48.48	57.14	33	49
All Grades	19.94	8.18	45.92	55.35	34.14	36.48	331	318

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	38.30	47.62	46.81	33.33	*	19.05	47	42
1	24.53	5.41	49.06	78.38	26.42	16.22	53	37
2	*	1.79	54.90	64.29	29.41	33.93	51	56
3	*	21.74	48.84	58.70	37.21	19.57	43	46
4	28.30	17.02	43.40	57.45	28.30	25.53	53	47
5	29.41	21.95	50.98	53.66	*	24.39	51	41
6	*	28.57	75.76	59.18	*	12.24	33	49
All Grades	24.17	20.13	51.66	57.86	24.17	22.01	331	318

Conclusions based on this data:

1. The majority of our students, 36.79% are performing at level 3 for overall language development; therefore, students require focused and targeted integrated English language development instruction and practice with

academic vocabulary and language objectives across content areas and complex language structures to move towards advanced levels of English. Providing appropriate language development opportunities and scaffolds to push students towards higher level production of English both orally and in writing in a consistent and strategic manner will be important to implement across the content areas.

2. Of all four performance domains for the development of the English language:(reading, writing, listening, and speaking) reading has the lowest percentage of students 8.18% performing in the well-developed category, therefore, English learner students need increased opportunities for guided reading instruction and the strategic and focused integration of English language development standards in all content areas.
3. Over 60% of our English learner students are performing at beginning or somewhat/moderate levels in the domain of speaking; therefore, increased opportunities for students to be explicitly taught academic language and engage in collaborative discussions is necessary. In addition, the consistent implementation of designated and integrated ELD to model rich academic language, support listening comprehension, and engage students in high level discussions is an area of importance and needing further development across classrooms. Creating a classroom environment with a low affective filter is critical in encouraging students to express themselves orally as they acquire and become more confident using the English language.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
446	71.3	65.2	1.3
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	291	65.2
Foster Youth	6	1.3
Homeless	31	7.0
Socioeconomically Disadvantaged	318	71.3
Students with Disabilities	81	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	1	0.2
Filipino	9	2.0
Hispanic	417	93.5
Two or More Races	3	0.7
White	10	2.2

Conclusions based on this data:

1. The students with disabilities percentage is 16.2%. It is critical that there are systems in place to provide targeted and strategic interventions for students in special education to ensure they are making adequate progress.
2. With the predominate portion of our population (75.8%) identified as socioeconomically disadvantaged, attention to equitable access and experiences to rigorous academic content that promotes the development of the whole child is an area of need. Differentiation through both enrichment and intervention is essential to build the intellectual and emotional capacity of each student. In addition, providing staff with professional learning to support families living in poverty is an area of increased need.





3. Due to 60.8% of our students learning English as a second language, staff require more in depth professional learning on the English Language Development Standards and on the techniques and strategies to support students at various levels of English proficiency during both integrated and designated ELD.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. The overall CA Dashboard for English Language Arts results indicate Sunnyslope is in the orange performance area. This decrease from to the yellow to orange is the result of a 5.25 point decrease from standard in ELA. and a 7.9 decrease in Math.
2. The overall CA Dashboard for mathematics for all students indicates Sunnyslope is in the orange performance area. This decrease from yellow to orange is the result of a 7.9 point decrease.
3. The percentage of chronic absenteeism was 12.8% for all students. Due to an increase of 1.4% in the percentage of chronic absenteeism the performance indicator resulted in a orange.

School and Student Performance Data

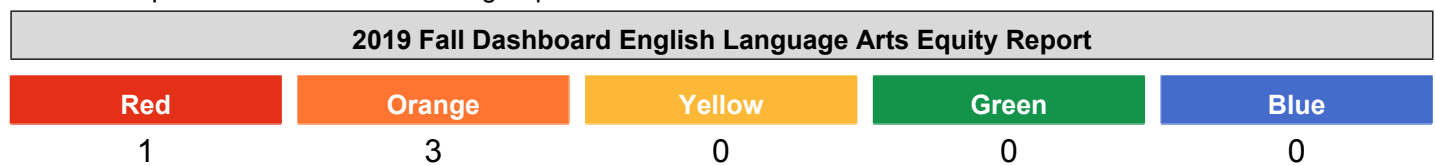
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 59.7 points below standard Declined -4.9 points 293	 Orange 64.9 points below standard Declined -4.6 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 143.4 points below standard 17	 Orange 62.7 points below standard Maintained -1.2 points 220	 Red 132.3 points below standard Declined Significantly -31.3 points 67

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 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 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.3 points below standard Declined -6.5 points 281	 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 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
89.6 points below standard Declined -11 points 173	53.9 points above standard Maintained ++2.5 points 36	51.6 points below standard Maintained ++1.8 points 79

Conclusions based on this data:

- English learner students decreased in ELA showing a 4.6 point decline overall therefore, it is concluded that more needs to be done to ensure students are acquiring English and transfer skills from their primary language to acquire English at higher levels.
- Reclassified English language learners maintained in ELA, showing an increase of 2.5 points therefore developing a robust and focused English language development program is essential to increase the number of reclassified students.
- Our socio-economically disadvantaged students maintained in ELA with a slight decline of 1.2 points therefore, careful monitoring of student reading progress through consistent conferencing, small group instruction, and informal assessments is necessary to increase gains.

School and Student Performance Data

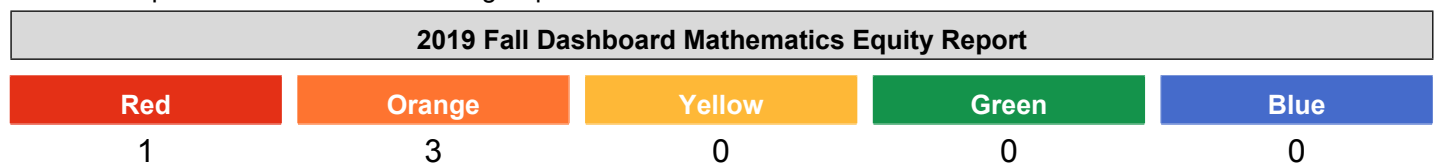
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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		
All Students  Orange 68.4 points below standard Declined -7.8 points 293	English Learners  Orange 68.2 points below standard Declined -3.4 points 209	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 117.9 points below standard 17	Socioeconomically Disadvantaged  Orange 68.6 points below standard Maintained -2.2 points 220	Students with Disabilities  Red 148.7 points below standard Declined Significantly -57 points 67

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 71.3 points below standard Declined -9.5 points 281	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander	White  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 83.7 points below standard Declined -6.1 points 173	Reclassified English Learners 6.1 points above standard Declined -7.1 points 36	English Only 71.8 points below standard Declined -12.8 points 79
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Conclusions based on this data:

- Three student groups (English learners, socioeconomically disadvantaged, Hispanic) performed in the orange performance level due to decreases in achievement for each student group. Based on these decreases, it is concluded that providing students with balanced mathematical instruction to include conceptual understanding, procedural fluency, and mathematical discourse to construct their own knowledge is necessary.
- Students with disabilities demonstrated a significant decrease in mathematics by 54 points; they are performing 148.7 points below standard therefore teaching students how to use various tools and manipulatives to build number sense and the foundational skills needed to build their confidence in computational fluency is needed.
- Due to the overall math performance of 60.5 points below standard, there is a significant need for the school to develop a more tightly standards aligned math instructional program based on formative assessment data and opportunities for intervention for students not meeting the standards.

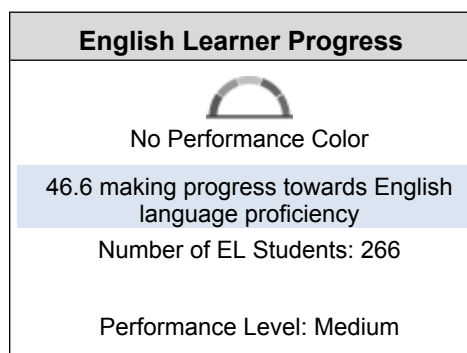
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
19.1	34.2	3.3	43.2

Conclusions based on this data:

1. The majority of our English learner students, 46% made progress towards English language proficiency progressed at least one ELPI level while 34.2% maintained the same performance level, however more attention is needed on language development in addition to reading and writing instruction.
2. With 19.1% of our English learner students decreasing one ELPI level increased monitoring of student progress in English language development is necessary to ensure students are making adequate progress and receiving appropriate intervention.
3. In order to move students towards higher levels of English proficiency, designated ELD and integrated ELD require specific language objectives that push students to apply academic language structures appropriate to the form and function of the English language to develop higher levels of production in reading and writing.

School and Student Performance Data

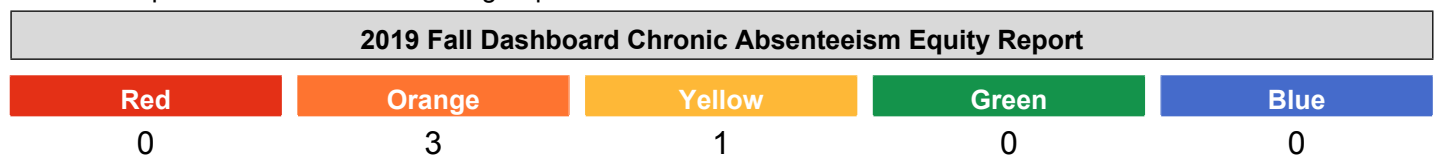
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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  Orange 12.8 Increased +1.4 537	English Learners  Orange 11.1 Increased +1.1 351	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 12.1 Maintained +0.1 33	Socioeconomically Disadvantaged  Orange 14 Increased +1 407	Students with Disabilities  Yellow 12.3 Declined -0.8 106

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 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 0	 No Performance Color 7.7 Increased +7.7 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.1 Increased +1.8 505	 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 9

Conclusions based on this data:

- Overall chronic absenteeism was in the orange performance level. Making consistent outreach efforts to connect with families via the school office and from classroom teachers will be important. It is further concluded that school outreach to families to educate families on the importance of attendance and on educational laws regarding attendance helped reduce chronic absenteeism. Systems to identify and support students who are at risk of becoming chronic need to be in place.
- Overall the chronic absenteeism is 12.8% with all student groups remaining about the same with increases or decreases of about 1% each. Strengthening student and adult relationships and promoting positive peer interactions as well as providing engaging lessons is critical to increase student motivation and attendance.
- Fourteen percent of our socioeconomically disadvantaged students were chronically absent. Closer attention needs to be provided for families and students to ensure they are accessing all resources to support school attendance.

School and Student Performance Data

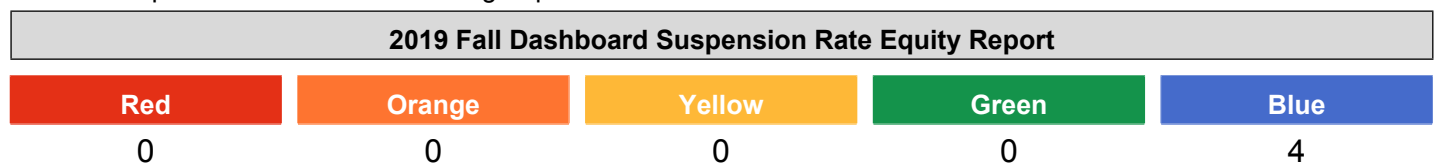
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

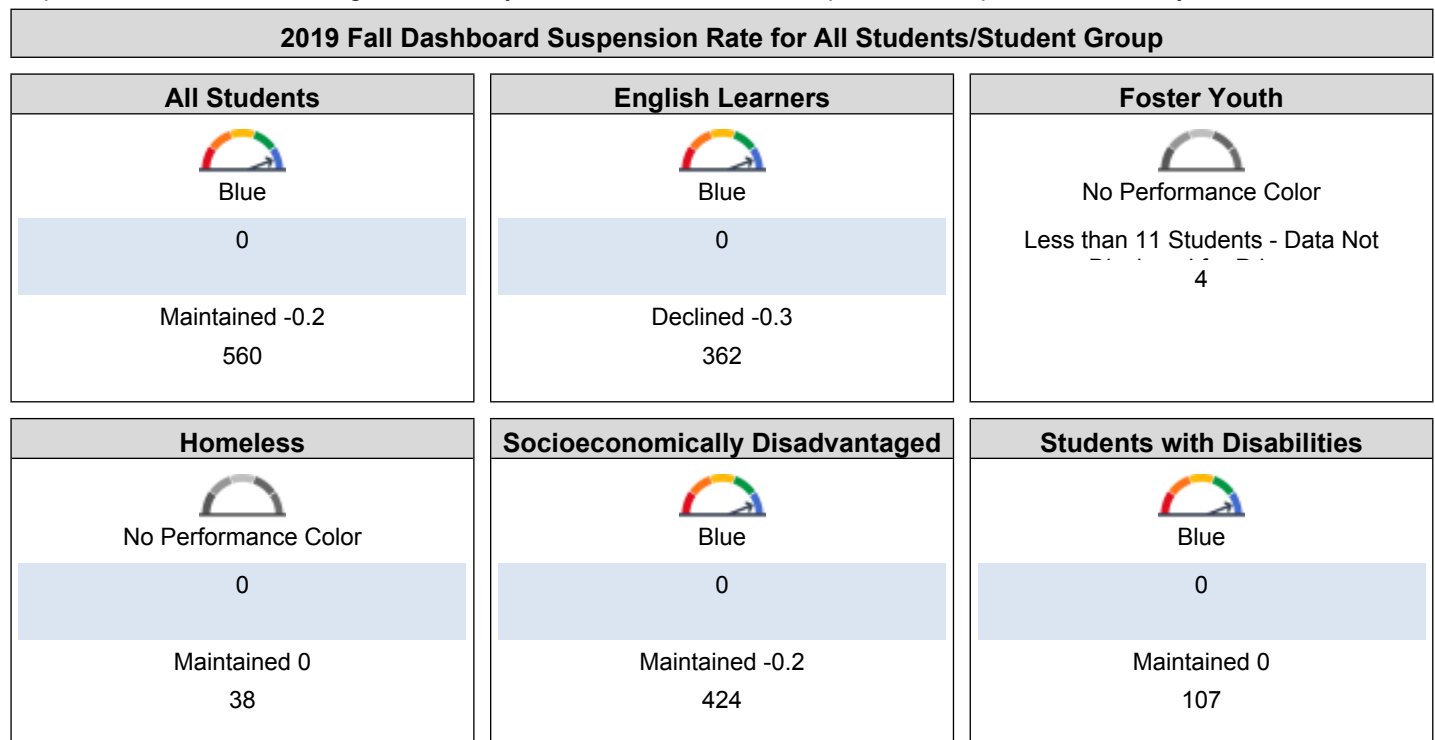
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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 by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 6	American Indian  No Performance Color Less than 11 Students - Data 1	Asian	Filipino  No Performance Color 0 Maintained 0 15
Hispanic  Blue 0 Maintained -0.2 523	Two or More Races  No Performance Color Less than 11 Students - Data 5	Pacific Islander	White  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
	0.2	0

Conclusions based on this data:

1. Student suspension rate overall and for all student groups were in the blue performance level. This data concludes that Sunnyslope school believes in responsive behavioral practices and other means of correction to support students in taking responsibility for their actions and that students remaining in school is of utmost importance.
2. Overall data for 2019 maintained indicating consistent and equitable practices for all students.
3. With less than 1% of students suspended in 2019, it can be concluded that the social-emotional needs of students takes priority over punitive measures in addressing behaviors.

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

Ensuring Academic Excellence

LEA/LCAP Goal

Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Sunnyslope will focus on strengthening rigor and meeting diverse student needs in reading and writing for all learners by fully implementing a balanced literacy instructional framework and student-centered approach to teaching that is responsive, timely and provides high-quality learning strategies that demonstrate a commitment to equitable outcomes for all children. All learners will be engaged in responsive instruction, timely and specific feedback within a continuous cycle of learning, assessment, and improvement. All lessons will be aligned to California State Standards and the English Language Development Standards and follow the gradual release of responsibility model to create and cultivate thinking-intensive readers, writers, listeners, and speakers across all content areas.

Identified Need

After analysis of multiple data points utilizing 2019 CAASPP assessment data, district reading assessment data, classroom observation data, LCAP survey data and completion of a thorough comprehensive needs assessment with input from various stakeholder groups, an identified need at Sunnyslope is to ensure a learning and equity centered mindset that provides culturally responsive and focused instruction for all students. In addition, students require rigorous instruction around meaningful and relevant tasks that engage students at high levels of cognition in reading, writing, and speaking in order to support their acquisition of advanced literacy and numeracy skills. Furthermore, a significant number of our English language learners are not making adequate progress towards acquiring English proficiency and need a focused, systematic and integrated English language development instruction that aligns to the demands of California State Standards and addresses their unique learning needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment	According to 2019 CAASPP assessment data, the average distance from standard met in ELA for all students was 59.7 points below standard and 64.9 points below standard for English Language Learners	The average distance from standard (level 3) on CAASPP assessment will increase by 8 points for all students tested, from -59.7 to -51.7 in ELA and from 64.9 to 68.9 points for English Language Learners.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fast Bridge Reading Assessment	Overall, the district reading assessment data indicates the following in Reading: 30% of students performing at or exceeding standards, 33% of students performing at Some Risk of not meeting standards, and 37% of students performing at High Risk of not meeting standards.	The percentage of students performing at or exceeding standards will increase to 35% and the percentage of students at High Risk of not meeting standards will decrease to 32%
Fast Bridge Math Assessment	The district math assessment data indicates the following in Math: 48% of students performing at or exceeding standards, 28% of students performing at Some Risk of not meeting standards, and 24% of students performing at High Risk of not meeting standards	The percentage of students performing at or exceeding standards will increase to 53% and the percentage of students performing at High Risk of not meeting standards will decrease to 19%.
ELPAC English Learner Progress	According to the 2019 California Dashboard, 46.6% of English Language Learners are making adequate progress toward English language proficiency.	The percentage of English Language Learners making progress towards English language proficiency will increase to 50%.

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 Language Learners

Strategy/Activity

Provide professional development, planning and collaboration in quality learning strategies that demonstrate a commitment to equitable outcomes for all children in English Language Arts, language development, biliteracy development, and/or other content areas to meet the instructional needs of all students, especially at promise, English language learners, and students with disabilities.

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)
12000	Title III 5800: Professional/Consulting Services And Operating Expenditures Consulting fees for Guided Language Acquisition by Design (GLAD) staff developers
10646	Title III 1000-1999: Certificated Personnel Salaries Release and/or hourly pay for professional development, data analysis and/or planning for literacy intervention for English Language Learners
2554	Title III 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise Students and English Language Learners

Strategy/Activity

Instructional Assistants for literacy and language development intervention.

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)
15436	Title I 2000-2999: Classified Personnel Salaries One instructional assistant to provide literacy intervention.
5584	Title I 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise and English Language Learners

Strategy/Activity

Provide before or afterschool intervention in literacy and/or math to accelerate learning especially for at promise, English language learners, newcomers, and students with disabilities.

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)
1338	Title I 1000-1999: Certificated Personnel Salaries Carryover funds needed for this activity/strategy.
321	Title I 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise and English Language Learners

Strategy/Activity

Impact Teacher for literacy intervention

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)
14569	Title I 1000-1999: Certificated Personnel Salaries One impact teacher to provide literacy intervention (93 days x 194.23 =18063)
3494	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

During the school closure, Sunnyslope Elementary continued with the implementation of job-embedded professional development in collaboration with Teachers Reading and Writing College

to increase teacher knowledge in reading and writing and enhance the implementation of the units of study within the instructional framework in a distance learning model. In addition, in collaboration with the San Diego County Office of Education, teachers participated in part one, Research and Theory: Guided Language Acquisition Design professional development series to develop teacher knowledge in meeting diverse student literacy and language needs in the content areas by providing high-quality learning strategies that demonstrate a commitment to equitable outcomes for all children. One out of two impact teachers were hired mid-year and immediately started supporting English language learners through small group reading instruction. Teachers were also released for data analysis and progress monitoring on a regular basis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Sunnyslope Elementary was unable to hire one impact teacher to provide literacy intervention for at Promise 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.

In order to continue to advance the implementation of literacy interventions to accelerate learning, after school intervention opportunities will be offered to students throughout the year. Due to the challenges in finding highly qualified impact teacher applicants, one impact teacher and one instructional assistant be hired instead of two impact teachers.

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

Advancing Equity and Inclusion

LEA/LCAP Goal

Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

Sunnyslope will create learning environments that equitably distribute learning opportunities by helping all children experience responsive interactions that nurture their full range of social, emotional, cognitive, physical, and linguistic abilities. Sunnyslope will provide high-quality learning strategies that build on each child's unique individual and family strengths, cultural background, language(s), abilities, and experiences. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Identified Need

Given our school's demographics, it is imperative the school culture is grounded in cultural competence and ensures access to learning opportunities for all students through the intentional implementation of culturally responsive practices, learning environments, design and implementation of pedagogy, curriculum, interactions, and materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Parent Survey	The results from the 2021 California Healthy Kids Parent Survey indicate that 83% of parents agree or strongly agree that the school provides instructional materials that reflect their child's culture, ethnicity, and identity.	Based on the California Healthy Kids Parents Survey 90% of parents will agree or strongly agree that the school provides instructional materials that reflect their child's culture, ethnicity, and identity.
California Healthy Kids Staff Survey	The results from the 2021 California Healthy Kids Staff Survey indicate that 84% of staff agree or strongly agree that the school provides the supports needed for teaching culturally and linguistically diverse students.	Based on the California Healthy Kids Staff Survey, 90% of staff will agree or strongly agree that the school provides the supports needed for teaching culturally and linguistically diverse 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

Uphold the unique value of each child and family. Ensure that all children see themselves and their daily experiences, as well as that of others within and beyond their community, positively reflected in the design and implementation of curriculum and materials. Evaluate current supplemental materials for cultural representation and relevancy and make recommendations of materials that are aligned to this goal.

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)

628

Title I
1000-1999: Certificated Personnel Salaries
Committee to evaluate current supplemental materials for cultural representation and relevancy

151

Title I
3000-3999: Employee Benefits

383

Title I
4000-4999: Books And Supplies
Supplemental materials such as classroom library books and mentor texts that are culturally relevant and represent the student population. Carryover funds needed for this activity/strategy.

2200

Title III
4000-4999: Books And Supplies
Supplemental materials such as classroom library books and mentor texts in English and/or Spanish to be used to support language development that are culturally relevant and represent the student population.

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 learning about cultural proficiency specifically how to involve children, families, and the community in the design and implementation of learning activities in all grade levels with the purpose of building on the funds of knowledge that children and families bring as members of their cultures and communities while also sparking children's interest 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)

399

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Release time and/or out of contract pay for PD

96

Title I
3000-3999: Employee Benefits

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

Release time for data analysis to analyze disproportionality in learning outcomes and determine culturally responsive pedagogical strategies that demonstrate a commitment to equitable outcomes for all children.

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)

798

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

192

Title I
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is the first year implementing this 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.

N/A

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.

N/A

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

Nurturing Safe and Welcoming Learning Environments

LEA/LCAP Goal

Ensure learning environments which support and foster the social emotional needs of students and foster a sense of belonging and connectedness.

Goal 3

Sunnyslope will practice a responsive approach to teaching which emphasizes integrating social-emotional development along with positive behavior interventions and supports for all students to enhance academic success for all. Staff will continue to develop an academic mindset for high achievement and provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all students. Sunnyslope School will provide a variety of engaging school community events, activities, and workshops throughout the school year to strengthen the home-school connection and increase both parent and student attendance and participation in school, and to further provide families with resources and opportunities to be involved in their children's education.

Identified Need

Parent, student, and staff LCAP survey data and discussions, along with school observations indicated a continued need for continual growth in school climate and culture with a specific focus on , Implement Social-emotional learning curriculum practices to provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive. With the complexities involved in teaching and learning in a rapidly changing world, developing a culturally competent learning environment that believes in all students was an area of high priority with staff and parents to ensure both academic success and overall well-being for all stakeholders in the face of any challenge. Furthermore, understanding the bridge between student and adult beliefs and behaviors and how student actions are linked to staff actions was an area needing further study.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey-Caring Relationships with School Adults	The results from the 2021 California Healthy Kids Survey indicate that 78% of 3rd graders, 85% of 4th graders and 89% of 5th graders reported mostly or strongly	Based on the California Healthy Kids Survey all grade levels will report over 90% of students mostly or strongly agreeing that they have a caring relationship with a school adult.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	agree that they have a relationship with a caring adult.	
California Healthy Kids Parent Survey- School-Parent Communication	The results from the 2021 California Healthy Kids Survey indicate that 89% of families reported the school encourages them to be active partners with the school in educating their child.	Based on the 2021 California Healthy Kids Survey 95% of families will report the school encourages them to be active partners with the school in educating their child.
Chronic Absentism	12.8% of all students are chronically absent.	Decrease percentage of all students chronically absent by 2% from 12.8% to 10.8 % according to CA School Dashboard performance indicator

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

Implement Social-emotional learning curriculum practices to provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive. Incorporate consistent mindfulness practice promote social and emotional learning in the classroom and cultivate confidence and create a classroom environment that's primed for 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)

496

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Release and/or hourly pay for social-emotional learning, positive behavior support and intervention and restorative practices

	professional development and school-wide planning.
119	Title I 3000-3999: Employee Benefits

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

Parent workshops provided by the school psychologist focused on strategies that can be implemented at home to support student's academic engagement, behavioral and social-emotional 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)
606	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries out of contract
145	Title I Part A: Parent Involvement 3000-3999: Employee Benefits

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 parent workshop specific to grade level standards to support literacy and language development at home

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)
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463	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries
111	Title I Part A: Parent Involvement 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strengthening and sustaining positive classroom culture with consistent responsive classroom strategies such as morning class meetings. Teachers participated in a social-emotional learning professional development and have successfully implemented the program virtually. The Community Volunteer Coordinator was instrumental in increasing student attendance and participation throughout the year and supported parents with information and support to help them access parent workshop, registration and other important information. The website was updated to provide parents with up to date information and resources. The implementation of Class Dojo, an online app for home-school communication increased communication with families.

No comprable data available The results from the 2020 California Healthy Kids Survey indicate that 67% of 3rd graders, 77% of 4th graders and 58% of 5th graders reported mostly or strongly agree that they use problem solving skills when challenged with school work or peer relationships.

No comprable data available. The results from the 2020 California Healthy Kids Survey indicate that 68% of 3rd graders, 78% of 4th graders and 75% of 5th graders reported mostly or strongly agree to interacting with a caring peer. .

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or 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.

Sunnyslope staff will deepen their knowledge about social-emotional learning to better support students as they return from distance learning. Parent workshops focused on social-emotional and academic support to provide families with increased opportunities to be engaged and involved in their child's education to support student achievement. Fast Bridge Social, Academic, and

Emotional Behavior Risk Screener (SAEBRS) will be used to set goals and monitor progress at the site level.

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	\$72,729.00

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	\$44,004.00
Title I Part A: Parent Involvement	\$1,325.00
Title III	\$27,400.00

Subtotal of additional federal funds included for this school: \$72,729.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$72,729.00

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

Expenditures by Funding Source

Funding Source

Amount

Title I	44,004.00
Title I Part A: Parent Involvement	1,325.00
Title III	27,400.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	29,943.00
2000-2999: Classified Personnel Salaries	15,436.00
3000-3999: Employee Benefits	12,767.00
4000-4999: Books And Supplies	2,583.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Title I	18,228.00
2000-2999: Classified Personnel Salaries	Title I	15,436.00
3000-3999: Employee Benefits	Title I	9,957.00
4000-4999: Books And Supplies	Title I	383.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,069.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	256.00

1000-1999: Certificated Personnel Salaries	Title III	10,646.00
3000-3999: Employee Benefits	Title III	2,554.00
4000-4999: Books And Supplies	Title III	2,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,942.00
Goal 2	4,847.00
Goal 3	1,940.00

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
Saira Bowen	Classroom Teacher
Estela Corrales	Principal
Susana Edwards	Classroom Teacher
Michelle Portilla	Classroom Teacher
Nelida Ramirez	Other School Staff
Manuel Esparza	Parent or Community Member
Maria Haro	Parent or Community Member
Omega Hatch	Parent or Community Member
Julia Vazquez	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 May 11, 2021.

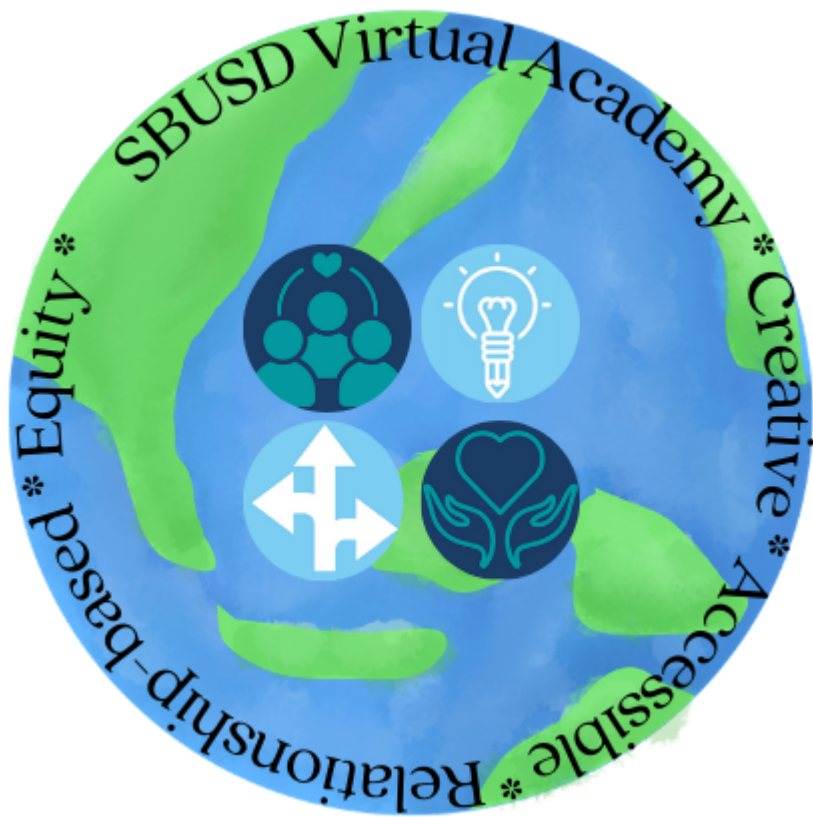
Attested:



Principal, Estela Corrales on May 11, 2021



SSC Chairperson, Manuel Esparza on May 11, 2021



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
SBUSD Virtual Academy	37-68395-0140327	May 7, 2021	July 22 , 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)

Targeted Support and Improvement

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 is a collaborative effort among school leadership, staff and families. This plan represents alignment with the District Learning and Continuity Plan as well as outcomes from the program evaluation and comprehensive needs assessment conducted at the site level.

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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).

California Healthy Kids Survey, Parent Surveys, and Staff Surveys, designed by WestEd were administered electronically for the 2020-2021 school year.

The district administered surveys specific to school closures and safety to inform the District Learning and Continuity Plan.

The site also administered surveys specific to re-enrolling for the upcoming year and items students would like to engage in for extracurricular activities.

CHKS, overall our families responded as "Strongly Agree" in terms of supporting students and being fair and respectful for all students. Our families felt welcomed, heard, and included in decisions at the Virtual Academy. Two items to consider for improvement are to increase progress reports in between report cards and increase in-person events for families and create fundraising opportunities.

Our parents felt students were treated with respect and we promoted success for all students. They shared that we care about our students and teachers will go out of their way to help students. Some areas to grow in, communicating the importance of culture, identity, and ethnicity and where to locate resources for students if needed. These could include counseling, clothing, enrichment and students with special needs.

District & Site surveys - parents expressed interest in remaining in a virtual setting regardless of COVID. They shared this model works for their child(ren) and look forward to the next year.

Student input for extracurricular opportunities included maintaining our Art Club and Performing Arts. They would like to add a Language Club, Music, and Sports.

Teachers provided input that they would like professional development connecting to our goals, professional learning communities, and scheduled trainings for families throughout the year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Virtual classroom observations are conducted on both a formal and informal basis. Teachers are formally evaluated using either the SBUSD Certificated Reflective Growth Tool or the SBUSD E3 IPLS Tool which is based on the California Standards for the Teaching Profession.

Focus of virtual classroom observations included implementation of the district-adopted core curriculum: Reading and Writing units of study, Mathematics, Systematic English Language Development, overall student engagement, and level of rigor in classrooms.

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)

Due to COVID, the SBAC was not administered in 2019-2020 school year. As a new school, we do not have previous years' data for SBAC. Our students will take the SBAC state assessments virtually in ELA, Math and Science (5th) during the 20-2021 school year.

Our local assessment FastBridge was administered in the Fall of 2020 and Spring 2021. Findings from the 2020-2021 assessment included:

aReading (2nd - 6th)

All students: Fall Expectations: 25% exceeding, 28% meeting; 32% Approaching, 15% Not yet meeting

All students: Spring: (populated in May 2021)

English Learners Fall Expectations: 12% exceeding, 25% meeting; 42% Approaching, 21% Not yet meeting

English Learners Spring: (populated in May 2021)

Early Reading (TK-1)

All students: Fall Expectations: N/A% exceeding, 57% meeting; 20% Approaching, 23% Not yet meeting

All students: Spring: (populated in May 2021)

English Learners Fall Expectations: N/A% exceeding, 43% meeting; 24% Approaching, 33% Not yet meeting

English Learners Spring: (populated in May 2021)

aMath (2nd - 6th)

All students: Fall Expectations: 26% exceeding, 27% meeting; 31% Approaching, 16% Not yet meeting

All students: Spring: (populated in May 2021)

English Learners Fall Expectations: 16% exceeding, 28% meeting; 34% Approaching, 22% Not yet meeting

English Learners Spring: (populated in May 2021)

Early Math (TK-1)

All students: Fall Expectations: N/A% exceeding, 73% meeting; 17% Approaching, 10% Not yet meeting

All students: Spring: (populated in May 2021)

English Learners Fall Expectations: N/A% exceeding, 58% meeting; 27% Approaching, 15% Not yet meeting

English Learners Spring: (populated in May 2021)

Areas of Strength, in Fall 2020: Our 2nd - 6th-grade students are meeting or exceeding expectations in Reading. Our Tk-1 grade students are meeting or exceeding expectations in Math.

Area of improvement, in Fall 2020: Our 2nd - 6th-grade students are not yet meeting expectations in Math. Our Tk-1 grade students are not yet meeting expectations in Reading.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data collected from curriculum-embedded assessments and online platforms are used to guide instructional decisions.

Examples of such assessments include TC unit assessments in reading and writing, the district's on-demand writing prompts administered across all grade levels 2 times a year, reading and math assessments given virtually through online platforms to all students, and FastBridge Universal Screening and Progress Monitoring given throughout the year to all students. Teachers monitor student progress weekly to accelerate learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff of SBUSD Virtual Academy meet the ESEA requirements for appropriately credentialed and assigned, thus meeting 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 teachers at SBUSD Virtual Academy are appropriately credentialed and assigned, and are provided professional development on board adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development during the 2020-2021 school year focused on engagement strategies, instruction, social-emotional learning, and virtual instructional tools. We will continue this growth in the 2021-22 school year based on the staff input survey.

Professional Learning during the 2020-2021 school year included -

1. TOSA Led PD:
 - A. Readers and Writers Workshop
 - a. Thin Slicing student work
 - b. Small Groups
 - c. Rubrics and Mentor Text
 - d. Lesson Delivery
 - B. FOSS
 - a. Teaching Science virtually
 - b. Teacher Dashboard
 - c. Student Tools
 - C. FastBridge Assessment
 - a. Understanding progress monitoring
 - b. Certification to assess students in ELA and Math
 - c. Interventions
 - D. Math UOS
 - a. Changes to the units for the 20-21 school year
2. Social-Emotional Learning
 - A. Crystal Escamilla, SDUSD Social Worker
 - B. Building Student Confidence
 - C. Thrively
 - D. Trauma Informed Care
3. Distance Learning Playbook, Book study focusing on
 - A. Self-care
 - B. Norms & routines for success
 - C. Building relationships
 - D. Engagement
4. English Language Development (w/Lisa)
 - A. Flocabulary
 - B. DRAWP
 - C. SELD

In the 2021-22 school year, professional development will focus on Tier II interventions, Project-Based Learning, Social Emotional Learning, and technology skills.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site principal serves as the instructional leader and is supported by staff at the District level. Professional development and coaching are delivered by teachers on special assignment (TOSA) and coordinators from the Learning and Innovation team. During the 2020-2021 school year, ongoing professional development opportunities are provided in 90-minute sessions. These 90-minute sessions are held on 17 Wednesdays district-wide and cover all content areas, learning platforms, district and state assessments, social-emotional learning, and tech tools.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate virtually, on a regular basis. We have approximately 51 minimum days throughout the year are designated for either staff meetings, principal lead professional development, or grade-level professional learning community (PLC).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum and instructional materials are aligned to the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, instructional minutes were modified to meet the minimum requirements identified in SB98.

Teachers are tracking daily student participation, as well as certifying that the minimum number of instructional minutes have been met.

During the 2021-2022 school year, instructional minutes will adhere to state guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We utilize district pacing and instructional guides in ELA and Math to assist teachers in planning for all students. This planning includes whole group, interventions, small groups, and differentiated instruction. Teachers in the SBUSD Virtual Academy provide a balance of synchronous and asynchronous learning for all students during their instructional day.

Stakeholder groups identified a possible need to increase interventions either after-school with a teacher on staff or to possibly hire an intervention teacher to accelerate learning.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Learning and Innovation team warehouses all adopted instructional materials and delivers them to sites as needed. The SBUSD Virtual Academy maintains stock on-site to ensure students and teachers have the necessary materials and is Williams Legislation compliant. All students have been issued technology devices by the District Instructional Technology team. The standard is iPads for TK-2 students, and Chromebooks for 3-6 grade students. In addition, digital platforms are provided with student log-ins to ensure access to online resources aligned to board approved adoptions and grade-level content standards.

As per Williams audits and board adopted sufficiency of materials, all students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools have the following SBE-adopted and standards-aligned instructional materials approved by the SBUSD Board of Trustees.

Reading/Language Arts -

TK: Houghton Mifflin, Splash!

K-8: TCRWP Units of Study for Reading, Writing and Classroom Libraries, Heinemann Publishing K-2 Guided reading Materials, Fountas and Pinnell, Heinemann Publishing

TK-2 Phonics

3-6 Words Their Way

English Language Development -

TK-8: E.L. Achieve

Mathematics -

K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions

6th-8th CPM Educational Program, Core Connections Course 1-3

Science -

K-5: Delta Education California Science

6-8: Lab-Aids California Science

History-Social Science -

K-8: McGraw-Hill History Social Studies for California

Devices:

TK-2 iPads

3rd-6th Chromebooks

Families with connectivity issues have been issued wifi hot-spots at no cost and have been recommended to the Cox to Communities.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Reading and Writing Workshop Instructional Framework is designed to meet the needs of all students, including those who are underperforming, in order to master grade-level standards in Reading/Language Arts and Writing.

Small reading groups - such as strategy, guided reading, and shared reading - are designed to ensure students access standards in various contexts.

Small writing groups - such as strategy, guided writing, and shared writing - are designed to ensure students access standards in various contexts.

Integrated ELD is also provided through the instructional framework and small group instruction.

Small math groups - such as guided conceptual, strategy, and reasoning groups, small group practice, and independent practice.

In all content areas, one-to-one conferring serves as ongoing formative assessment and teaching based on individual needs.

During Distance Learning, teachers are paying close attention to students who are demonstrating difficulties in engagement, thus increasing the learning loss they are experiencing. When instruction resumes in-person, students will be identified for intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices used in the 2020-2021 school year to raise student achievement included:

TCRWP Reading and Writing Units of Study

Phonics

Imagine Learning for English Learners

Systematic English Language Development for English Learners

ST Math

DreamBox

Evidence-based educational practices that will be used/considered in the 2021-2022 school year include:

TCRWP Reading and Writing Units of Study ST Math

Phonics

Words Their Way

Leveled Literacy Intervention (LLI)

Imagine Learning for English Learners

Systematic English Language Development for English Learners

Lexia Core 5

Do the Math (HM)

ST Math

DreamBox

Science - FOSS

Social-Emotional Learning Curriculum

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to support students and families are made available through the District Reach Out to Families Center. Monthly Coordinating Council meetings provide site-level staff with information on community partnerships and local resources. These resources may include clothing, food, school supplies, bus passes, parenting classes, nutritional information, and referrals to outside agencies.

Parent engagement was measured by the WestEd Parent Survey results, parent attendance at school community-building events (virtually), Back to School Night attendance (virtually), and parent-teacher conference attendance. Examples of parent engagement prior to school closures included:

- *School Site Council
- *English Language Advisory Committee
- *SMORE (Newsletter)
- *Virtual Parent Workshops
- *Let's Talk App
- *San Ysidro Health Clinic Workshops

In the 2021-2022 school year, parents will be encouraged to participate in school events both virtually and in-person, attend Virtual Parent Workshops, Conferences, Back to School Night, SSC, and ELAC.

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)

We have a small but mighty School Site Council (SSC) and English Learner Advisory Committee (ELAC). District Learning and Continuity Plan (LCP) and District LCAP input opportunities have been provided to ensure a comprehensive approach to learning. Student safety and a focus on the social-emotional needs of students, families, and school staff are paramount moving forward.

Since we established the SBUSD Virtual Academy during the 2020-2021 school year, we have created a Title I Parent and Family Engagement Policy, a Title I School-Parent Compact, and provide opportunities for parents of Title I students to give input into the development of the School Plan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

During the 2021-22 school year, services are provided by categorical funding.

Title I - professional development for engagement and intervention strategies, for out-of-contract pay for implementing and monitoring intervention groups, planning time.

Title III - professional development, supplemental books, math manipulatives, and supplies

Fiscal support (EPC)

The Fiscal Services department meets regularly with school site administration to ensure a comprehensive budget planning process is being followed.

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 SBUSD Virtual Academy seeks input from family, students and staff prior to planning school decisions. This feedback has taken the form of surveys, virtual town hall meeting, advisory groups including DELAC/PAC and recovery teams.

Surveys:

A family survey was conducted in May 2020 to better understand family needs and best hopes for the coming school year. Over 1500 families District-wide responded to this survey on topics such as comfort level in returning to in person learning, preference for reopening model, connectivity needs, and learning experiences for students.

A second family/staff survey was conducted in July 2020, given the rapidly changing COVID-19 rates in our local communities, with almost 2,000 responses District-wide. This survey data was critical in the governing board decision to remain in distance learning until January 4, 2021 then extended until June 2021. Similar surveys were conducted with certificated, classified and administrative staff on each occasion.

In Spring of 2021, SBUSD conducted the California Healthy Kids Learning From Home survey for students and families. These results provided insight into the student experience during closure and how it impacts reopening for the 2021-2022 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources allocated to all school sites in SBUSD include LCFF base funding and State Lottery funding on a per ADA basis. Due to COVID-19, and school budgets being held harmless, state funding allocated in this plan is based on Fall 2019 data. Allocation of Title I federal funds is calculated based on student identification for socioeconomically disadvantaged/free and reduced lunch students. Title III funds are allocated based on the number of English Learners and/or immigrant students enrolled at each site. These federal dollars are used to supplement, not supplant base funding.

For the upcoming school year, supplemental funds will be used to accelerate learning after school closures and distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0.4%	0	0	1
African American	0%	0%	4.2%	0	0	11
Asian	0%	0%	0.4%	0	0	1
Filipino	0%	0%	7.2%	0	0	19
Hispanic/Latino	0%	0%	74.2%	0	0	196
Pacific Islander	0%	0%	%	0	0	
White	0%	0%	8.7%	0	0	23
Multiple/No Response	0%	0%	4.6%	0	0	12
Total Enrollment				0	0	264

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	0	0	53
Grade 1	0	0	46
Grade 2	0	0	39
Grade3	0	0	39
Grade 4	0	0	27
Grade 5	0	0	42
Grade 6	0	0	18
Grade 7	0	0	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment	0	0	264

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	0	0	70	0	0	26.5%
Fluent English Proficient (FEP)	0	0	14	0	0	5.3%
Reclassified Fluent English Proficient (RFEP)	0	0	6	0	0	#N/A

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

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	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All	0	0	0	0	0	0	0	0	0	0	0	0

* 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

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	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All	0	0	0	0	0	0	0	0	0	0	0	0

* 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

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	0	0	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
All Grades	0	0	0	0	0	0	0	0

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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
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Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Red

Orange

Yellow

Green

Blue

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017

2018

2019

Conclusions based on this data:

1. SBUSD Virtual Academy was established as a school in 2020. 2016 - 2019 data was established at students previous school of residence.

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

Academics

LEA/LCAP Goal

Goal 1: Ensuring Academic Excellence: Provide a differentiated, responsive, and well rounded academic experience based on instructional practices that make a significant difference in the lives of all students.

Goal 1

Goal 1: To provide an inclusive, creative, caring environment through technology-based education. Preparing students to discover their potential through inquiry, critical thinking and promoting lifelong learners ready for the global community.

Identified Need

Student achievement data displays not all student groups are performing at meets or exceeds for state standards.

Intervention for students at promise, professional development to ensure teachers are prepared to differentiate instruction and meet the needs of all learners.

Provide teacher collaboration to ensure implementation of learning and use of common language incorporated in the new learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance (Synergy)	Month 1 96.8% 2 96.6% 3 97.8% 4 95.3% 5 96.1% 6 96.7% 7 95.2%	Increase overall average by 1%
Engagement (Illuminate)	Our average daily engagement in Trimester 1 was 97.6, Trimester 2 97.6 and Trimester 3 as of 4/8/21 was 97.5.	Increase average Trimesterly engagement by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC for ELA, Math and Science	2020-2021 will be the first year our school is administered the SBAC assessment.	
FastBridge in Illuminate	<p>aReading (2nd - 6th) All students: Fall Expectations: 53% exceeding/meeting, 32% Approaching, 15% Not yet meeting</p> <p>English Learners Fall Expectations: 37% exceeding/meeting; 42% Approaching, 21% Not yet meeting</p> <p>Early Reading (TK-1) All students: Fall Expectations: 57% exceeding/meeting; 20% Approaching, 23% Not yet meeting</p> <p>English Learners Fall Expectations: 43% exceeding/meeting; 24% Approaching, 33% Not yet meeting</p> <p>aMath (2nd - 6th) All students: Fall Expectations: 53% exceeding/meeting; 31% Approaching, 16% Not yet meeting</p> <p>English Learners Fall Expectations: 44% exceeding/meeting; 34% Approaching, 22% Not yet meeting</p> <p>Early Math (TK-1) All students: Fall Expectations: 73% exceeding/meeting; 17%</p>	In Math & Reading decrease Approaching and Not Yet meeting by 4% and increase meet/exceed expectations by 4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Approaching, 10% Not yet meeting</p> <p>English Learners Fall Expectations: 58% exceeding/meeting; 27% Approaching, 15% Not yet meeting</p>	
ELPAC Summative	<p>As a site this is our initial year taking the ELPAC.</p> <p>2019-20 data 84 students L1-30, L2-26, L3-25, L4-3 LTEL's 11</p> <p>2020-21 data</p>	The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

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

Strategy/Activity

Provide professional development for teachers in the following areas:

1. inquiry/project-based learning related to content areas and technology
2. increasing student engagement in a virtual setting
3. understanding and applying CA computer science standards.
4. understanding and implementing tier II interventions such as LLI, Do the Math, Imagine Learning, etc.

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)

3960.00

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries attend training OOC 8 hr x 15T
944.40	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise

Strategy/Activity

Intervention Groups - Monitor, plan and instruct student interventions every 6 weeks, making group adjustments as students 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)
5940.00	Title I 1000-1999: Certificated Personnel Salaries Out of contract 3 teachers 2 hr wk 30 wks
1416.10	Title I 3000-3999: Employee Benefits fringe
2300.60	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional learning time and coaching to ensure teacher implementation of learning and use of common language incorporated in the new 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)
2970.00	Title I

	1000-1999: Certificated Personnel Salaries 2 hr x 15T x 3
708.30	Title I 3000-3999: Employee Benefits Fringe

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Promise

Strategy/Activity

Trimesterly monitoring meetings for at promise students to maintain or increase academics.

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)
2970.00	Title I 1000-1999: Certificated Personnel Salaries 2 hr x 15 T x 3 times a year
708.30	Title I 3000-3999: Employee Benefits Fringe

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All & At Promise

Strategy/Activity

Parental Workshops in Academics

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)
400.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
191.78	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Leading Edge Certification for 2 teachers who have not been trained

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)

400.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Imagine Learning - Intervention Groups - Monitor, plan and instruct student interventions weekly 48 wks, 2 hrs wk, 2 teachers - making group adjustments as students 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)

6336.00

Source(s)

Title III
1000-1999: Certificated Personnel Salaries

1510.50

Title III
3000-3999: Employee Benefits

1453.50

Title III
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for the Virtual Academy, with new strategies/activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

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

Equity and Inclusion

LEA/LCAP Goal

Advancing Equity and Inclusion: Create a culture of equity and inclusion through the elimination of systemic barriers to individual success and the development of culturally responsive practices.

Goal 2

To provide and apply rigorous, engaging and culturally responsive learning connecting to our community through Project Based Learning (PBL).

Identified Need

Cultural proficiency professional learning for all staff to ensure equitable practices.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CalSchls Healthy Kids Survey from Parents

Per the survey, our families strongly agreed (42%) or agreed (58%) that our school treats all students with respect and promotes respect of cultural beliefs and practices.

To increase the level of Strongly Agree by 3% with parents.

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

Culturally Responsive Book Study (ex: Culturally Responsive Teaching & the Brain or Cultivating Genius: An Equity Framework for Culturally and Historically Responsive 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)

496.00

Source(s)

Title I
4000-4999: Books And Supplies
(\$31. x 16)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Incorporate PBL and Culturally Responsive Classrooms; building on the knowledge that our students and families bring as members of their cultures and communities while also engaging children's interest

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)

2970.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
6hr per year per teacher (15)

708.30

Title I
3000-3999: Employee Benefits
fringe

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal for the Virtual Academy, with new strategies/activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

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 and Welcoming Environments

LEA/LCAP Goal

Nurturing Safe and Welcoming Learning Environments:

Goal 3

To establish and support a safe learning environment that champions a sense of belonging for all of our students.

Identified Need

Stakeholders have identified the need for continued PD and implementation of SEL strategies. Our parents identified a need of communication of how to access additional resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CalSchls Survey - Parent Survey	In 2020-21 school year, families responded that we provide quality counseling or other ways to help students with social-emotional needs. 26% Strongly Agree 37% Agree 11% Disagree 26% Don't Know/NA We had 4 families attend a session with School Psychologist learning about coping skills through a pandemic.	To increase parent awareness of services offered through our website and back-to-school meetings. To decrease Disagree by 5% and Don't Know by 26%. To increase parent participation by at least 2 parents. An area of growth is to increase awareness of counseling options and programs to address specific needs.
CalSchls Survey - Parent Survey	In 2020-21 school year, families agreed (63%) or strongly agreed (37%) that our school promotes the success of all students. They also agreed (58%) or strongly agreed (42%) that we treat all students with respect.	To increase "Strongly Agreed" by 5% that we promote the success of all students and that we treat all with respect.

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

Increase resource awareness for families by having a parent night/meeting w/School Psych, Social Worker, Reach Out to Families Center

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)

198.00

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
6 hours OOC

47.22

Title I Part A: Parent Involvement
3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

To continue our daily SEL check-ins ensuring we are responsive to the Social-Emotional needs of our students using consistent SEL 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)

1300.00

Source(s)

Title I
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our staff implemented SEL lessons using either Thrively or Sanford Harmony. All staff received professional learning from Thrively throughout the school year and webinar lessons from Sanford Harmony. All students had daily lessons in SEL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No federal funds were budgeted for this goal during the 2020-2021 school year.

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.

A recommendation would be to have one SEL curriculum so that students have a continuum of the learning over the year.
Increase awareness of what we offer to students and families in the area of counseling and quality programs.
Provide opportunities for live events once Covid restrictions are lifted.

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	\$37,929.00

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	\$27,792.00
Title I Part A: Parent Involvement	\$837.00
Title III	\$9,300.00

Subtotal of additional federal funds included for this school: \$37,929.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$37,929.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	27,792.00
Title I Part A: Parent Involvement	837.00
Title III	9,300.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,344.00
3000-3999: Employee Benefits	6,043.12
4000-4999: Books And Supplies	5,741.88
5000-5999: Services And Other Operating Expenditures	800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	18,810.00
3000-3999: Employee Benefits	Title I	4,485.40
4000-4999: Books And Supplies	Title I	4,096.60
5000-5999: Services And Other Operating Expenditures	Title I	400.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	198.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	47.22
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	191.78

5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	400.00
1000-1999: Certificated Personnel Salaries	Title III	6,336.00
3000-3999: Employee Benefits	Title III	1,510.50
4000-4999: Books And Supplies	Title III	1,453.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,209.48
Goal 2	4,174.30
Goal 3	1,545.22

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Michelle Syverson	Principal
Brenda Robles	Classroom Teacher
Tracy Rolfe	Other School Staff
Terry Loyo	Parent or Community Member
Nadia Escarcega	Parent or Community Member
Gaby Padilla	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:

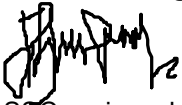
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 May 7, 2021.

Attested:



Principal, Michelle Syverson on May 7, 2021



SSC Chairperson, Tracy Rolfe on May 7, 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/guidanceusesinvestment.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/guidanceusesinvestment.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

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Governance Documents

BACKGROUND INFORMATION

The SBUSD Board of Trustees has identified the ongoing review and updates of Board Bylaws, Board Policies, and Administrative Regulations as a high priority to make sure they meet state and federal guidelines and to reflect current Board philosophy and any changes in District practice. The Board recognizes that establishing policy and direction is one of its main responsibilities in governance.

CURRENT CONSIDERATIONS

The following Governance Documents (Exhibit) are submitted for comments/direction and approval for First and Final Reading:

- BP/AR 6158 - Independent Study

IMPACT ON STUDENT ACHIEVEMENT

Keeping District Bylaws, Board Policies and Administrative Regulations up-to-date supports student educational success.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval for First and Final Reading.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
BP and AR 6158	7/21/2021	Exhibit

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

INDEPENDENT STUDY (continued)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6200 - Adult Education)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

INDEPENDENT STUDY (continued)

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

INDEPENDENT STUDY (continued)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

INDEPENDENT STUDY (continued)

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

INDEPENDENT STUDY (continued)

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other

INDEPENDENT STUDY (continued)

indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

INDEPENDENT STUDY (continued)

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

INDEPENDENT STUDY (continued)

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.

INDEPENDENT STUDY (continued)

11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

INDEPENDENT STUDY (continued)

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

INDEPENDENT STUDY (continued)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities
41020 Audit guidelines
41976.2 Independent study programs; adult education funding
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers and teachers in special classes and schools
46200-46208 Instructional day and year
46300-46307.1 Methods of computing average daily attendance
46390-46393 Emergency average daily attendance
46600 Interdistrict attendance computation
47612-47612.1 Charter school operation
47612.5 Independent study in charter schools
48204 Residency
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52060 Local control and accountability plan
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources: (see next page)

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

INDEPENDENT STUDY**Definitions**

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

INDEPENDENT STUDY (continued)

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

(cf. 0420.4 - Charter School Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

INDEPENDENT STUDY (continued)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

INDEPENDENT STUDY (continued)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study

INDEPENDENT STUDY (continued)

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

INDEPENDENT STUDY (continued)

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

ATTACHMENTS:

Description	Upload Date	Type
Minutes	6/24/2021	Exhibit
Special Minutes	7/15/2021	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

*MINUTES of the REGULAR
BOARD MEETING of JUNE 10, 2021*

1. PRELIMINARY – REGULAR BOARD MEETING

- CALL TO ORDER: By President Doyle at 6:00 PM on Zoom Conferencing.
- ROLL CALL: Present: Trustees Amaral, Barrios, Doyle, Medina, and Quinones. Superintendent Katie McNamara and others present.
- PLEDGE OF ALLEGIANCE: Trustee Doyle led the Pledge of Allegiance.

2. COMMUNITY, STUDENT, AND STAFF RECOGNITION AND AWARDS

Director Pamela Reichert-Montiel introduced the 2020-2021 Distinguished Scholars, which included videos from teachers.

3. REPORT OF ACTION TAKEN IN CLOSED SESSION

Motion by Trustee Doyle to approve a resignation and release agreement between the District and Employee ID# 3017, an elementary classroom teacher, under which the teacher would work in substitute assignments at the direction of the district until the teacher's resignation. **Second** by Trustee Amaral. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

4. CHANGES TO THE AGENDA

None.

5. APPROVAL OF MEETING AGENDA

Motion by Trustee Quinones to approve the June 10, 2021, Board Meeting agenda as posted. **Second** by Trustee Medina. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

6. COMMUNICATIONS TO THE BOARD OF TRUSTEES

- Deputy Superintendent Cindy Wagner thanked Director Pamela Reichert-Montiel for her presentation and congratulated all the honorees.
- Assistant Superintendent Janea Marking announced the VIP Village Preschool Ribbon Cutting and Enrollment Event on July 20, 2021.
- South Bay PTA Council President Susan Connors thanked the community for their support during her two terms as Council President.
- Superintendent Katie McNamara thanked Pamela Reichert-Montiel and the teachers for the Distinguished Scholars presentation. She recognized Susan Connors for her work on behalf of South Bay families and welcomed Sonya Vargas as the new PTA Council President. She honored the work of the students, families, and staff during

the past year. She thanked the retirees and congratulated the students promoting to the next step on their educational journey.

7. PUBLIC COMMENTS ON NON-AGENDA ITEMS

- Susan Connors encouraged the Board to allow visitors and volunteers onto school campuses.

8. DISCUSSION/ACTION ITEMS

- Local Control and Accountability Plans Adoption
Deputy Superintendent Cindy Wagner presented the Plans and requested adoption.

Motion by Trustee Amaral to adopt the District, Imperial Beach Charter, and Nestor Language Academy Local Control and Accountability Plans. **Second** by Trustee Quinones. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

- LCAP Federal Addendum Adoption
Deputy Superintendent Cindy Wagner presented the LCAP Federal Addendum and requested adoption.

Motion by Trustee Quinones to adopt the LCAP Federal Addendum. **Second** by Trustee Doyle. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

- California School Dashboard Local Indicators
Deputy Superintendent Cindy Wagner presented the LCAP Local Indicators and requested approval.

Motion by Trustee Quinones to approve the LCAP Local Indicators. **Second** by Trustee Barrios. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

- 2021-2022 Budget Adoption
Director Joel Ryan presented the 2021-2022 Budget and requested adoption.

Motion by Trustee Quinones to adopt the 2021-2022 Budget. **Second** by Trustee Amaral. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

- Child Nutrition Report
Directors Sara Mosburg and Ana De Castro presented a report on meal service and wellness initiatives.
- Citizens Bond Oversight Committee Report
Assistant Superintendent Janea Marking presented the Report and requested approval.

Motion by Trustee Quinones to approve the 2020-21 Citizens Bond Oversight Committee Annual Report. **Second** by Trustee Amaral. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

9. CONSENT CALENDAR

Motion by Trustee Quinones to approve/ratify/accept/adopt all items on the Consent Calendar as amended and listed below. **Second by** Trustee Barrios. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

- Minutes of the Regular Meeting on May 27, 2021 and Special Meeting on May 18, 2021.
- Memorandum of Understanding regarding Antigen Testing.
- Agreement with the Boys & Girls Club of Imperial Beach for the 2021-2022 school year.
- Agreement with Effective School Solutions.
- School district warrants and checks as listed.
- Purchase Orders listed on Purchase Order Report 12.
- Resolution 21-008 regarding the 2020-21 Education Protection Act.
- Agreement with Dannis Woliver Kelley for legal services.
- Agreement with Fagen Friedman & Fulfroost for legal services.
- Renewal with Republic Services for trash and recycling services.
- Purchase of fuel using the piggyback bid of the City of San Diego.
- The solicitation of bids for public works contracts and purchases above bid thresholds for the 2021-22 school year.
- Joint Agreement for Student Transportation.
- Agreement for claims administration services with Keenan & Associates.
- Resolution 21-009 to dispose of unneeded portable buildings from the District in the most expedited manner.
- Certificated and Classified Activity Lists.
- MOU with CSEA, Chapter 59 and related Job Descriptions.
- Amendment to the Service-Learning Agreement with San Diego State University.
- Revised Job Description for Child Nutrition Supervisor.

10. COMMUNICATION FROM THE BOARD OF TRUSTEES

- Trustee Amaral shared his appreciation for the LCAP and the work of the District team. He recognized Director Sara Mosburg and recommended honoring her with *Sara Mosburg Day* on March 13.
- Trustee Quinones recognized the Distinguished Scholars and promoting students. She honored the work of students, staff, and families during the past year. She wished everyone a wonderful summer.
- Trustee Doyle discussed the community feeling throughout South Bay. She reminded everyone about the availability of vaccinations. She recognized the Distinguished Scholars and the work done by their teachers and staff.

- Trustee Barrios thanked all the employees for their work. He recognized the students and families and wished them a great summer.
- Trustee Medina thanked the staff for all their work and congratulated all the students.

11.ADJOURNMENT

The Regular Board Meeting was adjourned at 7:53 PM.

SUBMITTED BY:

APPROVED BY:

Katie McNamara, District Superintendent/Date

Cheryl Quinones, Clerk

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

MINUTES of the SPECIAL
BOARD MEETING of JULY 15, 2021

1. PRELIMINARY – SPECIAL BOARD MEETING

- OPENING/PLEDGE OF ALLEGIANCE/WELCOME: By Board President Doyle at 12:00 PM on Zoom Conferencing. Trustee Doyle led the Pledge of Allegiance.
- ROLL CALL: Present: Trustees Amaral, Doyle, Medina, and Quinones. Superintendent Katie McNamara, Deputy Superintendent Cindy Wagner, Assistant Superintendent Janea Marking, and Interim Director Torrie Norton were also present. Trustee Barrios joined the meeting at 12:05 PM.

2. PUBLIC COMMENTS

- None.

3. DISCUSSION/ACTION ITEMS

- Search Firm Presentations
Ben Johnson presented the proposal from McPherson & Jacobson, including firm background, process overview, timeline, and cost.

Rich Thome, Dennis Smith, and Becky Banning presented the proposal from Leadership Associates, including firm overview, history, timeline, and cost.

Motion by Trustee Doyle to enter a contractual relationship with Leadership Associates to help lead and assist the Board with its Superintendent search, subject to ratification of that contract by the Board. **Second by** Trustee Quinones. **Vote on Motion:** Ayes-Trustees Doyle, Medina, and Quinones; Noes-Amaral and Barrios; Abstain-None; Absent-None. **Motion Carried.**

- Recovery/Reopening Plan Update
Deputy Superintendent Cindy Wagner presented an update on the District's Recovery/Reopening Plan, including the new recommendations and guidance from the California Department of Public Health.

4. CONSENT CALENDAR

Motion by Trustee Quinones to approve/ratify/accept/adopt all items on the Consent Calendar as amended and listed below. **Second by** Trustee Doyle. **Vote on Motion:** Ayes-Trustees Amaral, Barrios, Doyle, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

- Purchase of individual student materials due to COVID-19 requirements.
- Job Description for Learning Acceleration Teacher/Tutor.
- Contract with Illuminate Education.
- Certificated and Classified Activity Lists.

5. ADJOURNMENT

The Special Board Meeting was adjourned at 1:52 PM.

SUBMITTED BY:

Katie McNamara, District Superintendent

APPROVED BY:

Cheryl Quinones, Clerk

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Proclamation - Women's Equality Day

BACKGROUND INFORMATION

In 2019, the Board of Trustees selected various dates throughout the year to adopt Proclamations to recognize special holidays/events.

CURRENT CONSIDERATIONS

A Proclamation recognizing Women's Equality Day is attached as an Exhibit for adoption.

IMPACT ON STUDENT ACHIEVEMENT

There is no impact on student achievement related to this item.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees adopt the Proclamation recognizing Women's Equality Day on August 26, 2021.

ATTACHMENTS:

Description	Upload Date	Type
Proclamation	6/24/2021	Exhibit

**SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California**

PROCLAMATION

South Bay Union School District Recognizes Women's Equality Day on August 26, 2021

ON MOTION of Member ____, seconded by Member ____, the following resolution is adopted:

WHEREAS, on Women's Equality Day, we commemorate the anniversary of the adoption of the 19th Amendment as part of the United States Constitution, which secured for women the right to vote. This historic event was the culmination of the decades-long struggle of courageous suffragists determined to ensure the right of women to shape the course of our Republic through the ballot box. We commemorate the efforts of those groundbreaking activists, celebrate the remarkable achievements of women, and reaffirm our commitment to equality under the law for all Americans; and

WHEREAS, as we celebrate Women's Equality Day, we honor the trailblazing American women who have fought for, and achieved, incredible gains in equality since the ratification of the 19th Amendment. Their hard-fought accomplishments have strengthened our economy, our communities, and our families, and have enriched the American spirit. Their resolve, innovation, leadership, passion, and compassion have changed the world and continue to inspire future generations of women; and

WHEREAS, the women of the United States have united to assure that these rights and privileges are available to all citizens equally regardless of sex; and

WHEREAS, the women of United States are to be commended and supported in their organizations and activities.

NOW, THEREFORE, BE IT RESOLVED, the South Bay Union School District recognizes Women's Equality Day on August 26, 2021.

PASSED AND ADOPTED this 22nd day of July 2021 by the Governing Board of the South Bay Union School District of San Diego County, California by the following vote:

AYES:
NOES:
ABSENT:
ABSTENTION:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, Cheryl Quinones, Clerk of the Governing Board of the South Bay Union School District, County of San Diego, State of California, do hereby certify that the foregoing is a true and correct copy of a Proclamation duly adopted by said Board of Trustees at the regularly called and conducted meeting held on July 22, 2021.

July 23, 2021
Date

Cheryl Quinones, Clerk of the Board of Trustees

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Resolution 21-011

BACKGROUND INFORMATION

South Bay has a contract with the California Department of Education to provide a Preschool program to students whose families meet the low income guidelines established by the State. The programs are located at the VIP Village and Nicoloff campuses. When fully enrolled, we serve 336 Preschool age children in 14 classes. Under the original terms of the 2021-2022 Contract, the District would have received a Maximum Reimbursable Amount of \$2,081,494 for 180 contracted days.

CURRENT CONSIDERATIONS

In order to receive the funds for the State Preschool Program, it is necessary to enter into a local agreement (Exhibit) with the California Department of Education, Child Development Division.

Resolution 21-011 (Exhibit) is also necessary to authorize approval for the District to enter into an amended agreement with the California Department of Education for Child Development Services for 2021-2022.

IMPACT ON STUDENT ACHIEVEMENT

Research clearly indicates that students who attend Preschool enter Kindergarten with greater established academic and social-emotional foundations.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Under the terms of the 2021-2022 contract, the District will now receive a Maximum Reimbursable Amount of \$2,081,494 to be used for funding of Preschool services.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend adoption of Resolution 21-011 to enter into a local agreement with the California Department of Education for Child Development Services for the 2021-2022 school year.

SUPERINTENDENT'S RECOMMENDATION

Recommend adoption.

ATTACHMENTS:

Description	Upload Date	Type
Resolution	6/24/2021	Exhibit
Agreement	6/24/2021	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

RESOLUTION 21-011

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2021/22.**

RESOLUTION 21-011

BE IT RESOLVED that the Governing Board of the South Bay Union School District authorizes entering into local agreement number/s CSPP-1470 and that the persons listed below are authorized to sign the transaction for the Governing Board:

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Katie McNamara, Ed.D.</u>	<u>District Superintendent</u>	_____
<u>Janea Marking</u>	<u>Assistant Superintendent</u> <u>Business Services</u>	_____
<u>David Sheppard</u>	<u>Program Director</u>	_____

PASSED AND ADOPTED THIS 22nd day of July 2021, by the Governing Board of the South Bay Union School District of San Diego County, California.

I, Cheryl Quinones, Clerk of the Governing Board, South Bay Union School District of San Diego County, California, certify that the foregoing is a full, true and correct copy of the resolution adopted by the said Board of Trustees at the July 22, 2021 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____	<u>July 23, 2021</u>
Cheryl Quinones, Clerk of the Board	



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2021

CONTRACT NUMBER: CSPP-1470

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 37-6839-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: SOUTHBAY UNION SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the SAN DIEGO COUNTY Local Individualized Subsidized Child Care Plan (hereafter the "SAN DIEGO COUNTY PILOT PLAN") as most recently approved by the California Department of Education; the GENERAL TERMS AND CONDITIONS (GTC 04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS*; and the FUNDING TERMS AND CONDITIONS (FT&C)*, which are by this reference made a part of this Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail. The Contract must meet the specifications of the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS except where the SAN DIEGO COUNTY PILOT PLAN allows for exceptions.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$50.70 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$2,081,494.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment 41,055.0

Minimum Days of Operation (MDO) Requirement 180

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp>

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING	
TITLE Contract Manager		ADDRESS	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 2,081,494	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-6839	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 2,081,494	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2021
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590	FISCAL YEAR 2021-2022	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER		DATE	

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with Jewish Family Service

BACKGROUND INFORMATION

The San Diego County Office of Education has a Positive Parenting Behavioral Health Contract with Jewish Family Service (JFS) to provide the Positive Parenting Program (Triple P). By entering into an agreement with JFS, South Bay will partner with the organization to provide program services to parents whose children are enrolled at our schools.

CURRENT CONSIDERATIONS

The attached agreement (Exhibit) is for the 2021-2022 school year only and outlines the responsibilities of both JFS and the District. The Positive Parenting Program (Triple P) consists of three parent education seminars, incentives and program materials, and confidential referral services. Seminars take place on school campuses, and there is funding available through the partnership to provide childcare during the seminars if needed.

IMPACT ON STUDENT ACHIEVEMENT

Positive parenting classes are beneficial to parents, students, and the entire school community. Increasing parent involvement positively affects a student's experience and sets them up for successful academic experiences.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with Jewish Family Service for the Positive Parenting Program.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Agreement	7/13/2021	Exhibit

MEMORANDUM OF UNDERSTANDING

Between **JEWISH FAMILY SERVICE** and **SOUTH BAY UNION SCHOOL DISTRICT**

Parties: This Memorandum of Understanding is between Jewish Family Service [JFS] and SOUTH BAY UNION SCHOOL DISTRICT.

Purpose: To establish a collaborative relationship between Jewish Family Service and SOUTH BAY UNION SCHOOL DISTRICT that will enable students and parents to benefit from the San Diego County Positive Parenting Behavioral Health Contract [SD County Agreement 553898] "Triple P" Positive Parenting Program.

Responsibilities of Parties: In order to achieve the purpose set out above, the parties will perform the following activities:

Jewish Family Service will:

- JFS will partner with SOUTH BAY UNION SCHOOL DISTRICT to provide services through the Positive Parenting Program to children and families at the school.
- JFS will provide the following services to each school site that chooses to host the program:
 - Three parent education seminars using the evidence-based "Triple P" curriculum to interested SOUTH BAY UNION SCHOOL DISTRICT parents and staff of children from the school.
- JFS will provide incentives and program materials to participants.
- JFS will provide referral services and information to both participants and school administration without breaking the confidentiality of the participants.
- JFS hereby warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this contract and agrees to furnish to District satisfactory evidence thereof at any time the District may request. JFS is required to carry commercial general liability with limits of one million dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage and name District, its officer, agents, and employees as additionally insured. JFS will also provide professional liability (errors and omissions) insurance with a limit of One Million Dollars (\$1,000,000) and will provide automobile insurance with limits of One Million Dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage. JFS shall provide District with a certificate of insurance and endorsements evidencing this coverage.

SOUTH BAY UNION SCHOOL DISTRICT will:

- SOUTH BAY UNION SCHOOL DISTRICT will engage JFS in a partnership to implement the Positive Parenting Program for the parents/caregivers.
- SOUTH BAY UNION SCHOOL DISTRICT, when choosing to host the Positive Parenting Program will provide adequate space for the Seminars and distribute information regarding the program to parents and staff.
- SOUTH BAY UNION SCHOOL DISTRICT will work closely with JFS ensure that the program reaches and serves as many people as possible at the schools that request the Triple P program.

If requested:

- JFS will provide child supervision, with caregivers who have cleared a criminal background check and tested negative for TB.

OR

- JFS will reimburse SOUTH BAY UNION SCHOOL DISTRICT for qualified employees (with a clear TB test and background check) no more than \$15 per hour (not to exceed a total of \$250 per person) to provide supervision during child activity groups.
 - SOUTH BAY UNION SCHOOL DISTRICT will comply with standard California and Federal labor regulations, including worker's compensation and payroll taxes when providing qualified employees for child supervision.
 - SOUTH BAY UNION SCHOOL DISTRICT will provide an invoice for child supervision to the JFS Positive Parenting Program Manager at the completion of the class, not later than 30 days after completing the service.

General Terms of the Agreement: Both Jewish Family Service Positive Parenting Program and SOUTH BAY UNION SCHOOL DISTRICT agree to work cooperatively during the term of the agreement to achieve the purposes set out above. Parties will abide by necessary requirements of program confidentiality and agree to indemnify, defend and hold harmless each other against any and all potential penalties incurred in the event that they violate any portion of this agreement. This agreement does not create a legal partnership or contract between the parties. The initial term of this agreement is July 1st, 2021 to June 30, 2022.

JEWISH FAMILY SERVICE

SOUTH BAY UNION SCHOOL DISTRICT

Signed: _____

Signed: _____

Name: Lea Bush, MSW/MPA

Name: _____

Title: Director Community and Family Svcs

Title: _____

Date: _____

Date: _____

For further information, please contact:

Autumn Weidman (858) 637-3021
8804 Balboa Avenue
San Diego, CA 92123

School District Address:

601 Elm Avenue
Imperial Beach, CA 91932
(619) 628-1600

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Williams UCP Report: Quarter 4

BACKGROUND INFORMATION

This report is provided as another component of the Williams Settlement requirements. Each quarter the District is required to complete a Uniform Complaint Procedure report with the number (if any) of complaints received, number of complaints resolved, and the number of complaints unresolved in the following areas: Instructional Materials, Facilities, and Teacher Vacancy and Misassignments.

CURRENT CONSIDERATIONS

The Educational Services Department completes this report each quarter online. We are pleased to report that during Quarter 4: April 1, 2021 to June 30, 2021, the District did not receive any complaints which met the requirements of the Williams Settlement reporting.

IMPACT ON STUDENT ACHIEVEMENT

Sufficient instructional materials, safe facilities, and proper teacher assignments are all necessary elements in assuring increased student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend acceptance of the Williams Uniform Complaint Procedures Report for Quarter 4.

SUPERINTENDENT'S RECOMMENDATION

Recommend acceptance.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with South Bay Community Services - Mental Health

BACKGROUND INFORMATION

In the 2017-2018 school year, South Bay entered into a Memorandum of Understanding with South Bay Community Services (SBCS) to provide school-based, outpatient behavioral health services to children and their families who are full scope Medi-Cal beneficiaries and reside in the South County.

CURRENT CONSIDERATIONS

The agreement (Exhibit) is an option for continued services under the agreement for an additional four years. Both parties are therefore seeking to extend the agreement for the 2021-2022 and 2022-2023 school years while funding is still available. The agreement follows the same terms as the MOU entered into for the 2018-2019 school year.

IMPACT ON STUDENT ACHIEVEMENT

The partnership with SBCS will provide necessary mental health support to eligible students and their families. Regular communication with SBCS will ensure that student needs are being met, thus preparing them to participate fully in their educational experience.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with South Bay Community Services for implementation of the Children's Mental Health Program.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Agreement	7/13/2021	Exhibit



MEMORANDUM OF UNDERSTANDING

This represents an agreement between **South Bay Community Services (SBCS)** and **South Bay Union School District (SBUSD)**. SBCS and SBUSD intend to work together to provide school-based, outpatient behavioral health services to children and their families who are full scope Medi-Cal beneficiaries and reside in the South region of San Diego County. To this end, each agency agrees to participate by coordinating and providing the following services:

SBCS agrees to:

- Act as the lead agency for administration, fiscal management and evaluation of SBCS' Children's Mental Health program, a certified Full Service Partnership program.
- Provide a full range of diagnostic and treatment services for eligible children including assessment, treatment planning, individual therapy, family therapy, crisis intervention, case management, and medication support.
- Process referrals received from the SBUSD for eligible children. To be eligible for services, children must 5-21 years old, have full scope Medi-Cal, have a mental health diagnosis, and must have a significant impairment in an important area of life functioning. Referrals shall be faxed to SBCS and SBCS will notify SBUSD of the receipt of the referral within 3 business days via email.
- Services will be offered at SBCS' clinic or on a limited and case by case basis in a community or home setting.
- With the parent/legal guardian's consent, services may be provided at the client's school as long as the school site is pre-designated and pre-approved on SBCS' contract with County Behavioral Health. Contracted schools include: Bayside, Berry, Central, Emory, Nicoloff, Pence, Imperial Beach, Nestor, Oneonta, Sunnyslope, Mendoza, and Imperial Beach Charter West.
- Provide and share information with SBUSD as a means to support youth/family participation, engagement, and progress under HIPAA and Confidentiality guidelines.
- Participate in school and/or district meetings as requested.
- Provide education to district staff that assists the schools in understanding the target population eligible for services.
- Coordinate with the district to identify eligible children most in need of services.
- Work with school personnel to engage and support youth and their families and provide outreach at school.
- Maintain regular communication with district representative on waitlist times, regional and school needs, and program updates.
- Maintain regular communication with SBUSD Director of Special Education regarding individual student needs and concerns, ensuring optimal collaboration.

SBUSD agrees to:

- Provide referrals to SBCS' Children's Mental Health Program for eligible students.
- Provide SBCS program staff with appropriate space to provide treatment services to students and their families attending the pre-designated and pre-approved schools.
- Provide and share information with SBCS as a means to support youth/family participation, engagement, and progress under HIPAA and Confidentiality guidelines.
- Participate in SBCS meetings as requested.

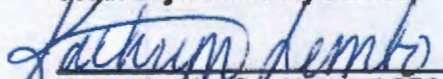


MEMORANDUM OF UNDERSTANDING

- Maintain regular communication with SBCS Program Director regarding school, student, and district needs, ensuring optimal collaboration.
- Assist SBCS in coordinating in-service trainings and meetings with district staff as necessary.

This agreement is effective from July 1, 2018 through June 30, 2019 and for any continuations for the following 4 years. This agreement terminates when the County of San Diego Health & Human Services Agency funding for the project ends or either party may terminate this agreement by providing written notice of not less than thirty (30) days to the other party.


South Bay Community Services


Kathryn Lembo, President and CEO

Date: _____

10/15/18

South Bay Union School District


Janea Marking, Assistant Superintendent, Business Svcs.

Date: _____

10.15.2018

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with San Joaquin County Office of Education

BACKGROUND INFORMATION

Currently, over 900 districts in California utilize Special Education Information System (SEIS) for their internet web-based IEP system. SEIS was developed by the technology department at the San Joaquin County Office of Education.

CURRENT CONSIDERATIONS

This agreement constitutes an understanding with the San Joaquin County Office of Education concerning the design, programming, and maintenance of integration components between SEIS and the client's Student Information System (SIS). Any deletions, additions, or modifications to this agreement must be in writing signed by both parties.

IMPACT ON STUDENT ACHIEVEMENT

This integration will allow staff to access student information in one place that is accurate and up to date.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Special Education agrees to pay setup/configuration costs for the development of all the SEIS/SIS integration components/services in the amount of \$4,000. Additionally, the district agrees to pay the annual maintenance fee of \$1.50/student based on the Eligible and Pending Student Count as reported on the most recent Census Day. The first annual maintenance fee will be \$1,848 based on the count of 1,232.

The total financial cost of this agreement is \$5,848.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with the San Joaquin County Office of Education.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Confidential Settlement Agreement - SSID# 4502330346 Perm ID: 1118052

BACKGROUND INFORMATION

Education Code section 56501, subdivision (a) provides that a parent or public agency may request a Due Process Hearing when there is a proposal or refusal to initiate or change the identification, assessment, education placement, or the provision of a FAPE to their child, or when there is a disagreement regarding the availability of a program available for the child.

Additionally, the California Department of Education allows parents and school districts to participate in an Alternative Dispute Resolution process as a means to resolve issues.

CURRENT CONSIDERATIONS

During the spring of 2021, the parents of a student who attended school in South Bay brought forward concerns about the District providing FAPE prior to, and during, the COVID-19 pandemic.

On May 26, 2021, the District and parents participated in a South County SELPA sponsored Alternative Dispute Resolution session and reached a settlement agreement. The settlement provides for funding of compensatory education to reimburse parents for a total amount not to exceed \$6,400.

The agreement releases the District from any and all future educational claims under IDEA. In addition, the agreement is not an admission of liability, fault, or wrongdoing of any kind on behalf of the District or parent. Upon notification of Board approval of this agreement, the parent will dismiss the case.

Board approval is requested to execute the Settlement Agreement between the District and parents, signed on May 26, 2021.

IMPACT ON STUDENT ACHIEVEMENT

There is no impact on student achievement related to this item.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial cost of the Settlement Agreement is not to exceed \$6,400. All costs will be charged to the Special Education budget.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the Confidential Settlement Agreement .

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with the Orange County Office of Education

BACKGROUND INFORMATION

South Bay has been utilizing the software platform, through a third party vendor, to facilitate the Random Moment Time Survey (RMTS) process where staff is responsible for entering their activities being performed during the scheduled RMTS moment. Coding is based on the presumption that the responses received from the District are accurate and all necessary documentation exists to support it.

CURRENT CONSIDERATIONS

This item requests Board approval to continue the agreement with the Orange County Superintendent of Schools to administer School-Based Medi-Cal Administrative Activities (SMAA) described as the Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) to improve the availability and accessibility of Medi-Cal services to eligible, and potentially eligible, individuals and their families where appropriate for the 2021-22 school year.

IMPACT ON STUDENT ACHIEVEMENT

South Bay is dedicated to the health and wellness of our children and families. The funding received through the District's participation in the SMAA program enhances our commitment to the health and wellness of all students.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The RMTS Software Platform fee is based on the District's actual cost of utilizing the Region 9 LEC for the RMTS platform. The District's share of the software platform fees may be included in our claim for reimbursement based on actual costs paid. Costs will be charged to the Special Education Budget as appropriate.

FY Quarter	Quarterly Participation Rate
FY Q1: July - September	\$0.67/participant/quarter
FY Q2: October - December	\$1.34/participant/quarter
FY Q3: January - March	\$1.34/participant/quarter
FY Q4: April - June	\$1.34/participant/quarter

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with the Orange County Office of Education.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with Maxim Healthcare Services

BACKGROUND INFORMATION

In accordance with Title 5, California Administrative Code, Section 3061 and Education Code 56365, South Bay will contract with non-public schools and/or agencies when services are required by an individual with exceptional need and no appropriate public education program is available.

CURRENT CONSIDERATIONS

South Bay has the need to fill Nurse; Language, Speech and Hearing Specialist; and School Psychologist positions due to employee leaves of absence, constraints, and hiring challenges. These positions have been filled with agency staff. We continue to post the Nurse position, but have been unable to fill the position currently being served by agencies. Additionally, we have employees who are on family or maternity leave of absences. Board approval is requested to approve a contract with Maxim Healthcare Services for the 2021-22 school year for staffing services.

IMPACT ON STUDENT ACHIEVEMENT

The requirement for staffing services is considered by the IEP team to be a critical component in the ability of the students to access and progress in the educational curriculum.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The total financial cost of this contract is estimated at \$775,000, dependent upon the length of being unable to fill the open position and upon return of employees on leave of absence. Costs will be charged to the COVID budget.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with Maxim Healthcare Services for Special Education staffing.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with the San Diego Center for Children

BACKGROUND INFORMATION

In accordance with Title 5, California Administrative Code, Section 3061 and Education Code 56365, South Bay will contract with Non-Public Schools (NPS) when services are required by an individual with exceptional need and no appropriate public education program is available.

CURRENT CONSIDERATIONS

This item requests Board approval to continue a contract with the San Diego Center for Children for the 2021-2022 school year. This contract will provide services for a South Bay student currently attending the Center. In which case, an IEP was completed and agreement was reached. Due to the severity of the students' needs related to their disabilities, there is a clear need for a NPS placement to provide services as identified on Individualized Education Programs.

IMPACT ON STUDENT ACHIEVEMENT

South Bay is dedicated to the health and wellness of our children and families and works consistently to develop the whole child as an avenue to supporting high levels of academic achievement. NPS placement is required for students to learn due to the intense nature of their disability.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial cost of this contract will not exceed \$49,508.60 (per student) for the school year. Costs will be charged to the Special Education budget and ERMHs as appropriate.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with the San Diego Center for Children for Non-Public School placements for 2021-2022.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Award of Bid

BACKGROUND INFORMATION

Our current infrastructure for phone service consists of PRI trunks and T1 data lines, which manage the phone traffic inbound to our schools and outbound to the general public. In addition, we have analog phone lines which are required for our fire alarm systems and security systems.

CURRENT CONSIDERATIONS

We have an interest in updating our phone services to forward thinking technologies and more unified communications to allow the use of cloud services, soft phones (accessible from an app or browser), and remove old equipment from our system. Current technologies allow for survivability when data lines go down and allow for more flexibility for users.

Eight vendors submitted proposals to our RFP and five were selected to present to staff (one product was presented by two separate vendors). Factors in our decision were reoccurring costs, ease of use for end users, flexibility and integration with our other systems, and survivability when the data lines are unavailable.

The team selected En@ as the awarded vendor, and they are a Next Gen Contractor for CALNET Hosted Voice.

IMPACT ON STUDENT ACHIEVEMENT

Families will have flexible and reliable ways to communicate with staff members.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Moving away from outdated equipment and technology will provide cost savings. Anticipated and estimated one-time costs will be \$90,000. Anticipated and estimated monthly costs will be \$10,000.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the award of bid for unified communication services to En@.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with South Bay Community Services - PEI

BACKGROUND INFORMATION

In the 2016-2017 school year, South Bay entered into an agreement with South Bay Community Services (SBCS) to provide school-based Prevention and Early Intervention (PEI) for PreK-3 children residing in the South County.

CURRENT CONSIDERATIONS

The MOU indicated an option for continued services under the agreement for an additional four years, and recently a fifth year was added due to extended funding. Both parties are therefore seeking to extend the agreement (Exhibit) for the 2021-2022 school year. The agreement follows the same terms as the MOU entered into for the 2016-2017 school year.

The partnership with SBCS will continue to provide early intervention to students in grades K-3 at Central Elementary. SBCS will implement the social-emotional evidence-based early intervention program, *Incredible Years*.

IMPACT ON STUDENT ACHIEVEMENT

Addressing the social-emotional needs of primary aged students is essential to their success in school. In addition, PEI has a strong parent outreach and education component.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with South Bay Community Services for implementation of school-based Prevention and Early Intervention (PEI) services.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Agreement	7/13/2021	Exhibit



MEMORANDUM OF UNDERSTANDING

This represents an agreement between **SBCS Corporation** and **South Bay Union School District** (SBUSD). SBCS and SBUSD intend to work together to provide School-Based Prevention and Early Intervention (PEI) services for children in preschool through 3rd grade residing in the South Region of San Diego County under the School Age Prevention and Early Intervention Services Program funded by the County of San Diego. To this end, each agency agrees to participate by coordinating/providing the following services:

SBCS Corporation agrees to provide:

- Act as lead agency for administration, fiscal management, and quality assurance of the project.
- Operate the social-emotional evidence-based early intervention program (Incredible Years) including the hiring, training, and supervision of program staff.
- Provide services to families using the Promotora model that includes prevention, community education and outreach.
- Services can only be provided on school campuses designated in SBCS' county contract.
- Incredible Years curriculum will be provided in classrooms as well as in small group settings with identified students and parents.
- Oversee data gathering and reporting.
- Provide access to non-confidential SBCS facility sites for the purpose of providing services to clients.
- Provide and share information with SBUSD as a means to support youth/family participation, engagement, and progress under HIPAA guidelines.
- Participate in school and/or district meetings as required or needed.
- Facilitate as needed in-service trainings for district staff that assist schools in understanding the target population.
- Provide outreach activities at school sites as needed.
- Maintain regular communication with district representative regarding referrals, waitlist times, referral disposition, regional needs, and program updates.

South Bay Union School District agrees to provide:

- Provide SBCS program staff with appropriate office and programmatic space at client's school to provide services and outreach/education on county contracted school campuses on a year-round basis to students and their families.
- Implement a screening tool, selected by SBCS, to all PreK through 3rd grade students at identified schools.
- Refer appropriate students and parents to the program.
- Allow SBCS staff to provide services in-class as needed.
- Complete student evaluations/surveys as requested by SBCS.
- Provide and share information with SBCS as a means to support youth/family participation, progress, and evaluation under HIPAA guidelines. Information includes, but is not limited to attendance, grades, and behavioral reports.
- Participate in SBCS meetings as needed.
- Maintain regular communication with SBCS Program Director regarding referrals, referral outcomes, and other needs ensuring optimal collaboration.

This agreement is effective from July 1, 2016 through June 30, 2017, and for up to 4 option years through June 30, 2021. *The contract term has been extended one (1) year through June 30, 2022.* This agreement terminates when County of San Diego Health & Human Services Agency funding for the project ends or either party may terminate this agreement by providing written notice of not less than thirty (30) days to the other party.

SBCS Corporation

South Bay Union School District

Kathryn Lembo, President/CEO

Katie McNamara, Superintendent

Date: _____

Date: _____

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Agreement with the Institute for Effective Education

BACKGROUND INFORMATION

In accordance with Title 5, California Administrative Code, Section 3061 and Education Code 56365, South Bay will contract with Non-Public Schools (NPS) when services are required by an individual with exceptional need and no appropriate public education program is available.

CURRENT CONSIDERATIONS

This item requests Board approval to continue a contract with the Institute for Effective Education for the 2021-22 school year. This contract will provide services for a South Bay student currently attending the Institute. In which case, an IEP was completed and agreement was reached. Due to the severity of the students' needs related to their disabilities, there is a clear need for a NPS placement to provide services as identified on Individualized Education Programs.

IMPACT ON STUDENT ACHIEVEMENT

South Bay is dedicated to the health and wellness of our children and families and works consistently to develop the whole child as an avenue to supporting high levels of academic achievement. NPS placement is required for students to learn due to the intense nature of their disability.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial cost of this contract will not exceed \$96,772.20 (per student) for the school year. Costs will be charged to the Special Education budget and ERMHs as appropriate.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the agreement with the Institute for Effective Education for Non-Public School placements for 2021-2022.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Confidential Settlement Agreement - SSID# 8239246907 Perm ID: 1120896

BACKGROUND INFORMATION

Education Code section 56501, subdivision (a) provides that a parent or public agency may request a Due Process Hearing when there is a proposal or refusal to initiate or change the identification, assessment, education placement, or the provision of a FAPE to their child, or when there is a disagreement regarding the availability of a program available for the child.

Additionally, the California Department of Education allows parents and school districts to participate in an Alternative Dispute Resolution process as a means to resolve issues.

CURRENT CONSIDERATIONS

During the spring of 2021, the parents of a student who attended school in South Bay brought forward concerns about the District providing FAPE prior to, and during, the COVID-19 pandemic.

On July 8, 2021, the District and parents participated in a South County SELPA sponsored Alternative Dispute Resolution session and reached a settlement agreement. The settlement provides for funding of compensatory education to reimburse parent for a total amount not to exceed \$7,000.

The agreement releases the District from any and all future educational claims under IDEA. In addition, the agreement is not an admission of liability, fault, or wrongdoing of any kind on behalf of the District or parent. Upon notification of Board approval of this agreement, the parent will dismiss the case.

Board approval is requested to execute the Settlement Agreement between the District and parents, signed on July 9, 2021.

IMPACT ON STUDENT ACHIEVEMENT

There is no impact on student achievement related to this item.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial cost of the Settlement Agreement is not to exceed \$7,000. All costs will be charged to the Special Education budget.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the Confidential Settlement Agreement.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Warrant and Check Registers

BACKGROUND INFORMATION

The Board of Trustees approves monthly warrants and checks issued to conduct the business of the school district as a matter of standard operating procedure.

CURRENT CONSIDERATIONS

This report contains a listing of School District Warrants for the General, Charter Nestor, Charter Imperial Beach, Child Development, Cafeteria, Building, Capital Facilities, and Special Reserve Funds through June 30, 2021, and Revolving Cash Fund through June 30, 2021.

IMPACT ON STUDENT ACHIEVEMENT

Reporting of these funds informs the Board and community how District funds are used to support the education of students.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Account	Warrant/Check Numbers	Total
General Fund	Commercial Warrant Nos. 514682 – 514703, 514709 – 514774 514793 – 514846, 514869 - 514922 514934 – 514969, 514984	\$3,371,312.47
Charter Nestor Language Academy	Commercial Warrant Nos. 514704 – 514706, 514775 – 514782 514847 – 514972	\$38,012.00
Charter Imperial Beach	Commercial Warrant Nos. 514783 – 514784, 514853 – 514857 514858 – 514862, 514889, 514930 514973 – 514974	\$58,446.28
Child Development Fund	Commercial Warrant Nos. 514785 – 514786, 514863 – 514864 514931, 514975	\$2,612.93
Cafeteria Fund	Commercial Warrant Nos. 514707 – 514708, 514787 – 514790 514865 – 514868, 514932, 514976 – 514981	\$45,605.46
Building Fund	Commercial Warrant Nos. 514791 – 514792, 514982	\$21,462.00
Capital Facilities	Commercial Warrant No. 514933	\$3,000.00
Special Reserve	Commercial Warrant No. 514983	\$12,599.00
Revolving Cash Fund	Check Nos.	\$1,026.28

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the school district warrants and checks as listed.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit 1	7/13/2021	Exhibit
Exhibit 2	7/13/2021	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
REVOLVING CASH FUND
June 2021

VENDOR	DATE	CHECK	AMOUNT	PURPOSE	FUND
Jose Guzman	06/08/21	15870	\$976.28	Payroll	0100.0601.000.0000.0000.9910000.000.000.0
Camila Figueroa-Brambila	06/08/21	15871	\$25.00	Award	0100.0100.130.1110.1000.4300000.010.000.0
Adrian Peñaloza	06/08/21	15872	\$25.00	Award	0100.0100.130.1110.1000.4300000.010.000.0

\$1,026.28

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514682	06/01/2021	A T & T	\$36,163.59	1256	Printed	Expense	<input type="checkbox"/>		
514683	06/01/2021	AREY JONES	\$3,883.64	1256	Printed	Expense	<input type="checkbox"/>		
514684	06/01/2021	ATKINSON-ANDELSON-LOYA-RUUD -ROMO	\$2,861.18	1256	Printed	Expense	<input type="checkbox"/>		
514685	06/01/2021	BUILDING BLOCK ENTERTAINMENT INC	\$479.00	1256	Printed	Expense	<input type="checkbox"/>		
514686	06/01/2021	FLASHBAY INC	\$633.99	1256	Printed	Expense	<input type="checkbox"/>		
514687	06/01/2021	FOLLETT SCHOOL SOLUTIONS, INC	\$1,266.76	1256	Printed	Expense	<input type="checkbox"/>		
514688	06/01/2021	HOME DEPOT CREDIT SERVICE	\$1,697.06	1256	Printed	Expense	<input type="checkbox"/>		
514689	06/01/2021	MICHAEL FERGUSON	\$40.00	1256	Printed	Expense	<input type="checkbox"/>		
514690	06/01/2021	MIND RESEARCH INSTITUTE	\$6,750.00	1256	Printed	Expense	<input type="checkbox"/>		
514691	06/01/2021	OFFICE & ERGONOMIC SOLUTIONS, INC	\$670.68	1256	Printed	Expense	<input type="checkbox"/>		
514692	06/01/2021	PROTECTED INSURANCE PROG FOR SCHOOLS	\$42,802.13	1256	Printed	Expense	<input type="checkbox"/>		
514693	06/01/2021	R & R ROOFING & WATERPROOFING	\$2,240.00	1256	Printed	Expense	<input type="checkbox"/>		
514694	06/01/2021	READING AND WRITING PROJECT NETWORK LLC	\$6,800.00	1256	Printed	Expense	<input type="checkbox"/>		
514695	06/01/2021	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$61.77	1256	Printed	Expense	<input type="checkbox"/>		
514696	06/01/2021	SOUTHWEST SCHOOL SUPPLY	\$2,147.03	1256	Printed	Expense	<input type="checkbox"/>		
514697	06/01/2021	STANDARD ELECTRONICS	\$19,000.00	1256	Printed	Expense	<input type="checkbox"/>		
514698	06/01/2021	SUNBELT STAFFING	\$4,275.00	1256	Printed	Expense	<input type="checkbox"/>		
514699	06/01/2021	SYNOVIA SOLUTIONS, LLC	\$1,135.65	1256	Printed	Expense	<input type="checkbox"/>		
514700	06/01/2021	TEAM TALK NETWORK	\$2,548.98	1256	Printed	Expense	<input type="checkbox"/>		
514701	06/01/2021	THE LAW OFFICES OF MICHELLE ORTEGA	\$10,162.50	1256	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514702	06/01/2021	WILLYS ELECTRONIC SUPPLY	\$80.68	1256	Printed	Expense	<input type="checkbox"/>		
514703	06/01/2021	XEROX CORPORATION	\$648.84	1256	Printed	Expense	<input type="checkbox"/>		
514709	06/07/2021	ACADEMIC SUPPLIER - RASIX COMPUTER CTR	\$275.05	1259	Printed	Expense	<input type="checkbox"/>		
514710	06/07/2021	ALSCO - AMERICAN LINEN DIV	\$597.60	1259	Printed	Expense	<input type="checkbox"/>		
514711	06/07/2021	AMAZON CAPITAL SERVICES, INC.	\$11,429.81	1259	Printed	Expense	<input type="checkbox"/>		
514712	06/07/2021	ANDERSONS	\$79.93	1259	Printed	Expense	<input type="checkbox"/>		
514713	06/07/2021	AREY JONES	\$1,771,085.04	1259	Printed	Expense	<input type="checkbox"/>		
514714	06/07/2021	BOYS & GIRLS CLUB OF SOUTH COUNTY	\$84,702.70	1259	Printed	Expense	<input type="checkbox"/>		
514715	06/07/2021	CAL PACIFIC TRUCK CENTER	\$2,217.38	1259	Printed	Expense	<input type="checkbox"/>		
514716	06/07/2021	CALIF ELECTRIC SUPPLY	\$127.79	1259	Printed	Expense	<input type="checkbox"/>		
514717	06/07/2021	CALIF STAMP COMPANY	\$20.42	1259	Printed	Expense	<input type="checkbox"/>		
514718	06/07/2021	CARQUEST AUTO PARTS.	\$499.01	1259	Printed	Expense	<input type="checkbox"/>		
514719	06/07/2021	COASTAL SPEECH THERAPY	\$39,968.94	1259	Printed	Expense	<input type="checkbox"/>		
514720	06/07/2021	COUNTY OF SAN DIEGO - REGISTRAR	\$23,083.00	1259	Printed	Expense	<input type="checkbox"/>		
514721	06/07/2021	COX COMMUNICATIONS, INC.	\$23,766.70	1259	Printed	Expense	<input type="checkbox"/>		
514722	06/07/2021	CROWN EQUIPMENT/LIFT TRUCKS	\$4,308.93	1259	Printed	Expense	<input type="checkbox"/>		
514723	06/07/2021	CUSTOM BINDING PRODUCTS	\$1,513.89	1259	Printed	Expense	<input type="checkbox"/>		
514724	06/07/2021	DAILY JOURNAL CORPORATION	\$98.80	1259	Printed	Expense	<input type="checkbox"/>		
514725	06/07/2021	DANNIS WOLIVER KELLEY	\$6,052.00	1259	Printed	Expense	<input type="checkbox"/>		
514726	06/07/2021	DELORES B. LINDSEY	\$4,000.00	1259	Printed	Expense	<input type="checkbox"/>		
514727	06/07/2021	DIANA SANCHEZ-ALDANA	\$27.50	1259	Printed	Expense	<input type="checkbox"/>		
514728	06/07/2021	DOCUMENT TRACKING SERVICES	\$3,342.50	1259	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514729	06/07/2021	FEDERAL EXPRESS CORP	\$18.69	1259	Printed	Expense	<input type="checkbox"/>		
514730	06/07/2021	FLEET SERVICES	\$171.50	1259	Printed	Expense	<input type="checkbox"/>		
514731	06/07/2021	FRANKLIN COVEY CLIENT SALES	\$26,141.58	1259	Printed	Expense	<input type="checkbox"/>		
514732	06/07/2021	GALLAGHER BENEFIT SERVICES, INC	\$640.05	1259	Printed	Expense	<input type="checkbox"/>		
514733	06/07/2021	GRAH SUPPLY	\$91.60	1259	Printed	Expense	<input type="checkbox"/>		
514734	06/07/2021	GRAINGER	\$2,301.58	1259	Printed	Expense	<input type="checkbox"/>		
514735	06/07/2021	HANDY METAL MART	\$483.20	1259	Printed	Expense	<input type="checkbox"/>		
514736	06/07/2021	HARTFORD GROUP BENEFITS DIVISION	\$2,421.43	1259	Printed	Expense	<input type="checkbox"/>		
514737	06/07/2021	HUGO GUZMAN	\$200.00	1259	Printed	Expense	<input type="checkbox"/>		
514738	06/07/2021	IMPERIAL SPRINKLER SUPPLY, INC.	\$256.67	1259	Printed	Expense	<input type="checkbox"/>		
514739	06/07/2021	KELLY PAPER CO	\$2,831.80	1259	Printed	Expense	<input type="checkbox"/>		
514740	06/07/2021	LA JOLLA LEARNINGWORKS	\$4,998.00	1259	Printed	Expense	<input type="checkbox"/>		
514741	06/07/2021	MC KESSON MEDICAL-SURGICAL	\$433.41	1259	Printed	Expense	<input type="checkbox"/>		
514742	06/07/2021	MICHAEL FERGUSON	\$250.00	1259	Printed	Expense	<input type="checkbox"/>		
514743	06/07/2021	MINDS ON EDUCATION INC	\$738.86	1259	Printed	Expense	<input type="checkbox"/>		
514744	06/07/2021	MISSION JANITORIAL SUPPLIES	\$2,026.04	1259	Printed	Expense	<input type="checkbox"/>		
514745	06/07/2021	OFFICE DEPOT	\$3,728.03	1259	Printed	Expense	<input type="checkbox"/>		
514746	06/07/2021	OPTIMUM FLOORCARE	\$567.50	1259	Printed	Expense	<input type="checkbox"/>		
514747	06/07/2021	ORANGE CTY DEPT OF ED	\$1,093.18	1259	Printed	Expense	<input type="checkbox"/>		
514748	06/07/2021	OTAY COMMUNICATIONS LLC	\$756.00	1259	Printed	Expense	<input type="checkbox"/>		
514749	06/07/2021	PARKHOUSE TIRE INC	\$584.46	1259	Printed	Expense	<input type="checkbox"/>		
514750	06/07/2021	PRACTI CAL INC	\$3,331.26	1259	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514751	06/07/2021	PROBUILD	\$1,397.17	1259	Printed	Expense	<input type="checkbox"/>		
514752	06/07/2021	RANCHO JANITORIAL SUPPLIES	\$753.04	1259	Printed	Expense	<input type="checkbox"/>		
514753	06/07/2021	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$10,713.79	1259	Printed	Expense	<input type="checkbox"/>		
514754	06/07/2021	SAN DIEGO SAFE CO	\$135.00	1259	Printed	Expense	<input type="checkbox"/>		
514755	06/07/2021	SAN DIEGO STATE UNIVERSITY CASHIER	\$14,962.50	1259	Printed	Expense	<input type="checkbox"/>		
514756	06/07/2021	SCHOLASTIC INC	\$2,526.32	1259	Printed	Expense	<input type="checkbox"/>		
514757	06/07/2021	SCHOOL SPECIALTY ..	\$2,611.97	1259	Printed	Expense	<input type="checkbox"/>		
514758	06/07/2021	SOUTH BAY AUTO SUPPLY INC.	\$83.65	1259	Printed	Expense	<input type="checkbox"/>		
514759	06/07/2021	SOUTH BAY FENCE INC	\$810.00	1259	Printed	Expense	<input type="checkbox"/>		
514760	06/07/2021	SOUTHCOAST MOBILE WASH	\$968.00	1259	Printed	Expense	<input type="checkbox"/>		
514761	06/07/2021	SOUTHWEST SCHOOL SUPPLY	\$10,636.87	1259	Printed	Expense	<input type="checkbox"/>		
514762	06/07/2021	STANDARD ELECTRONICS	\$1,002.08	1259	Printed	Expense	<input type="checkbox"/>		
514763	06/07/2021	STARFALL EDUCATION FOUNDATION	\$270.00	1259	Printed	Expense	<input type="checkbox"/>		
514764	06/07/2021	SUNBELT STAFFING	\$4,075.00	1259	Printed	Expense	<input type="checkbox"/>		
514765	06/07/2021	T-MOBILE	\$18,580.00	1259	Printed	Expense	<input type="checkbox"/>		
514766	06/07/2021	THE GLASS CO INC	\$4,882.50	1259	Printed	Expense	<input type="checkbox"/>		
514767	06/07/2021	TRANE CO	\$49.25	1259	Printed	Expense	<input type="checkbox"/>		
514768	06/07/2021	TRAVEL REQUEST	\$80.00	1259	Printed	Expense	<input type="checkbox"/>		
514769	06/07/2021	VANESSA BARRERA	\$21.49	1259	Printed	Expense	<input type="checkbox"/>		
514770	06/07/2021	VERBAL BEHAVIOR ASSOCIATES	\$19,098.50	1259	Printed	Expense	<input type="checkbox"/>		
514771	06/07/2021	VERIZON WIRELESS	\$3,653.66	1259	Printed	Expense	<input type="checkbox"/>		
514772	06/07/2021	VICTORIA FERRA	\$8.70	1259	Printed	Expense	<input type="checkbox"/>		

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514773	06/07/2021	WAXIE	\$1,840.82	1259	Printed	Expense	<input type="checkbox"/>		
514774	06/07/2021	WEATHERPROOFING TECHNOLOGIES, INC.	\$39,540.00	1259	Printed	Expense	<input type="checkbox"/>		
514793	06/07/2021	SOUTH BAY UNION SD	\$5,411.82	1265	Printed	Expense	<input type="checkbox"/>		
514794	06/14/2021	ALSCO - AMERICAN LINEN DIV	\$153.36	1266	Printed	Expense	<input type="checkbox"/>		
514795	06/14/2021	ANYTIME SIGN SOLUTIONS	\$317.50	1266	Printed	Expense	<input type="checkbox"/>		
514796	06/14/2021	AREY JONES	\$95,541.04	1266	Printed	Expense	<input type="checkbox"/>		
514797	06/14/2021	ART'S LAWNMOWER SHOP	\$348.10	1266	Printed	Expense	<input type="checkbox"/>		
514798	06/14/2021	BDJ TECH.	\$1,279.12	1266	Printed	Expense	<input type="checkbox"/>		
514799	06/14/2021	CALIF DEPT OF JUSTICE	\$245.00	1266	Printed	Expense	<input type="checkbox"/>		
514800	06/14/2021	CALIF ELECTRIC SUPPLY	\$8.27	1266	Printed	Expense	<input type="checkbox"/>		
514801	06/14/2021	CDW GOVERNMENT	\$346.00	1266	Printed	Expense	<input type="checkbox"/>		
514802	06/14/2021	COAST MUSIC THERAPY, INC.	\$1,531.25	1266	Printed	Expense	<input type="checkbox"/>		
514803	06/14/2021	CONSULTING & INSPECTION SERVICES, LLC	\$26,596.00	1266	Printed	Expense	<input type="checkbox"/>		
514804	06/14/2021	CREATIVE BUS SALES INC	\$391.59	1266	Printed	Expense	<input type="checkbox"/>		
514805	06/14/2021	DELANEY EDUCATIONAL ENTERPRISE	\$490.03	1266	Printed	Expense	<input type="checkbox"/>		
514806	06/14/2021	DUNN-EDWARDS	\$72.62	1266	Printed	Expense	<input type="checkbox"/>		
514807	06/14/2021	FACTS EDUCATION SOLUTIONS, LLC	\$1,510.00	1266	Printed	Expense	<input type="checkbox"/>		
514808	06/14/2021	FOLLETT SCHOOL SOLUTIONS, INC	\$24.20	1266	Printed	Expense	<input type="checkbox"/>		
514809	06/14/2021	GRAINGER	\$3,958.83	1266	Printed	Expense	<input type="checkbox"/>		
514810	06/14/2021	HARTFORD GROUP BENEFITS DIVISION	\$7,323.04	1266	Printed	Expense	<input type="checkbox"/>		
514811	06/14/2021	IMPERIAL SPRINKLER SUPPLY, INC.	\$398.01	1266	Printed	Expense	<input type="checkbox"/>		

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514812	06/14/2021	JONES SCHOOL SUPPLY CO	\$261.86	1266	Printed	Expense	<input type="checkbox"/>		
514813	06/14/2021	KEENAN & ASSOCIATES	\$627.70	1266	Printed	Expense	<input type="checkbox"/>		
514814	06/14/2021	LAKESHORE LEARNING MATERIALS	\$4,835.82	1266	Printed	Expense	<input type="checkbox"/>		
514815	06/14/2021	MISSION JANITORIAL SUPPLIES	\$4,612.80	1266	Printed	Expense	<input type="checkbox"/>		
514816	06/14/2021	MRC SMART TECH SOLUTIONS	\$106.74	1266	Printed	Expense	<input type="checkbox"/>		
514817	06/14/2021	NATIONAL CITY AUTO TRIM	\$212.06	1266	Printed	Expense	<input type="checkbox"/>		
514818	06/14/2021	OFFICE & ERGONOMIC SOLUTIONS, INC	\$3,319.32	1266	Printed	Expense	<input type="checkbox"/>		
514819	06/14/2021	OFFICE DEPOT	\$8,220.74	1266	Printed	Expense	<input type="checkbox"/>		
514820	06/14/2021	ORANGE CTY DEPT OF ED	\$159.46	1266	Printed	Expense	<input type="checkbox"/>		
514821	06/14/2021	OTAY COMMUNICATIONS LLC	\$814.59	1266	Printed	Expense	<input type="checkbox"/>		
514822	06/14/2021	PACIFIC ONESOURCE, INC.	\$3,736.99	1266	Printed	Expense	<input type="checkbox"/>		
514823	06/14/2021	PEDIATRIC THERAPY SERVICES	\$20,902.89	1266	Printed	Expense	<input type="checkbox"/>		
514824	06/14/2021	PROBUILD	\$1,730.63	1266	Printed	Expense	<input type="checkbox"/>		
514825	06/14/2021	PROTECTED INSURANCE PROG FOR SCHOOLS	\$970.49	1266	Printed	Expense	<input type="checkbox"/>		
514826	06/14/2021	RICK'S MOBILE GLASS	\$260.00	1266	Printed	Expense	<input type="checkbox"/>		
514827	06/14/2021	ROMAINE ELECTRIC	\$114.48	1266	Printed	Expense	<input type="checkbox"/>		
514828	06/14/2021	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$610.17	1266	Printed	Expense	<input type="checkbox"/>		
514829	06/14/2021	SAVVAS LEARNING COMPANY LLC	\$1,121.69	1266	Printed	Expense	<input type="checkbox"/>		
514830	06/14/2021	SCHOOL SPECIALTY ..	\$476.69	1266	Printed	Expense	<input type="checkbox"/>		
514831	06/14/2021	SOCO GROUP	\$3,435.84	1266	Printed	Expense	<input type="checkbox"/>		
514832	06/14/2021	SOUTH BAY FENCE INC	\$52,428.00	1266	Printed	Expense	<input type="checkbox"/>		

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514833	06/14/2021	SOUTHWEST SCHOOL SUPPLY	\$87.48	1266	Printed	Expense	<input type="checkbox"/>		
514834	06/14/2021	SPARKLETTES	\$186.68	1266	Printed	Expense	<input type="checkbox"/>		
514835	06/14/2021	SPICERS PAPER INC	\$915.87	1266	Printed	Expense	<input type="checkbox"/>		
514836	06/14/2021	STAPLES	\$743.95	1266	Printed	Expense	<input type="checkbox"/>		
514837	06/14/2021	SUNBELT RENTALS, INC	\$1,044.80	1266	Printed	Expense	<input type="checkbox"/>		
514838	06/14/2021	SUNBELT STAFFING	\$3,775.00	1266	Printed	Expense	<input type="checkbox"/>		
514839	06/14/2021	TEAM TALK NETWORK	\$849.66	1266	Printed	Expense	<input type="checkbox"/>		
514840	06/14/2021	THE ED LADDER	\$545.00	1266	Printed	Expense	<input type="checkbox"/>		
514841	06/14/2021	THE GLASS CO INC	\$468.00	1266	Printed	Expense	<input type="checkbox"/>		
514842	06/14/2021	UNITED BEHAVIORAL HEALTH	\$353.06	1266	Printed	Expense	<input type="checkbox"/>		
514843	06/14/2021	UZBL, LLC	\$2,424.38	1266	Printed	Expense	<input type="checkbox"/>		
514844	06/14/2021	WAXIE	\$1,258.63	1266	Printed	Expense	<input type="checkbox"/>		
514845	06/14/2021	WILLYS ELECTRONIC SUPPLY	\$195.50	1266	Printed	Expense	<input type="checkbox"/>		
514846	06/14/2021	XEROX CORPORATION	\$832.53	1266	Printed	Expense	<input type="checkbox"/>		
514869	06/14/2021	AMERICAN EXPRESS	\$13,307.55	1271	Printed	Expense	<input type="checkbox"/>		
514870	06/21/2021	A T & T	\$24,900.68	1272	Printed	Expense	<input type="checkbox"/>		
514871	06/21/2021	ACADEMIC SUPPLIER - RASIX COMPUTER CTR	\$289.82	1272	Printed	Expense	<input type="checkbox"/>		
514872	06/21/2021	ALLIANCE FOR AFRICAN ASSISTANCE	\$655.00	1272	Printed	Expense	<input type="checkbox"/>		
514873	06/21/2021	ALSCO - AMERICAN LINEN DIV	\$223.36	1272	Printed	Expense	<input type="checkbox"/>		
514874	06/21/2021	AMAZON CAPITAL SERVICES, INC.	\$1,556.82	1272	Printed	Expense	<input type="checkbox"/>		
514875	06/21/2021	ANYTIME SIGN SOLUTIONS	\$369.97	1272	Printed	Expense	<input type="checkbox"/>		
514876	06/21/2021	ASSOC OF CHRISTIAN SCHOOLS INTRNL	\$952.00	1272	Printed	Expense	<input type="checkbox"/>		

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514877	06/21/2021	BARRETT ENGINEERED PUMPS	\$162.45	1272	Printed	Expense	<input type="checkbox"/>		
514878	06/21/2021	BOYS & GIRLS CLUB OF SOUTH COUNTY	\$76,359.63	1272	Printed	Expense	<input type="checkbox"/>		
514879	06/21/2021	BUSHIVE, INC.	\$3,000.00	1272	Printed	Expense	<input type="checkbox"/>		
514880	06/21/2021	CASBO	\$3,500.00	1272	Printed	Expense	<input type="checkbox"/>		
514881	06/21/2021	CDW GOVERNMENT	\$174.92	1272	Printed	Expense	<input type="checkbox"/>		
514882	06/21/2021	CITY TREASURER	\$4,658.53	1272	Printed	Expense	<input type="checkbox"/>		
514883	06/21/2021	COASTAL SPEECH THERAPY	\$21,315.40	1272	Printed	Expense	<input type="checkbox"/>		
514884	06/21/2021	DELANEY EDUCATIONAL ENTERPRISE	\$878.15	1272	Printed	Expense	<input type="checkbox"/>		
514885	06/21/2021	EIDE BAILLY LLP	\$500.00	1272	Printed	Expense	<input type="checkbox"/>		
514886	06/21/2021	GEARY PACIFIC SUPPLY	\$366.38	1272	Printed	Expense	<input type="checkbox"/>		
514887	06/21/2021	GEM INDUSTRIAL ELECTRIC, INC.	\$163,579.33	1272	Printed	Expense	<input type="checkbox"/>		
514888	06/21/2021	GRAINGER	\$82.73	1272	Printed	Expense	<input type="checkbox"/>		
514889	06/21/2021	HEINEMANN PUBLISHING	-\$2,588.71	1272	Printed	Expense	<input type="checkbox"/>		
514890	06/21/2021	HM SYSTEMS, INC	\$1,264.00	1272	Printed	Expense	<input type="checkbox"/>		
514891	06/21/2021	IMPERIAL SPRINKLER SUPPLY, INC.	\$74.13	1272	Printed	Expense	<input type="checkbox"/>		
514892	06/21/2021	ISAFE ENTERPRISES LLC	\$2,400.00	1272	Printed	Expense	<input type="checkbox"/>		
514893	06/21/2021	JMB ASPHALT & CONCRETE	\$30,000.00	1272	Printed	Expense	<input type="checkbox"/>		
514894	06/21/2021	JODI KING	\$46.75	1272	Printed	Expense	<input type="checkbox"/>		
514895	06/21/2021	JURMAN MEDICAL ASSOC EMERG TRAINING DIV	\$2,205.00	1272	Printed	Expense	<input type="checkbox"/>		
514896	06/21/2021	KELLY PAPER CO	\$905.53	1272	Printed	Expense	<input type="checkbox"/>		
514897	06/21/2021	MAXIM HEALTHCARE STAFFING SERVICES	\$75,098.95	1272	Printed	Expense	<input type="checkbox"/>		

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514898	06/21/2021	MICHAEL FERGUSON	\$80.00	1272	Printed	Expense	<input type="checkbox"/>		
514899	06/21/2021	MISSION JANITORIAL SUPPLIES	\$2,734.72	1272	Printed	Expense	<input type="checkbox"/>		
514900	06/21/2021	MR COPY INC / MRC SMART TECH	\$2.99	1272	Printed	Expense	<input type="checkbox"/>		
514901	06/21/2021	NTH GENERATION COMPUTING, INC.	\$7,980.00	1272	Printed	Expense	<input type="checkbox"/>		
514902	06/21/2021	OFFICE DEPOT	\$1,194.91	1272	Printed	Expense	<input type="checkbox"/>		
514903	06/21/2021	OKAPI EDUCATIONAL PUBLISHING, INC.	\$300.00	1272	Printed	Expense	<input type="checkbox"/>		
514904	06/21/2021	PROBUILD	\$165.75	1272	Printed	Expense	<input type="checkbox"/>		
514905	06/21/2021	REVOLVING CASH FUND	\$258.63	1272	Printed	Expense	<input type="checkbox"/>		
514906	06/21/2021	ROMERO EDUCATIONAL CONSULT & PSYCH SVC	\$39,400.00	1272	Printed	Expense	<input type="checkbox"/>		
514907	06/21/2021	SAN DIEGO COUNTY SCHOOL BOARDS ASSOC	\$695.00	1272	Printed	Expense	<input type="checkbox"/>		
514908	06/21/2021	SAN DIEGO GAS & ELECTRIC	\$31,680.45	1272	Printed	Expense	<input type="checkbox"/>		
514909	06/21/2021	SCHOOL SERV OF CALIFORNIA	\$1,860.00	1272	Printed	Expense	<input type="checkbox"/>		
514910	06/21/2021	SCHOOL SPECIALTY ..	\$225.73	1272	Printed	Expense	<input type="checkbox"/>		
514911	06/21/2021	SOUTH BAY UNION SCHOOL DISTRICT	\$11,936.48	1272	Printed	Expense	<input type="checkbox"/>		
514912	06/21/2021	SOUTHWEST SCHOOL SUPPLY	\$10,288.27	1272	Printed	Expense	<input type="checkbox"/>		
514913	06/21/2021	STANDARD ELECTRONICS	\$312.49	1272	Printed	Expense	<input type="checkbox"/>		
514914	06/21/2021	STERICYCLE INC - SHRED-IT	\$502.32	1272	Printed	Expense	<input type="checkbox"/>		
514915	06/21/2021	SUNBELT STAFFING	\$7,095.00	1272	Printed	Expense	<input type="checkbox"/>		
514916	06/21/2021	TERRA BELLA NURSERY	\$6,746.23	1272	Printed	Expense	<input type="checkbox"/>		
514917	06/21/2021	THE GLASS CO INC	\$565.00	1272	Printed	Expense	<input type="checkbox"/>		
514918	06/21/2021	THE PAPE GROUP INC	\$1,395.00	1272	Printed	Expense	<input type="checkbox"/>		

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514919	06/21/2021	WAXIE	\$779.66	1272	Printed	Expense	<input type="checkbox"/>		
514920	06/21/2021	WILLYS ELECTRONIC SUPPLY	\$80.68	1272	Printed	Expense	<input type="checkbox"/>		
514921	06/21/2021	XEROX CORPORATION	\$4,509.81	1272	Printed	Expense	<input type="checkbox"/>		
514922	06/21/2021	XEROX FINANCIAL SERVICES	\$22,470.43	1272	Printed	Expense	<input type="checkbox"/>		
514934	06/24/2021	ALSCO - AMERICAN LINEN DIV	\$962.25	1278	Printed	Expense	<input type="checkbox"/>		
514935	06/24/2021	AMAZON CAPITAL SERVICES, INC.	\$727.90	1278	Printed	Expense	<input type="checkbox"/>		
514936	06/24/2021	ANIXTER INC	\$1,381.50	1278	Printed	Expense	<input type="checkbox"/>		
514937	06/24/2021	ATKINSON-ANDELSON-LOYA-RUUD -ROMO	\$13,325.00	1278	Printed	Expense	<input type="checkbox"/>		
514938	06/24/2021	CAL-AM WATER CO	\$34,606.41	1278	Printed	Expense	<input type="checkbox"/>		
514939	06/24/2021	CHRISTY WHITE ACCOUNTANCY CORPORATION	\$11,690.00	1278	Printed	Expense	<input type="checkbox"/>		
514940	06/24/2021	CREATIVE BUS SALES INC	\$2,884.15	1278	Printed	Expense	<input type="checkbox"/>		
514941	06/24/2021	DEPT OF GENERAL SERVICES/ OFFICE	\$681.50	1278	Printed	Expense	<input type="checkbox"/>		
514942	06/24/2021	DIANA SANCHEZ-ALDANA	\$22.00	1278	Printed	Expense	<input type="checkbox"/>		
514943	06/24/2021	EIDE BAILLY LLP	\$250.00	1278	Printed	Expense	<input type="checkbox"/>		
514944	06/24/2021	EMILY FLANNIGAN	\$199.00	1278	Printed	Expense	<input type="checkbox"/>		
514945	06/24/2021	GEARY PACIFIC SUPPLY	\$366.38	1278	Printed	Expense	<input type="checkbox"/>		
514946	06/24/2021	GRAH SUPPLY	\$122.19	1278	Printed	Expense	<input type="checkbox"/>		
514947	06/24/2021	GRAINGER	\$289.61	1278	Printed	Expense	<input type="checkbox"/>		
514948	06/24/2021	HEAR & C	\$600.00	1278	Printed	Expense	<input type="checkbox"/>		
514949	06/24/2021	KIM PHIFER	\$912.00	1278	Printed	Expense	<input type="checkbox"/>		
514950	06/24/2021	MISSION JANITORIAL SUPPLIES	\$886.49	1278	Printed	Expense	<input type="checkbox"/>		
514951	06/24/2021	MONOPRICE INC	\$213.61	1278	Printed	Expense	<input type="checkbox"/>		

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514952	06/24/2021	OFFICE DEPOT	\$3.43	1278	Printed	Expense	<input type="checkbox"/>		
514953	06/24/2021	OTAY COMMUNICATIONS LLC	\$1,766.68	1278	Printed	Expense	<input type="checkbox"/>		
514954	06/24/2021	PARENT INSTITUTE FOR	\$6,000.00	1278	Printed	Expense	<input type="checkbox"/>		
514955	06/24/2021	PARKHOUSE TIRE INC	\$88.00	1278	Printed	Expense	<input type="checkbox"/>		
514956	06/24/2021	PRACTI CAL INC	\$3,331.26	1278	Printed	Expense	<input type="checkbox"/>		
514957	06/24/2021	PROBUILD	\$458.98	1278	Printed	Expense	<input type="checkbox"/>		
514958	06/24/2021	PT IN MOTION, INC	\$3,175.00	1278	Printed	Expense	<input type="checkbox"/>		
514959	06/24/2021	REBECCA MARGOLIS	\$319.48	1278	Printed	Expense	<input type="checkbox"/>		
514960	06/24/2021	RUSSELL SIGLER INC	\$41,235.21	1278	Printed	Expense	<input type="checkbox"/>		
514961	06/24/2021	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$1,935.00	1278	Printed	Expense	<input type="checkbox"/>		
514962	06/24/2021	SAN DIEGO GAS & ELECTRIC	\$59,310.94	1278	Printed	Expense	<input type="checkbox"/>		
514963	06/24/2021	SOUTH BAY AUTO SUPPLY INC.	\$165.03	1278	Printed	Expense	<input type="checkbox"/>		
514964	06/24/2021	SOUTH BAY FENCE INC	\$9,765.00	1278	Printed	Expense	<input type="checkbox"/>		
514965	06/24/2021	SOUTHWEST SCHOOL SUPPLY	\$4,603.73	1278	Printed	Expense	<input type="checkbox"/>		
514966	06/24/2021	SYNOVIA SOLUTIONS, LLC	\$998.33	1278	Printed	Expense	<input type="checkbox"/>		
514967	06/24/2021	THE LAW OFFICES OF MICHELLE ORTEGA	\$337.50	1278	Printed	Expense	<input type="checkbox"/>		
514968	06/24/2021	WAXIE	\$2,086.13	1278	Printed	Expense	<input type="checkbox"/>		
514969	06/24/2021	XEROX CORPORATION	\$1,196.77	1278	Printed	Expense	<input type="checkbox"/>		
514984	06/24/2021	SOUTH BAY UNION SD	\$22.19	1285	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 233 Total Amount: \$3,371,312.47

Fund: 0901 Charter Language Academy

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
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South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0901 Charter Language Academy

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514704	06/01/2021	HARCOURT OUTLINES INC	\$306.81	1257	Printed	Expense	<input type="checkbox"/>		
514705	06/01/2021	I LOVE TO READ IN SPANISH LLC	\$11,000.00	1257	Printed	Expense	<input type="checkbox"/>		
514706	06/01/2021	XEROX CORPORATION	\$76.73	1257	Printed	Expense	<input type="checkbox"/>		
514775	06/07/2021	ANNALICIA REGNANI	\$247.78	1260	Printed	Expense	<input type="checkbox"/>		
514776	06/07/2021	CONNIE FIELDER	\$27.16	1260	Printed	Expense	<input type="checkbox"/>		
514777	06/07/2021	E.L. ACHIEVE	\$888.94	1260	Printed	Expense	<input type="checkbox"/>		
514778	06/07/2021	MARIBEL ROSALES	\$96.96	1260	Printed	Expense	<input type="checkbox"/>		
514779	06/07/2021	OFFICE DEPOT	\$2,889.72	1260	Printed	Expense	<input type="checkbox"/>		
514780	06/07/2021	PATRICIA HERRERA	\$37.68	1260	Printed	Expense	<input type="checkbox"/>		
514781	06/07/2021	SOUTHWEST SCHOOL SUPPLY	\$703.00	1260	Printed	Expense	<input type="checkbox"/>		
514782	06/07/2021	WAXIE	\$223.76	1260	Printed	Expense	<input type="checkbox"/>		
514847	06/14/2021	MELLADO DESIGNS	\$4,176.00	1267	Printed	Expense	<input type="checkbox"/>		
514848	06/14/2021	MRC SMART TECH SOLUTIONS	\$0.41	1267	Printed	Expense	<input type="checkbox"/>		
514849	06/14/2021	SAVVAS LEARNING COMPANY LLC	\$3,199.38	1267	Printed	Expense	<input type="checkbox"/>		
514850	06/14/2021	SCHOOL SPECIALTY ..	\$1,445.84	1267	Printed	Expense	<input type="checkbox"/>		
514851	06/14/2021	SOUTHWEST SCHOOL SUPPLY	\$6,805.03	1267	Printed	Expense	<input type="checkbox"/>		
514852	06/14/2021	WAXIE	\$97.78	1267	Printed	Expense	<input type="checkbox"/>		
514923	06/21/2021	BERENICE GONZALEZ	\$250.00	1273	Printed	Expense	<input type="checkbox"/>		
514924	06/21/2021	CAROLYN LEDEZMA	\$162.85	1273	Printed	Expense	<input type="checkbox"/>		
514925	06/21/2021	IRINA FLORES ROMANO	\$250.00	1273	Printed	Expense	<input type="checkbox"/>		
514926	06/21/2021	MONICA ARRIZON	\$54.32	1273	Printed	Expense	<input type="checkbox"/>		
514927	06/21/2021	PATRICIA HERRERA	\$43.05	1273	Printed	Expense	<input type="checkbox"/>		
514928	06/21/2021	SOUTH BAY UNION SCHOOL DISTRICT	\$2,252.04	1273	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 0901 Charter Language Academy

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514929	06/21/2021	XEROX FINANCIAL SERVICES	\$2,496.74	1273	Printed	Expense	<input type="checkbox"/>		
514970	06/24/2021	IRINA FLORES ROMANO	\$23.38	1279	Printed	Expense	<input type="checkbox"/>		
514971	06/24/2021	PATRICIA HERRERA	\$36.96	1279	Printed	Expense	<input type="checkbox"/>		
514972	06/24/2021	VITTORIA GALLI TOGNOTA	\$219.68	1279	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 27 Total Amount: \$38,012.00

Fund: 0902 Charter Imperial Beach

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514783	06/07/2021	E.L. ACHIEVE	\$355.58	1261	Printed	Expense	<input type="checkbox"/>		
514784	06/07/2021	SOUTHWEST SCHOOL SUPPLY	\$380.36	1261	Printed	Expense	<input type="checkbox"/>		
514853	06/14/2021	A & M TEAM SALES	\$2,041.59	1268	Printed	Expense	<input type="checkbox"/>		
514854	06/14/2021	GOPHER SPORTS	\$458.39	1268	Printed	Expense	<input type="checkbox"/>		
514855	06/14/2021	LEARNING A-Z	\$432.00	1268	Printed	Expense	<input type="checkbox"/>		
514856	06/14/2021	MISSION JANITORIAL SUPPLIES	\$172.40	1268	Printed	Expense	<input type="checkbox"/>		
514857	06/14/2021	MRC SMART TECH SOLUTIONS	\$35.93	1268	Printed	Expense	<input type="checkbox"/>		
514858	06/14/2021	NASCO EDUCATION LLC	\$650.27	1268	Printed	Expense	<input type="checkbox"/>		
514859	06/14/2021	OFFICE DEPOT	\$104.16	1268	Printed	Expense	<input type="checkbox"/>		
514860	06/14/2021	SOUTH BAY FENCE INC	\$12,350.00	1268	Printed	Expense	<input type="checkbox"/>		
514861	06/14/2021	SOUTHWEST SCHOOL SUPPLY	\$1,306.74	1268	Printed	Expense	<input type="checkbox"/>		
514862	06/14/2021	THE GLASS CO INC	\$465.00	1268	Printed	Expense	<input type="checkbox"/>		
514889	06/21/2021	HEINEMANN PUBLISHING	\$34,979.11	1272	Printed	Expense	<input type="checkbox"/>		
514930	06/21/2021	XEROX FINANCIAL SERVICES	\$2,496.74	1274	Printed	Expense	<input type="checkbox"/>		
514973	06/24/2021	CONCEPTION RUIZ	\$211.97	1280	Printed	Expense	<input type="checkbox"/>		
514974	06/24/2021	SOUTHWEST SCHOOL SUPPLY	\$2,006.04	1280	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Total Checks for Fund: 16 Total Amount: \$58,446.28
Fund: 1200 Child Development Fund 1206

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514785	06/07/2021	MISSION JANITORIAL SUPPLIES	\$499.63	1262	Printed	Expense	<input type="checkbox"/>		
514786	06/07/2021	VERIZON WIRELESS	\$83.53	1262	Printed	Expense	<input type="checkbox"/>		
514863	06/14/2021	OFFICE DEPOT	\$91.65	1269	Printed	Expense	<input type="checkbox"/>		
514864	06/14/2021	SCHOOL SPECIALTY ..	\$240.77	1269	Printed	Expense	<input type="checkbox"/>		
514931	06/21/2021	SOUTHWEST SCHOOL SUPPLY	\$697.84	1275	Printed	Expense	<input type="checkbox"/>		
514975	06/24/2021	SOUTHWEST SCHOOL SUPPLY	\$999.51	1281	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 6 Total Amount: \$2,612.93
Fund: 1300 Cafeteria

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514707	06/01/2021	GOLD STAR FOODS	\$4,338.40	1258	Printed	Expense	<input type="checkbox"/>		
514708	06/01/2021	XEROX CORPORATION	\$177.87	1258	Printed	Expense	<input type="checkbox"/>		
514787	06/07/2021	GOLD STAR FOODS	\$949.80	1263	Printed	Expense	<input type="checkbox"/>		
514788	06/07/2021	HOLLANDIA DAIRY	\$3,735.34	1263	Printed	Expense	<input type="checkbox"/>		
514789	06/07/2021	LLOYD PEST CONTROL	\$201.00	1263	Printed	Expense	<input type="checkbox"/>		
514790	06/07/2021	VERIZON WIRELESS	\$41.82	1263	Printed	Expense	<input type="checkbox"/>		
514865	06/14/2021	GOLD STAR FOODS	\$325.80	1270	Printed	Expense	<input type="checkbox"/>		
514866	06/14/2021	HOLLANDIA DAIRY	\$3,300.43	1270	Printed	Expense	<input type="checkbox"/>		
514867	06/14/2021	P & R PAPER SUPPLY	\$331.00	1270	Printed	Expense	<input type="checkbox"/>		
514868	06/14/2021	TEMPERATURE DESIGN REFRIGERATION, INC	\$651.35	1270	Printed	Expense	<input type="checkbox"/>		
514932	06/21/2021	SPARKLETTES	\$23.76	1276	Printed	Expense	<input type="checkbox"/>		
514976	06/24/2021	COAST 2 COAST REFRIGERATION LLC	\$13,282.00	1282	Printed	Expense	<input type="checkbox"/>		
514977	06/24/2021	FOOD SAFETY SYSTEMS	\$1,986.00	1282	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 1300 Cafeteria

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514978	06/24/2021	GOLD STAR FOODS	\$10,441.00	1282	Printed	Expense	<input type="checkbox"/>		
514979	06/24/2021	HOLLANDIA DAIRY	\$5,033.23	1282	Printed	Expense	<input type="checkbox"/>		
514980	06/24/2021	MR COPY INC / MRC SMART TECH	\$269.50	1282	Printed	Expense	<input type="checkbox"/>		
514981	06/24/2021	TEMPERATURE DESIGN REFRIGERATION, INC	\$517.16	1282	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 17 Total Amount: \$45,605.46

Fund: 2110 Building Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514791	06/07/2021	CHARLIE BRYAN INSPECTIONS	\$11,968.00	1264	Printed	Expense	<input type="checkbox"/>		
514792	06/07/2021	NINYO & MOORE	\$7,001.00	1264	Printed	Expense	<input type="checkbox"/>		
514982	06/24/2021	NINYO & MOORE	\$2,493.00	1283	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 3 Total Amount: \$21,462.00

Fund: 2519 Capital Facilities

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514933	06/21/2021	ERIC HALL AND ASSOCIATES	\$3,000.00	1277	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 1 Total Amount: \$3,000.00

Fund: 4000 Special Reserve

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
514983	06/24/2021	MTGL, INC	\$12,599.00	1284	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 1 Total Amount: \$12,599.00

Total Amount: \$3,553,050.14

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2020-2021

Criteria:

Bank Account: SD County Treasurer: JPMorgan Chase
309152699

From Date: 06/01/2021

To Date: 06/30/2021

From Check:

To Check:

From Voucher:

To Voucher:

End of Report

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Purchase Order Reports 13 and 1

BACKGROUND INFORMATION

Pursuant to Education Code 17605, the Governing Board may delegate to any officer or employee of the District the authority to purchase supplies, materials, apparatus, equipment, and services. All transactions entered into by the officer or employee shall be reviewed by the Governing Board every 60 days. At South Bay, the Purchasing Department edits, processes, and approves all District purchase orders. Then we consolidate a list of all orders processed monthly. This is our presentation to the Board for authorization of payment.

CURRENT CONSIDERATIONS

Purchase Order Report 13 for 2020-21 (Exhibits) contains a listing of Purchase Orders, encumbered from June 2, 2021 to July 13, 2021, and Report 1 for 2021-11 (Exhibits) for July 1 to July 13, 2021 for approval and ratification at this time.

IMPACT ON STUDENT ACHIEVEMENT

The employees at South Bay Union School District purchase materials, supplies, food, equipment, and services for the students, which help to contribute to student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The total amount for Purchase Order Report 13 is \$950,053.42 and Report 1 is \$5,167,525.83, coming from the General, Charter Language Academy, Charter Imperial Beach, Cafeteria, and Building Funds.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the Purchase Orders listed on Purchase Order Reports 13 and 1.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit 1	7/13/2021	Exhibit
Exhibit 2	7/13/2021	Exhibit
Exhibit 3	7/13/2021	Exhibit
Exhibit 4	7/13/2021	Exhibit

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2021-2022

From Date:	07/01/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2250001	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	VIRTUAL ACADEMY	672.59			
2250002	KEENAN & ASSOC - PIPS	WORKERS COMP INSURANCE	BUSINESS SERVICES	2,293,257.96			
2250003	E.L. ACHIEVE, INC	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	652.62			
2250004	E.L. ACHIEVE, INC	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	652.62			
2250005	NYHART	FISCAL AUDITS	FISCAL SERVICES	2,050.00			
2250006	CPM EDUCATIONAL PROGRAM	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	565.20			
2250007	CPM EDUCATIONAL PROGRAM	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	588.75			
2250008	CPM EDUCATIONAL PROGRAM	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	965.55			
2250009	MC GRAW-HILL GLOBAL EDUCATION	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	94.26			
2250010	OFFICE & ERGONOMIC SOLUTIONS, INC	CABINET FOR TESTING	BUSINESS SERVICES	351.12			
2250011	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	135.12			
2250012	STAPLES	OFFICE SUPPLIES	VIRTUAL ACADEMY	70.32			
2250013	PROBUILD	MATERIALS AND SUPPLIES	FACILITIES	14,000.00			
2250014	GRAINGER	MAINTENANCE SUPPLIES	FACILITIES	10,000.00			
2250015	SAN DIEGO COUNTY SUPT OF SCHOOLS	PROFESSIONAL DEVELOPMENT	STUDENT SUPPORT & ACCOUNTABILITY	275.00			
2250016	SAN DIEGO COUNTY SUPT OF SCHOOLS	SCPDF DUES	STUDENT SUPPORT & ACCOUNTABILITY	4,208.40			
2250017	IMPERIAL SPRINKLER SUPPLY, INC.	SPRINKLER SUPPLIES	FACILITIES	5,000.00			
2250018	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	MAINTENANCE	795.81			
2250019	OTAY COMMUNICATIONS LLC	REPAIRS TO CAMERAS AND GATES	FACILITIES	800.00			
2250020	AT&T	VOICE AND DATA SERVICES	TECHNOLOGY SERVICES	250,000.00			
2250021	HOME DEPOT	MAINTENANCE SUPPLIES	FACILITIES	25,000.00			
2250022	VECTOR USA	UPS FOR COMPUTER NETWORK	TECHNOLOGY SERVICES	18,788.63			
2250023	WILLYS ELECTRONIC SUPPLY	SUPPLIES	TECHNOLOGY SERVICES	500.00			
2250024	HOME DEPOT	TECHNOLOGY SUPPLIES	TECHNOLOGY SERVICES	3,000.00			
2250025	DEPT OF SOCIAL SERVICES	PRESCHOOL PERMIT FEE	VIP PRESCHOOL	1,210.00			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2021-2022

From Date: 07/01/2021		To Date: 07/13/2021		Threshold	\$1.00
PO Number	Vendor	Description	For	Amount	
2250026	VERIZON WIRELESS	CELL PHONE SERVICE	TECHNOLOGY SERVICES	45,000.00	
2250027	VERIZON WIRELESS	CELL PHONE SERVICE	VIP PRESCHOOL	900.00	
2250028	MONOPRICE INC	COMPUTER SUPPLIES & REPAIRS	TECHNOLOGY SERVICES	5,000.00	
2250029	CABLESANDKITS.COM	COMPUTER SUPPLIES & REPAIRS	TECHNOLOGY SERVICES	3,000.00	
2250030	TAKE A BITE INC (DR. APPLE)	IPAD REPAIRS	SPECIAL EDUCATION	5,000.00	
2250031	ASSETGENIE, INC.	COMPUTER SUPPLIES	TECHNOLOGY SERVICES	5,000.00	
2250032	OTAY COMMUNICATIONS LLC	TWO-WAY RADIOS	VIP PRESCHOOL	1,170.17	
2250033	ERIC HALL AND ASSOCIATES	FISCAL CONSULTANTS	FISCAL SERVICES	15,000.00	
2250034	CALIF SCHOOL BOARDS ASSOCIATION	CSBA MEMBERSHIP	SUPERINTENDENT	21,103.00	
2250035	OFFICE DEPOT	OFFICE SUPPLIES	VIP PRESCHOOL	39.61	
2250036	SAN DIEGO PLASTICS	SUPPLIES	MAINTENANCE	1,500.00	
2250037	RDO EQUIPMENT CO	LANDSCAPING MATERIALS	FACILITES	800.00	
2250038	MASONS SAW & LAWNMOWER SRVC	LAWNMOWER SUPPLIES	MAINTENANCE	4,000.00	
2250039	SPARKLETTS	WATER SERVICE	FACILITIES	3,500.00	
2250040	UNITED REFRIGERATION INC	MAINTENANCE SUPPLIES	MAINTENANCE	1,500.00	
2250041	BORDERLAN SECURITY	IBOSS LICENSING	TECHNOLOGY SERVICES	22,593.75	
2250042	CAL-AM WATER CO	WATER & SEWER SERVICES	FACILITIES	270,000.00	
2250043	SAN DIEGO GAS & ELECTRIC	GAS & ELECTRIC SERVICES	FACILITIES	1,712,000.00	
2250044	CITY TREASURER	WATER & SEWER SERVICES	FACILITIES	80,000.00	
2250045	BRAINPOP.COM LLC	BRAINPOP LICENSING	STUDENT SUPPORT & ACCOUNTABILITY	37,505.00	
2250046	SEESAW LEARNING	LICENSING SEESAW FOR SCHOOLS	STUDENT SUPPORT & ACCOUNTABILITY	29,218.75	
2250047	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	4,591.97	
2250048	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	503.65	
2250049	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	8.61	
2250050	SCHOOL SERV OF CALIFORNIA	ORGANIZATION REVIEW	BUSINESS SERVICES	8,000.00	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2021-2022

From Date:	07/01/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2250051	SCHOOL INNOVATIONS & ACHIEVEMENT	MANDATE REIMBURSEMENT SERVICES	BUSINESS SERVICE	13,700.00			
2250052	A & S FLOORING	MATERIALS	FACILITIES	500.00			
2250053	SPARTAN TOOL, LLC	TOOLS	FACILITIES	500.00			
2250054	SUNBELT CONTROLS	MAINTENANCE REPAIRS	FACILITIES	500.00			
2250055	EAST PENN MFG CO	VEHICLE SUPPLIES	FACILITIES	500.00			
2250056	R & L PERFORMANCE AUTO SERVICE	REPAIR VEHICLES	FACILITIES	500.00			
2250057	BEST PLUMBING SPECIALTIES INC.	PLUMBING SUPPLIES	FACILITIES	500.00			
2250058	CALIF STAMP COMPANY	NAMEPLATE FOR THE DOOR	FISCAL SERVICES	20.81			
2250059	MR COPY INC / MRC SMART TECH	COPIER MOVE	EMORY	250.00			
2250060	LEXIA LEARNING SYSTEMS LLC	LEXIA CORE5 LICENSE RENEWAL	STUDENT SUPPORT & ACCOUNTABILITY	78,000.00			
2250061	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	101.12			
2250062	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	21.29			
2250063	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	30.40			
2250064	AMAZON CAPITAL SERVICES, INC.	STUDENT SUPPLIES	EMORY	69.55			
2250065	ACADEMIC SUPPLIER	TONER	BERRY	359.88			
2250066	RUSSELL SIGLER INC	HVAC CONSULTATIONS	FACILITIES	2,000.00			
2250067	RUSSELL SIGLER INC	MAINTENANCE SUPPLIES	FACILITIES	12,000.00			
2250068	STANDARD PLUMBING	PLUMBING SUPPLIES	FACILITIES	1,000.00			
2250069	US AIR CONDITIONING DIST	HVAC MATERIALS	MAINTENANCE	1,000.00			
2250070	ORIENTAL TRADING CO	INTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	596.99			
2250071	ANYTIME SIGN SOLUTIONS	SIGN REPLACEMENTS	MAINTENANCE	1,000.00			
2250072	ANYTIME SIGN SOLUTIONS	SIGN REPLACEMENTS	MAINTENANCE	1,000.00			
2250073	TED'S GARAGE	SMOG RELATED REPAIRS	FACILITIES	3,000.00			
2250074	SINGLEWIRE SOFTWARE	LICENSING INFORMACAST	TECHNOLOGY SERVICES	5,903.00			
2250075	OTAY COMMUNICATIONS LLC	RADIO SUPPLIES	FACILITIES	800.00			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2021-2022

From Date: 07/01/2021		To Date: 07/13/2021		Threshold \$1.00	
PO Number	Vendor	Description	For	Amount	
2250076	OTAY COMMUNICATIONS LLC	RADIO REPAIRS	FACILITIES	1,500.00	
2250077	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL SUPPLIES	CENTRAL	235.55	
2250078	AMAZON CAPITAL SERVICES, INC.	COMPUTER SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	293.57	
2250079	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	173.88	
2250080	HOME DEPOT	INSTRUCTIONAL MATERIALS	STUDENT SUPPORT & ACCOUNTABILITY	454.68	
2250081	MIND RESEARCH INSTITUTE	MIND REASEARCH - ST MATH ANNUAL RENEWAL	STUDENT SUPPORT & ACCOUNTABILITY	63,000.00	
2250082	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	634.31	
2250083	AMAZON CAPITAL SERVICES, INC.	PE SUPPLIES	CENTRAL	146.52	
2250084	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	BERRY	321.09	
2250085	FIREHAWK	FIRE EXTINGUISHER INSPECTION AT EMORY	MAINTENANCE	900.00	
2250086	OFFICE & ERGONOMIC SOLUTIONS, INC	TABLES, CHAIRS & UMBRELLAS FOR STAFF PATIO AREA	BUSINESS SERVICES	8,742.85	
2250087	MIRAMAR BOBCAT INC	MATERIALS	FACILITIES	500.00	
2250088	FRAZEE PAINT & WALLCOVERING	PAINT SUPPLIES	FACILITIES	500.00	
2250089	EXPRESS PIPE & SUPPLY	MAINTENANCE SUPPLIES	FACILITIES	500.00	
2250090	O'REILLY AUTO ENTERPRISES	PARTS	FACILITIES	500.00	
2250091	SAN DIEGO FRICTION PRODUCTS, INC.	MATERIALS	FACILITIES	500.00	
2250092	1000BULBS.COM	MAINTENANCE SUPPLIES	FACILITIES	500.00	
2250093	SOUTH BAY FENCE INC	MAINTENANCE SUPPLIES	FACILITIES	3,000.00	
2250094	SOUTH BAY FENCE INC	FENCE AND GATE SMALL COST REPAIRS	FACILITIES	6,500.00	
2250095	SOUTH BAY FENCE INC	GATE REPAIR AT ED CENTER	MAINTENANCE	2,875.00	
2250096	OTAY LANDFILL INC	DUMP FEES	MAINTENANCE	15,000.00	
2250097	ACADEMIC SUPPLIER	STOCK REPLACEMENT	WAREHOUSE	491.34	
2250098	SJ TOWING, INC	TOWING SERVICES	FACILITIES	700.00	
2250099	ROMAINE ELECTRIC	MAINTENANCE SUPPLIES	FACILITIES	1,500.00	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2021-2022

From Date: 07/01/2021		To Date: 07/13/2021		Threshold \$1.00	
PO Number	Vendor	Description	For		Amount
2250100	NATIONAL CITY AUTO TRIM	UPHOLSTERY REPAIR	FACILITIES		500.00
2250101	SOUTH BAY AUTO SUPPLY INC.	VEHICLE SUPPLIES	FACILITIES		2,500.00
2250102	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	MAINTENANCE		286.55
2260001	CDW GOVERNMENT	SCANNER	CNS		692.55
2260002	XEROX CORP	COPIER LEASE/MAINTENANCE AGREEMENT	PURCHASING		2,634.36
2260003	LLOYD PEST CONTROL	PEST CONTROL 2021-22 FISCAL YEAR	CHILD NUTRITION		5,412.00
2260004	CROWN EQUIPMENT/LIFT TRUCKS	MAINTENANCE AGREEMENT	CHILD NUTRITION		570.00
2260005	VERIZON WIRELESS	MOBILE PHONE SERVICE 2021-22	CHILD NUTRITION		1,500.00
2260006	MR COPY INC / MRC SMART TECH	COPIER MAINTENANCE AGREEMENT	CHILD NUTRITION		2,000.00
2260007	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION		7,540.08
			Total POs:	109	Total Amount
					5,167,525.83
End of Report					

South Bay Union School District

PO Board Report Fund Totals

Fiscal Year: 2021-2022

Fund	Description	Amount
0100	General Fund	5,140,771.07
0901	Charter Language Academy	1,217.82
0902	Charter Imperial Beach	1,618.17
1200	Child Development Fund 1206	3,319.78
1300	Cafeteria	20,348.99
2110	Building Fund	250.00
	Total Amount	5,167,525.83
	End of Report	

South Bay Union School District

PO Board Report Fund Totals

Fiscal Year: 2020-2021

Fund	Description	Amount
0100	General Fund	898,250.62
0901	Charter Language Academy	3,389.04
0902	Charter Imperial Beach	4,326.00
1300	Cafeteria	29,201.76
2110	Building Fund	14,886.00
	Total Amount	950,053.42
	End of Report	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date:	06/02/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2151803	SAN DIEGO STATE UNIVERSITY/NCUST	PROFESSIONAL DEVELOPMENT	STUDENT SUPPORT & ACCOUNTABILITY	14,962.50			
2151804	JMB ASPHALT & CONCRETE	CONCRETE WORK AT IBC	FACILITIES	35,690.00			
2151805	FRANK & SON PAVING INC	ASPHALT AT IBC	FACILITIES	59,750.00			
2151806	THE GLASS COMPANY INC	WINDOW REPAIR	IMPERIAL BEACH	465.00			
2151807	COUNTY OF SAN DIEGO - REGISTRAR	ELECTION FEES	SUPERINTENDENT	23,083.00			
2151808	EIDE BAILLY LLP	TRAINING	FISCAL SERVICES	750.00			
2151809	OPTIMUM FLOORCARE	TRANS SUPPLIES	TRANSPORTATION	570.00			
2151810	ADVANCE AUTO PARTS	SUPPLIES	TRANSPORTATION	500.00			
2151811	CAL PACIFIC TRUCK CENTER	VEHICLE REPAIRS	TRANSPORTATION	2,217.38			
2151812	ORANGE CTY DEPT OF ED	RANDOM MOMENTS SURVEY	SPECIAL EDUCATION	650.00			
2151813	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - EXTRA HOURS	SPECIAL EDUCATION	50.00			
2151814	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - EXTRA HOURS	SPECIAL EDUCATION	50.00			
2151815	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - PSYCHOLOGIST - PBIS WORKSHOP	CENTRAL	82.00			
2151816	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PBIS WORKSHOP	CENTRAL	246.00			
2151817	DOCUMENT TRACKING SERVICES	TRANSLATION SERVICES	STUDENT SUPPORT & ACCOUNTABILITY	3,000.00			
2151818	***PURCHASING CARD	PURCHASING CARD	WAREHOUSE	562.39			
2151819	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPEC AIDE - EXTRA HOURS	SPECIAL EDUCATION	260.00			
2151820	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - EXTRA HOURS	SPECIAL EDUCATION	50.00			
2151821	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - TUTORING	NESTOR	410.00			
2151822	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - NO EXCUSE UNIV PLANNING	PENCE	258.00			
2151823	PAPE MATERIAL HANDLING INC	GENERATOR REPAIRS	MAINTENANCE	1,395.00			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date: 06/02/2021		To Date: 07/13/2021		Threshold	\$1.00
PO Number	Vendor	Description	For	Amount	
2151824	***TRAVEL REQUEST	TRAVEL REQUEST	MAINTENANCE	80.00	
2151825	WHITE CAP INDUSTRIES	MAINTENANCE SUPPLIES	FACILITIES	900.00	
2151826	DELORES B. LINDSEY	FACILITATOR	HUMAN RESOURCES	4,000.00	
2151827	SOUTHWEST TRAILER SALES	TRAILER FOR MOWER	MAINTENANCE	6,417.08	
2151828	ANYTIME SIGN SOLUTIONS	SIGN	BUSINESS SERVICES	317.50	
2151829	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - REPORT CARDS	NESTOR	153.00	
2151830	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - MATH SUPPORT	IMPERIAL BEACH	198.00	
2151831	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	165.00	
2151832	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	297.00	
2151833	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	396.00	
2151834	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	264.00	
2151835	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	726.00	
2151836	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	792.00	
2151837	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - HEALTH	IMPERIAL BEACH	495.00	
2151838	***PURCHASING CARD	PURCHASING CARD	FISCAL SERVICES	1,446.85	
2151839	SOUTH BAY FENCE INC	GATE OPERATOR AT EMORY	MAINTENANCE	4,550.00	
2151840	SOUTH BAY FENCE INC	REPAIRS TO DOORS/LOCKS AT CE AND CNS	MAINTENANCE	5,040.00	
2151841	***PURCHASING CARD	PURCHASING CARD	CENTRAL	305.06	
2151842	***PURCHASING CARD	PURCHASING CARD	SUPERINTENDENT	35.00	
2151843	***PURCHASING CARD	PURCHASING CARD	NICOLOFF	198.99	
2151844	***PURCHASING CARD	PURCHASING CARD	NESTOR	2,252.04	
2151845	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - PREP CHROMEBOOKS	STUDENT SUPPORT & ACCOUNTABILITY	2,240.00	
2151846	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - TUPE TRAINING	IMPERIAL BEACH	132.00	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date: 06/02/2021		To Date: 07/13/2021		Threshold \$1.00	
PO Number	Vendor	Description	For	Amount	
2151847	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATE - PARENT CLASSES	ONEONTA	246.00	
2151848	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - TESTING	NESTOR	574.00	
2151849	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PROFESSIONAL DEVELOPMENT	STUDENT SUPPORT & ACCOUNTABILITY	6,918.75	
2151850	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CUSTODIAL - VIRTUAL ACADEMY	MAINTENANCE	240.00	
2151851	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CUSTODIAL - ED CENTER EDCO EVENT	BUSINESS SERVICES	148.00	
2151852	***PURCHASING CARD	PURCHASING CARD	TRANSPORTATION	769.91	
2151853	FACTS EDUCATION SOLUTIONS, LLC	TRAINING FOR ST CHARLES	STUDENT SUPPORT & ACCOUNTABILITY	1,510.00	
2151854	CONNECT4KIDS PSYCHOLOGICAL SVC	ASSESSMENT	SPECIAL EDUCATION	3,200.00	
2151855	SUNBELT RENTALS, INC	EQUIPMENT RENTALS	MAINTENANCE	1,044.80	
2151856	SLAYTON MECHANICAL CONTRACTORS, INC	MINI SPLIT CARRIER UNIT IN IDF ROOM AT ED CENTER	MAINTENANCE	1,750.00	
2151857	BUSHIVE, INC	MAINTENANCE LICENSE SOFTWARE	TRANSPORTATION	3,000.00	
2151858	SCHMIDT FIRE PROTECTION	WET PIPE SPRINKLER INSPECTION	MAINTENANCE	1,614.00	
2151859	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - NO EXCUSE UNIV PLANNING	PENCE	2,376.00	
2151860	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PARENT EDUCA	PENCE	693.00	
2151861	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - TOSA EL RISE WORKSHOP	STUDENT SUPPORT & ACCOUNTABILITY	71.75	
2151862	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - WORKSHOP	CENTRAL	56.00	
2151863	JACKSON & BLANC	C02 MONITORS DISTRICTWIDE	MAINTENANCE	462,132.00	
2151864	ROMERO EDUCATIONAL CONSULT & PSYCH SVC	EDUCATIONAL ASSESSMENTS	SPECIAL EDUCATION	33,800.00	
2151865	***PURCHASING CARD	PURCHASING CARD	SUPERINTENDENT	1,576.85	
2151866	***PURCHASING CARD	PURCHASING CARD	MAINTENANCE	481.07	
2151867	***PURCHASING CARD	PURCHASING CARD	BERRY	490.81	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date:	06/02/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2151868	***PURCHASING CARD	PURCHASING CARD	BAYSIDE	491.25			
2151869	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL MATERIALS	SPECIAL EDUCATION	774.70			
2151870	EMERGENCY LIGHTING EQUIP SVC CO	TESTING CALIBRATION INVERTER AT PEN	MAINTENANCE	1,994.38			
2151871	OKAPI EDUCATIONAL PUBLISHING, INC.	TRAINING	NICOLOFF	300.00			
2151872	NTH GENERATION COMPUTING, INC.	PALO ALTO IMPLEMENTATION	TECHNOLGY SERVICES	7,520.00			
2151873	***PURCHASING CARD	PURCHASING CARD	ONEONTA	193.00			
2151874	***PURCHASING CARD	PURCHASING CARD	MAINTENANCE	203.88			
2151875	***PURCHASING CARD	PURCHASING CARD	MAINTENANCE	316.91			
2151876	ISAFE ENTERPRISES LLC	RENEW ISAFE	TECHNOLOGY SERVICES	2,400.00			
2151877	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PD	SPECIAL EDUCATION	35.74			
2151878	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PD	SPECIAL EDUCATION	71.51			
2151879	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PD	SPECIAL EDUCATION	71.51			
2151880	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - SUB IA	SPECIAL EDUCATION	26.66			
2151881	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - SUB IA	SPECIAL EDUCATION	166.66			
2151882	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - SUB IA	SPECIAL EDUCATION	140.00			
2151883	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - PBIS WORKSHOP	CENTRAL	246.00			
2151884	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - PSYCHOLOGIST - PBIS WORKSHOP	CENTRAL	82.00			
2151885	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - MATH TUTOR	IMPERIAL BEACH	66.00			
2151886	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - WORKSHOP	CENTRAL	56.00			
2151887	***RELEASE REQUEST (P-30)	RELEASE TIME - CERTIFICATED - WORKSHO9P	SPECIAL EDUCATION	136.00			
2151888	***PURCHASING CARD	PURCHASING CARD	SUNNYSLOPE	1,531.30			
2151889	***PURCHASING CARD	PURHASING CARD	SPECIAL EDUCATION	896.00			
2151890	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL STUDENT MATERIALS	SPECIAL EDUCATION	418.68			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date:	06/02/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2151891	CASBO	ORGANIZATION DUES	BUSINESS SERVICES	3,500.00			
2151892	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - GRANT PLANNING	IMPERIAL BEACH	330.00			
2151893	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - SPED AIDE - SUB IA	SPECIAL EDUCATION	3,600.00			
2151894	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - ORGANIZE FILES	NICOLOFF	67.50			
2151895	CHRISTY WHITE ACCOUNTANCY CORPORATION	AUDIT OF RECORDS	FISCAL SERVICES	1,690.00			
2151896	DEPT OF GENERAL SERVICES/ OFFICE	ADMIN HEARINGS	HUMAN RESOURCES	681.50			
2151897	SOUTH BAY FENCE INC	FENCING AT MAINTENANCE	MAINTENANCE	53,675.00			
2151898	ATKINSON-ANDELSON-LOYA-RUUD-ROM O	LEGAL SERVICES	BUSINESS SERVICES	10,318.75			
2151899	PAPE MATERIAL HANDLING INC	GENERATOR REPAIRS AT ED CENTER	MAINTENANCE	1,485.00			
2151900	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL STUDENT MATERIALS	SPECIAL EDUCATION	433.31			
2151901	GRANICUS, LLC	NOVUS AGENDA/VOTING	SUPERINTENDENT	5,938.50			
2151902	BEE RESCUE LLC	BEE REMOVAL SERVICES	MAINTENANCE	640.00			
2151903	JMB ASPHALT & CONCRETE	ASPHALT AT SUNNYSLOPE	MAINTENANCE	8,800.00			
2151904	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED	NICOLOFF	164.00			
2151905	CARREN JEAN STIKA	ASSESSMENTS	SPECIAL EDUCATION	10,000.00			
2151906	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CERTIFICATED - ENROLLMENT	PENCE	65.00			
2151907	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - STUDENT SUPPORT	STUDENT SUPPORT & ACCOUNTABILITY	1,175.00			
2151908	A & S FLOORING	FLOORING AT EMORY OFFICE	FACILITIES	14,886.00			
2151909	FIELDTURF USA, INC	TURF AT PENCE KINDER AREA	FACILITIES	29,707.19			
2151910	K.I.D.S THERAPY ASSOCIATES INC	OT SERVICES	SPECIAL EDUCATION	550.00			
2151911	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - CUSTODIAL FOR EXT LRN SUMMER CAMP	STUDENT SUPPORT & ACCOUNTABILITY	1,880.00			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date:	06/02/2021	To Date:	07/13/2021	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
2151912	ROMERO EDUCATIONAL CONSULT & PSYCH SVC	EDUCATIONAL ASSESSMENTS	SPECIAL EDUCATION	9,000.00			
2151913	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- WHSE DRIVER- EXTRA DELIVERIES	WAREHOUSE	1,120.00			
2151914	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CLASSIFIED - AIDE FOR SUMMER CAMP	STUDENT SUPPORT & ACCOUNTABILITY	626.00			
2151915	BRAIN LEARNING PSYCHOLOGICAL CORP	PSYCHOLOGICAL SERVICE	SPECAIL EDUCATION	41,660.00			
2151916	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CUSTODIAL - VIRTUAL ACADEMY	MAINTENANCE	816.00			
2151917	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CUSTODIAL - FRIENDSHIP SCHOOL	MAINTENANCE	810.00			
2160136	GOLD STAR FOODS	STORAGE FEES	CHILD NUTRITION	443.65			
2160137	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	506.15			
2160138	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	6,966.49			
2160139	KELLY PAPER CO	APPLICATION PAPER	CHILD NUTRITION	229.81			
2160140	GOLD STAR FOODS	STATE FEES	CHILD NUTRITION	294.30			
2160141	GOLD STAR FOODS	STATE FEES	CHILD NUTRITION	31.50			
2160142	P & R PAPER SUPPLY	STOCK REPLACEMENT	CHILD NUTRITION	331.00			
2160143	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIRS	CHILD NUTRITION	504.18			
2160144	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIRS	CHILD NUTRITION	147.17			
2160145	HEARTLAND PAYMENT SYSTEMS	END OF YEAR SERVICE 2019-20	CHILD NUTRITION	495.00			
2160146	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIRS	CHILD NUTRITION	237.58			
2160147	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIRS	CHILD NUTRITION	279.58			
2160148	COAST 2 COAST REFRIGERATION LLC	REPAIRS	CHILD NUTRITION	13,282.00			
2160149	GOLD STAR FOODS	STORAGE/STATE FEES	CHILD NUTRITION	510.35			
2160150	DEH/COUNTY OF SAN DIEGO	HEALTH PERMITS	CHILD NUTRITION	2,441.00			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2020-2021

From Date: 06/02/2021 To Date: 07/13/2021 Threshold \$1.00

PO Number	Vendor	Description	For	Amount
2160151	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - CHILD NUTRITION ASSISTANTS	CHILD NUTRITION	1,407.00
2160152	EMS LINQ INC.	SCHOOL NUTRITION AND FITNESS ANNUAL RENEWAL	CHILD NUTRITION	1,095.00
			Total POs: 132	Total Amount 950,053.42

End of Report

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Memorandum of Understanding (Impacts and Effects of Technology) - CSEA,
Chapter 59

BACKGROUND INFORMATION

The District and CSEA, Chapter 59 negotiations teams approved an MOU regarding the impacts and effects of technology, such as security cameras, vehicle GPS, and vehicle cameras in 2020. This MOU has expired and the teams have agreed to renew the MOU for an additional year (2021-22).

CURRENT CONSIDERATIONS

The signed MOU is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

Clear communication regarding operational efficiency and safety measures are one aspect of attracting, recruiting, and retaining employees that serve all students.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the MOU with CSEA, Chapter 59 regarding the Impacts and Effects of Technology.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
MOU	6/25/2021	Exhibit

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN
SOUTH BAY UNION SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS
SOUTH BAY CHAPTER #59
June 22, 2021

This Memorandum of Understanding (hereinafter, "MOU") is entered into by and between the South Bay Union School District (hereinafter, "District") and the California School Employees Association, and its South Bay Chapter #59 (hereinafter, "CSEA") for the 2021-22 school year.

1. The District's purpose in installing security cameras at District facilities and Global Positioning System (GPS) in District vehicles, is to ensure operational efficiency, and the safety and security of students, staff, and District property.
2. Security cameras and GPS on District vehicles shall not be used to evaluate employees or for disciplinary purposes in an arbitrary and capricious manner.
3. The District, in the course of an investigation into a safety, security, or operational concern may use such camera footage and/or GPS information to address the issue with the employee.
4. Audio recording shall not be engaged on any District Security Camera in District vehicles, unless a placard indicates it is in use.
5. Prior to an employee being assigned to a District vehicle, the employee will be informed of any cameras and/or GPS present on the vehicle.
6. The District shall include maps of cameras and cameras with audio in the Emergency Preparedness Plan (binders) at each site.
7. Any difference arising from the interpretation, administration, or application of the agreement may be addressed through the grievance procedure set forth in Article 12 of CBA.
8. This MOU shall expire on June 30, 2022 as the intention of this agreement is to pilot the above provisions for an additional year. The parties agree to meet on or before May 20, 2022 to amend or extend this MOU. In the absence of agreement to amend or extend this MOU, the MOU shall expire on June 30, 2022.



06/22/2021

District: Janea Marking
Assistant Superintendent of Business



6/22/2021

CSEA: Chapter President, South Bay #59
Martha Rodriguez

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Memorandum of Understanding (Impacts and Effects of Layoff) - CSEA, Chapter 59

BACKGROUND INFORMATION

This Memorandum of Understanding (MOU) addresses the Impacts and Effects of Resolution 20-039 adopted by the Board on April 22, 2021.

CURRENT CONSIDERATIONS

The signed MOU is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

CSEA employees provide many essential services to our students and families, which positively impacts teaching and learning.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the MOU with CSEA, Chapter 59 regarding the Impacts and Effects of Resolution 20-039.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
MOU	6/25/2021	Exhibit

Memorandum of Understanding
Between
South Bay Union School District
and
California School Employees Association
and its
South Bay Chapter #59 (CSEA)

June 22, 2021

This Memorandum of Understanding (hereinafter, “MOU”) is entered into by and between the South Bay Union School District (hereinafter, “District”) and the California School Employees Association, and its South Bay Chapter #59 (hereinafter, “CSEA”) to settle the impacts and effects of elimination of positions and reduction of hours.

In addition to those guarantees and benefits including but not limited to Article 21, Layoff and Reemployment, CSEA Chapter #59 proposes the following:

1. **Substitute Service:** Article 21.5.8 Any classified employee who is laid off and available and desires substitute work assignments shall be granted substitute work assignment over all other substitutes in classes for which he/she may be qualified in.
2. **Elimination of position:** Elimination of a classified position is for a lack of work or lack of funds only and elimination of the position will not take effect until the employee receives at least 60 days prior notice to layoffs.
3. **Grossmont v. Tucker:** Classified employees who are laid off have the right to apply for any vacant position which they meet the minimum qualifications including, but not limited to, positions created by AB 86 funds.
4. **Use of Volunteers:** The District shall not utilize volunteers to perform job duties of classified employees who have been laid off.
5. **Transfer of Unit Work:** The District shall not transfer work out of the bargaining unit to certificated employees, volunteers, confidential, management, students, short-term, limited term or substitute employees.
6. **Effect of Workload:** Any workload issues that affect unit members due to layoff shall be subject to negotiations on an individual basis.
7. **Grievance Procedure:** The terms and conditions set forth in this MOU shall be subject to the terms of Article 12, Grievance Procedure, as outlined in the parties’ collective bargaining agreement.

Memorandum of Understanding
Between
South Bay Union School District
and
California School Employees Association
and its
South Bay Chapter #59 (CSEA)

June 22, 2021

8. **Resolutions:** This agreement shall be applicable to the attached resolutions for CSEA unit members (Board Resolution #20-039).



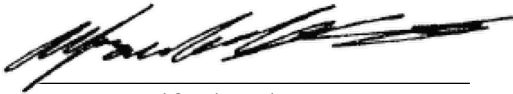
6/22/2021

CSEA: Martha Rodriguez,
President, South Bay Chapter #59



06/22/2021

District: Janea Marking,
Assistant Superintendent of Business Services



CSEA: Alfredo Alvarez,
Labor Relations Representative

SOUTH BAY UNION SCHOOL DISTRICT

RESOLUTION REGARDING THE ELIMINATION/REDUCTION IN HOURS OF CLASSIFIED POSITIONS: COMMUNITY VOLUNTEER COORDINATOR, COMPUTER TECHNICIAN, INSTRUCTIONAL ASSISTANT, OFFICE ASSISTANT, BILINGUAL PRESCHOOL INSTRUCTIONAL ASSISTANT AND PRESCHOOL INSTRUCTIONAL ASSISTANT; CORRESPONDING LAYOFF OF CLASSIFIED EMPLOYEES

RESOLUTION 20-039

On a motion of member _____, seconded by member _____, the following Resolution is adopted:

WHEREAS, the Board of Trustees of the South Bay Union School District has determined in reviewing income expenditures and budget priorities for the 2021-2022 school year that there is a need to eliminate services being provided in certain classified employee positions and based upon such elimination, classified employees will be subject to layoff for lack of work and/or lack of funds, within the meaning of Education Code section 45308;

WHEREAS, the classified position and elimination/reduction in hours of services/hours referred to herein are as follows:

	<u>POSITION</u>	<u>ELIMINATION</u>
A	Community Volunteer Coordinator – Bayside (vacant)	Eliminate one (1) position of 3.75 hrs./3 days per week
B	Community Volunteer Coordinator - Central	Eliminate one (1) position of 3.75 hrs./2 days per week
C	Community Volunteer Coordinator – Emory (vacant)	Eliminate one (1) position of 3.75 hrs./3 days per week
D	Community Volunteer Coordinator - Pence	Eliminate one (1) position of 3.75 hrs./4 days per week
E	Computer Technician (vacant)	Eliminate one (1) position of 8.00 hrs./day
F	Instructional Assistant – Bayside (vacant)	Eliminate one (1) position of 3.75 hrs./day
G	Office Assistant – Bayside	Eliminate one (1) position of 1.00 hrs./day
H	Office Assistant – VIP Village	Eliminate one (1) position of 7.00 hrs./day
I	Bilingual Preschool Instructional Assistant	Eliminate one (1) position of 3.50 hrs./day
J	Preschool Instructional Assistant	Eliminate one (1) position of 3.50 hrs./day
K	Community Volunteer Coordinator - Berry	Reduce one (1) position of 2.75 hrs./3 days per week to 2.75 hrs./2 days per week

NOW, THEREFORE, IT IS RESOLVED AND ORDERED BY THE BOARD OF TRUSTEES AS FOLLOWS:

1. The above recitals are true and correct;
2. The services being performed in the classified positions set forth hereinabove shall be eliminated and as a result of said action, affected classified employees shall be laid off due to lack of work and/or lack of funds;
Said eliminations of classified positions shall become effective end of business on June 30, 2021;
3. The Superintendent or her designee is directed to give notice of layoff to affected classified employees (considering displacement or bumping rights), as required by the Education Code including sections 45298 and 45308, where applicable.

IN WITNESS of the adoption of the foregoing Resolution, we, the members present and voting thereon, have hereunto set our hands this 22nd day of April, 2021 at Imperial Beach, County of San Diego, California.

BOARD OF TRUSTEES OF THE
SOUTH BAY UNION SCHOOL DISTRICT

Approval:

Absent:

Dissenting:

Abstaining:

I, Katie McNamara, Superintendent and Secretary to the Board of Trustees of the South Bay Union School District of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a Resolution duly adopted by said Board at a duly scheduled meeting thereof, at the place and by the vote above stated, which Resolution is on file and of record in the office of said Board.

DATE: April 22, 2021

Katie McNamara, Ed.D.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Memorandums of Understanding SWTA

BACKGROUND INFORMATION

These Memorandums of Understanding establish compensation agreements related to additional authorizations and credential verification.

CURRENT CONSIDERATIONS

The Learning and Innovation Local Assignment Option Memorandum of Understanding and Orthopedic Impairment and Other Health Impairment Added Authorizations Memorandum of Understanding are attached as Exhibits.

Additionally, because the District certified a qualified budget, disclosure with the San Diego County Office of Education is required. Disclosure documents are also attached as Exhibits.

IMPACT ON STUDENT ACHIEVEMENT

Appropriate certificated credentials and additional authorizations are a requirement for ensuring students receive an excellent education from teachers who are knowledgeable and prepared to deliver services.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The fiscal impacts of the Learning and Innovation Local Assignment Option Memorandum of Understanding is \$2,310 and for Orthopedic Impairment and Other Health Impairment Added Authorizations Memorandum of Understanding is \$48,400 from General Fund.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the Memorandums of Understanding with SWTA.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
MOU - Added Authorizations	6/25/2021	Exhibit
MOU - Local Assignment Option	6/25/2021	Exhibit
Disclosure 1	7/13/2021	Exhibit
Disclosure 2	7/13/2021	Exhibit
SDCOE Disclosure 1	7/16/2021	Exhibit
SDCOE Disclosure 2	7/16/2021	Exhibit

Memorandum of Understanding between
South Bay Union School District and Southwest Teachers Association
Regarding
Orthopedic Impairment and Other Health Impairment Added Authorizations
for the 2021-2022 School Year
06/09/2021

The South Bay Union School District and the Southwest Teachers Association have met, negotiated, and agreed upon the terms set forth in the attached Employee Agreements for Orthopedic Impairment and Other Health Impairment Added Authorizations.

This agreement is non precedential in any future matter and does not establish past practice.



6/10/21

Brenda Robles

Southwest Teachers Association



06/11/2021

Janea Marking

South Bay Union School District

 6/10/21

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

Orthopedic Impairment (OI) Added Authorization – Employee Agreement

Name: _____ School Site: _____

(Initial and Sign)

_____ I will take the SDCOE Added Authorization Program to receive my Orthopedic Impairment (OI) Authorization prior to January 1, 2022.

_____ I do not plan to enroll in the SDCOE Added Authorization Program to receive my Orthopedic Impairment (OI) Authorization prior to January 1, 2022.

I understand and agree that I am responsible for completing all requirements associated with this Orthopedic Impairment (OI) Authorization prior to January 1, 2022. I understand that the District will pay for the SDCOE Added Authorization Program, which is a Commission approved program. In addition, I understand that should I fail to complete or receive a passing grade for a course, (includes resigning or retiring prior to completion) for which the District has paid, I am responsible to reimburse the District for the cost of that course (*Repayment plan to be agreed upon [not to exceed six months]*). In addition, the District will provide a one-time stipend of \$2640 for completion of this coursework which occurs outside of contracted hours. Any credit units which I purchase for completion of the coursework can be used for advancement on the salary schedule.

Employee Signature

Date

BRL 6/10/21

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

Other Health Impairment (OHI) Added Authorization – Employee Agreement

Name: _____ School Site: _____

(Initial and Sign)

_____ I will take the SDCOE Added Authorization Program to receive my Other Health Impairment (OHI) Authorization prior to January 1, 2022.

_____ I do not plan to enroll in the SDCOE Added Authorization Program to receive my authorization prior to January 1, 2022.

I understand and agree that I am responsible for completing all requirements associated with this Other Health Impairment (OHI) Authorization prior to January 1, 2022. I understand that the District will pay for the SDCOE Added Authorization Program, which is a Commission approved program. In addition, I understand that should I fail to complete or receive a passing grade for a course, (includes resigning or retiring prior to completion) for which the District has paid, I am responsible to reimburse the District for the cost of that course (*Repayment plan to be agreed upon [not to exceed six months]*). In addition, the District will provide a one-time stipend of \$2640 for completion of this coursework which occurs outside of contracted hours. Any credit units which I purchase for completion of the coursework can be used for advancement on the salary schedule.

Employee Signature

Date

Memorandum of Understanding
Between
Southwest Teachers Association
And
South Bay Union School District
Regarding
The Learning and Innovation Local Assignment Option

June 09, 2021

The District will compensate all Learning and Innovation teachers who, during the 2020-2021 school year, participated in the local assignment option ensuring authorization to teach in a specialized departmental setting (VAPA/STEM) five (5) hours at the extra duty rate outlined in Article 18.6.2.

This agreement is non precedential in any future matter and does not establish past practice.



Brenda Robles
Southwest Teachers Association



Janea Marking
South Bay Union School District

Disclosure of Collective Bargaining Agreement

Page 1 of 7

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

South Bay Union School District

Name of Bargaining Unit: SWTA Certificated: X Classified: _____

The proposed agreement covers the period: Beginning: 7/1/21 Ending: 6/30/22

This agreement will be acted upon by the Governing Board at its meeting on: 22-Jul-21
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2021 - 2022		Year 2 2022 - 2023		Year 3 2023 - 2024	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$37,172,794.04	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
2. Salary Schedule - Increase (Decrease)	\$37,172,794.04	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$37,172,794.04	\$2,310.00	0.01%	\$0.00	0.00%	\$0.00	0.00%
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$14,486,245.00	\$554.09	0.00%	\$0.00	0.00%	\$0.00	0.00%
5. Health/Welfare Benefits - Increase (Decrease)	\$5,720,407.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	\$57,379,446.04	\$2,864.09	0.00%	\$0.00	0.00%	\$0.00	0.00%
7. Total Number of Represented Employees	407.70						
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$140,739.38						

Impact on other Funds: Funds 01, 09, and 12 are represented on this disclosure

- A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:**

This agreement pays an estimated 14 SWTA employees five hours of extra duty pay, which is \$33/hour. The agreement is only in effect for the 21/22 fiscal year.

- B. Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

There are no proposed negotiated changes in non-compensation items.

- C. What are the specific impacts on instructional/support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

There is no expected impact to instructional/support programs.

- D. What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

There is no contingency language in the agreement.	

E. Source of Funding for Proposed Agreement

1. Current Year

Current year costs will be funded out of the district's general fund balance.	

2. How will the ongoing cost of the proposed agreement be funded in future years?

There are no future costs to this agreement.	

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

Page 4 of 7

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$86,780,324
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	4,059.61
d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)	\$2,603,409.72

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

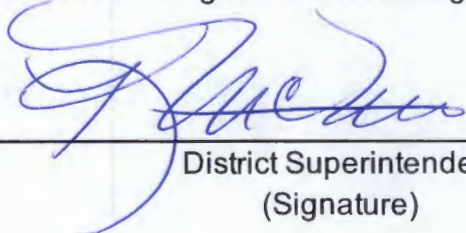
a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$2,603,409.72
b. General Fund Budgeted Unrestricted Unappropriated Amount	\$0.00
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	\$0.00
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	\$0.00
e. Total District Budgeted Unrestricted Reserves	\$2,603,409.72

3. Do unrestricted reserves meet the state standard minimum reserve amount? X Yes No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

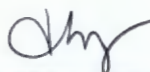
We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.



District Superintendent
(Signature)

7/12/21

Date



Chief Business Official
(Signature)

7/12/21

Date

Contact Person: Joel Ryan Telephone No.: 619-628-1639

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2 22-Jul-21
in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of 7/1/21	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	52,483,391	0	0	52,483,391
Remaining Revenues (8100-8799)	28,872,127	0	0	28,872,127
TOTAL REVENUES	81,355,518	0	0	81,355,518
EXPENDITURES:				0
1000 Certificated Salaries	30,676,027	2,310	0	30,678,337
2000 Classified Salaries	12,197,758	0	0	12,197,758
3000 Employee Benefits	22,266,679	554	0	22,267,233
4000 Books and Supplies	4,201,881	0	0	4,201,881
5000 Services and Operating Expenses	13,209,725	0	0	13,209,725
6000 Capital Outlay	4,261,839	0	0	4,261,839
7000 Other	(36,449)	0	0	(36,449)
TOTAL EXPENDITURES	86,777,460	2,864	0	86,780,324
OPERATING SURPLUS (DEFICIT)	(5,421,942)	(2,864)	0	(5,424,806)
OTHER SOURCES AND TRANSFERS IN	730,000	0	0	730,000
OTHER USES AND TRANSFERS OUT	0	0	0	0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(4,691,942)	(2,864)	0	(4,694,806)
BEGINNING BALANCE	25,839,042	0	0	25,839,042
CURRENT YEAR-ENDING BALANCE	21,147,100	(2,864)	0	21,144,236
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	818,509	0	0	818,509
Restricted (9740)	3,405,737	0	0	3,405,737
Committed (9750/9760)	0	0	0	0
Assigned (9780)	14,319,529	(2,949)	0	14,316,580
Reserve Economic Uncertainties (9789)	2,603,325	85	0	2,603,410
Unassigned/Unappropriated (9790)	0	0	0	0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

Disclosure of Collective Bargaining Agreement

Page 1 of 7

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
GC § 3547.5 (Statutes of 2004, Chapter 52)

South Bay Union School District

Name of Bargaining Unit: SWTA Certificated: X Classified: _____

The proposed agreement covers the period: Beginning: 7/1/21 Ending: 6/30/22

This agreement will be acted upon by the Governing Board at its meeting on: 22-Jul-21
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2021 - 2022		Year 2 2022 - 2023		Year 3 2023 - 2024	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$37,172,794.04	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
2. Salary Schedule - Increase (Decrease)	\$37,172,794.04	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.	\$37,172,794.04	\$48,400.00	0.13%	\$0.00	0.00%	\$0.00	0.00%
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$14,486,245.00	\$11,609.42	0.08%	\$0.00	0.00%	\$0.00	0.00%
5. Health/Welfare Benefits - Increase (Decrease)	\$5,720,407.00	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
6. Total Compensation - Increase (Decrease) Total Lines 3(a), 4(a), 5(a)	\$57,379,446.04	\$60,009.42	0.10%	\$0.00	0.00%	\$0.00	0.00%
7. Total Number of Represented Employees	407.70						
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$140,739.38						

Impact on other Funds: Funds 01, 09, and 12 are represented on this disclosure

- A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:**

_____ This agreement pays an estimated ten SWTA employees a \$2,640 stipend and covers
_____ the \$2,200 cost of an Orthopedic Impairment/Other Health Impairment class. Total cost
_____ per employee is \$4,840. The agreement is only in effect for the 21/22 fiscal year.

- B. Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

_____ There are no proposed negotiated changes in non-compensation items.

- C. What are the specific impacts on instructional/support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

_____ There is no expected impact to instructional/support programs.

- D. What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

There is no contingency language in the agreement.	

E. Source of Funding for Proposed Agreement

1. Current Year

Current year costs will be funded out of the district's general fund balance.	

2. How will the ongoing cost of the proposed agreement be funded in future years?

There are no future costs to this agreement.	

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

Page 4 of 7

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$86,837,469
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	4,059.61
d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)	\$2,605,124.08

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

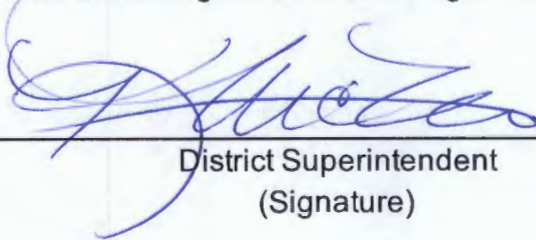
a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$2,605,124.08
b. General Fund Budgeted Unrestricted Unappropriated Amount	\$0.00
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	\$0.00
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	\$0.00
e. Total District Budgeted Unrestricted Reserves	\$2,605,124.08

3. Do unrestricted reserves meet the state standard minimum reserve amount? X Yes No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent
(Signature)

7/12/21

Date

Chief Business Official
(Signature)

7/12/21

Date

Contact Person: Joel Ryan Telephone No.: 619-628-1639

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2 22-Jul-21
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of 7/1/21	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	52,483,391	0	0	52,483,391
Remaining Revenues (8100-8799)	28,872,127	0	0	28,872,127
TOTAL REVENUES	81,355,518	0	0	81,355,518
EXPENDITURES:				0
1000 Certificated Salaries	30,676,027	26,400	0	30,702,427
2000 Classified Salaries	12,197,758	0	0	12,197,758
3000 Employee Benefits	22,266,679	11,609	0	22,278,288
4000 Books and Supplies	4,201,881	0	0	4,201,881
5000 Services and Operating Expenses	13,209,725	22,000	0	13,231,725
6000 Capital Outlay	4,261,839	0	0	4,261,839
7000 Other	(36,449)	0	0	(36,449)
TOTAL EXPENDITURES	86,777,460	60,009	0	86,837,469
OPERATING SURPLUS (DEFICIT)	(5,421,942)	(60,009)	0	(5,481,951)
OTHER SOURCES AND TRANSFERS IN	730,000	0	0	730,000
OTHER USES AND TRANSFERS OUT	0	0	0	0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(4,691,942)	(60,009)	0	(4,751,951)
BEGINNING BALANCE	25,839,042	0	0	25,839,042
CURRENT YEAR-ENDING BALANCE	21,147,100	(60,009)	0	21,087,091
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	818,509	0	0	818,509
Restricted (9740)	3,405,737	0	0	3,405,737
Committed (9750/9760)	0	0	0	0
Assigned (9780)	14,319,529	(61,809)	0	14,257,720
Reserve Economic Uncertainties (9789)	2,603,325	1,799	0	2,605,124
Unassigned/Unappropriated (9790)	0	0	0	0

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

July 16, 2021

Dr. Katie McNamara
Superintendent
South Bay Union School District
610 Elm Avenue
Imperial Beach, CA 91932-2098

Dear Dr. McNamara:

We have received the South Bay Union School District's (District) Disclosure of Collective Bargaining Agreement for the Southwest Teachers Association (SWTA) in accordance with AB 1200 (Statutes of 1991, Chapter 1213) and Government Code 3547.5. The disclosure is for the Memorandum of Understanding (MOU) between SWTA and the District regarding the Learning and Innovation Assignment Option. The proposed agreement will be acted upon by the governing board at its meeting on July 22, 2021.

The district agrees to compensate all Learning and Innovation teachers who, during the 2020-21 school year, participated in the local assignment option ensuring authorization to teach in a specialized departmental setting (VAPA/STEM) five (5) hours at the extra duty rate. The district estimates 14 teachers qualified for this compensation. Therefore, the district projects the fiscal impact from this agreement to be \$2,864 in fiscal year 2021-22. The cost will be funded by the general fund and as this is a one-time payment, there is no impact to the future years.

The district superintendent and chief business official have certified that the cost of the collective bargaining agreement can be met during the term of the agreement. Furthermore, E.C. 42142 requires school districts to incorporate necessary budget revisions in the current year budget within 45 days of board approval of a collective bargaining agreement. Please forward a copy of the budget revisions and the original signed certification to our office upon board approval of the collective bargaining agreement.

Questions or concerns may be directed to me at (858) 292-3537, or Alex Wilmot, Business Advisor at (858) 295-6649.

Sincerely,

Brent Watson
Executive Director
District Financial Services

July 16, 2021
Page 2 of 2

BW: AW: VS

Cc:

July 16, 2021

Dr. Katie McNamara
Superintendent
South Bay Union School District
610 Elm Avenue
Imperial Beach, CA 91932-2098

Dear Dr. McNamara:

We have received the South Bay Union School District's (District) Disclosure of Collective Bargaining Agreement for the Southwest Teachers Association (SWTA) in accordance with AB 1200 (Statutes of 1991, Chapter 1213) and Government Code 3547.5. The disclosure is for the Memorandum of Understanding (MOU) between SWTA and the District regarding Orthopedic Impairment and Other Health Impairment Added Authorizations for the 2021-22 school year. The proposed agreement will be acted upon by the governing board at its meeting on July 22, 2021.

The district agrees to compensate qualifying SWTA employees a \$2,640 stipend and cover the \$2,200 cost of an Orthopedic Impairment or Other Health Impairment class. The district estimates 10 SWTA employees will qualify for this compensation. Therefore, the district projects the fiscal impact from this agreement to be \$60,009 in fiscal year 2021-22. The cost will be funded by the general fund and as this agreement is only for fiscal year 2021-22, there is no impact to the future years.

The district superintendent and chief business official have certified that the cost of the collective bargaining agreement can be met during the term of the agreement. Furthermore, E.C. 42142 requires school districts to incorporate necessary budget revisions in the current year budget within 45 days of board approval of a collective bargaining agreement. Please forward a copy of the budget revisions and the original signed certification to our office upon board approval of the collective bargaining agreement.

Questions or concerns may be directed to me at (858) 292-3537, or Alex Wilmot, Business Advisor at (858) 295-6649.

Sincerely,

Brent Watson

July 16, 2021
Page 2 of 2

Executive Director
District Financial Services

BW: AW: VS

Cc:

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Cindy Wagner, Deputy Superintendent
SUBJECT: Child Nutrition Procurement

BACKGROUND INFORMATION

In accordance with federal and state guidelines for procurement of food and supplies all School Food Authorities must purchase food and supplies from publicly awarded contracts, when total purchases exceed the applicable thresholds for procurement within a one year period. School districts may also use piggyback bids from other public school districts, joint power agreements, or approved public purchasing groups. The procurement items or service contracts listed below are new for 2021-2022.

CURRENT CONSIDERATIONS

SBUSD PROCUREMENT TABLE 2021-2022				
Goods/Services	Vendor	Procurement Type	Terms	Value
Fresh Baked Goods	Galasso's Bakery	Piggyback-BID #20-06-03 Bakersfield City Schools	2 of 3 years	\$40,000.00
Cleaning Supplies/Professional Development	Food Safety Systems	RFQ SBUSD #2122	2 of 5 years	\$28,840.00
Dairy	Hollandia	NCEPC CNS #1920-1000	3 of 3 years	\$470,000.00
*Frozen/Grocery/Commodity Distribution	Goldstar Foods	Piggyback RFP #19-20-04 Westminster USD	2 of 3 years	\$1,085,000.00
Paper – Non Consumables	P&R Paper	NCEPC CNS #2122	2 of 3 years	\$100,000.00
Pest Control	Lloyd's Pest Control	RFQ SBUSD #2122	1 of 5 years	\$6500.00
Produce	Goldstar Foods	BIDA339 SBUSD	3 of 3 years	\$270,000.00
Refrigeration Service & Repair	Temperature Design	RFQ 2122 SBUSD	3 of 5 years	\$25,000.00
Website –CN Specific	LINQ TITAN	Agreement 2122	Year to Year	\$1095.00
*New Piggyback				

IMPACT ON STUDENT ACHIEVEMENT

Utilizing these contracts will allow Child Nutrition to operate with minimal meal service interruptions. We believe that a well-nourished child has a better opportunity to learn and achieve than a child experiencing hunger.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Financial implications are detailed above.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval to proceed with the contracts and vendors for Child Nutrition procurement for 2021-2022.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Janea Marking, Assistant Superintendent, Business Services
SUBJECT: Agreement for Legal Services

BACKGROUND INFORMATION

The District has contracted with Atkinson, Andelson, Loya, Ruud & Romo (AALRR) for legal services related to personnel and Special Education matters. The District must renew contracts each fiscal year for compliance and transparency.

CURRENT CONSIDERATIONS

The 2021-22 contract with AALRR is attached as an Exhibit. This agreement provides for legal services based on hourly fees.

IMPACT ON STUDENT ACHIEVEMENT

The District ensures a strong foundation of operational success as a pillar for student success and works with legal partners to ensure compliance and alignment with applicable laws to protect the interests of students and staff.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

This agreement provides for hourly fees based upon the level of professional staff completing work. The District is only charged for services provided.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the 2021-22 Agreement for Legal Services with Atkinson, Andelson, Loya, Ruud & Romo.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Agreement	7/13/2021	Exhibit

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services (the “Agreement”) is made this 1st day of July, 2021, between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a Professional Law Corporation, hereinafter referred to as the “Law Firm,” and SOUTH BAY UNION SCHOOL DISTRICT, hereinafter referred to as “District.”

II. RECITALS; PURPOSE; MATTERS

The District desires to retain and engage the Law Firm to perform legal and, upon request, non-legal consultant services on the District’s behalf, and the Law Firm is willing to accept said engagement on the terms and conditions contained in this Agreement. The Law Firm agrees to provide such services to the District, including representation in administrative and court proceedings, as requested by the District. The place and time for such services are to be designated by the Superintendent of the District or designee.

III. TERMS AND CONDITIONS

A. The term of this Agreement shall be for one year, commencing July 1, 2021, through June 30, 2022. For the period July 1, 2021, through June 30, 2022, the District hereby agrees to pay the Law Firm in connection with the above-referenced services as authorized at the following hourly rates:

Senior Partners	\$300.00
Partners/Senior Counsel	\$285.00
Senior Associates	\$275.00
Associates	\$270.00
Electronic Technology Litigation Specialist	\$250.00
Non-Legal Consultants	\$215.00
Senior Paralegals/Law Clerks	\$180.00
Paralegals/Legal Assistants	\$180.00

The Law Firm shall bill in quarter-hour increments. A fixed rate may be established for specially identified projects, subject to prior approval by the District.

B. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.

C. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the Superintendent or designee's prior approval in the event a particular cost item exceeds \$2,000.00 in amount, and without the prior approval of the District in the event a particular cost item totals \$2,000.00 or less. Typical cost items include, by way of example and not limitation, document preparation and word processing, long distance telephone charges, fax/telecopy charges, copying charges, messenger fees, travel costs, bonds, witness fees, deposition and court reporter fees, transcript costs, expert witness fees, investigative fees, etc. If the Law Firm retains, with authorization from the District, experts or consultants for the benefit of the District, rather than the District contracting directly with any expert or consultant, it is agreed that the District shall pay a five percent (5%) fee ("consultant processing fee") on such expert and consultant costs paid by the Law Firm in order to offset certain costs to the Law Firm resulting from administering and initially paying such expert and consultant fees on behalf of the District.

D. A detailed description of the attorney work performed and the costs advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month. Payment of the full amount due, as reflected on the monthly statements, will be due to the Law Firm from the District by the 10th of each month, unless other arrangements are made. In the event there are retainer funds of the District in the Law Firm's Trust account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit therefor will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

E. The District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects: (a) the legal services performed; and (b) the proper charge for those legal services.

F. The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District including, but not limited to, attending mandatory court hearings and other appearances and providing necessary information and documentation to enable the Law Firm to adequately represent the District.

G. The District has the right, at any time, and either with or without good cause, to discharge the Law Firm as the District's attorneys. In the event of such a discharge of the Law Firm by the District, however, any and all unpaid attorneys' fees and costs owing to the Law Firm from the District shall be immediately due and payable.

H. The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District upon the occurrence of any one or more of the following events:

1. Upon order of Court requiring the Law Firm to discontinue the performance of said legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue legal services for the District;

3. Upon the failure of the District to perform any of the District's obligations hereunder with respect to the payment of the Law Firm's fees and costs advanced; or

4. Upon the failure of the District to perform any of the District's obligations hereunder with respect to cooperation with the Law Firm in connection with the Law Firm's representation of the District.

I. In the event that the Law Firm ceases to perform legal services for the District as hereinabove provided, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees or costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in Court on its behalf, the District will promptly execute an appropriate Substitution of Attorney form.

J. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

K. It is understood and agreed that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

IV. SPECIALIZED LEGAL SERVICES

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, intellectual property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, trademark, non-profit organizations, immigration, and appellate law, the District agrees to pay the Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the District of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

V. RELATED POST-INVESTIGATION SERVICES

If an attorney who conducted an investigation for the District is subsequently asked or required to prepare for and/or testify, including, without limitation, at deposition, trial, arbitration or any other proceeding, because of services rendered under this Agreement, and/or if the investigating attorney must respond to subpoenas or discovery or otherwise respond or perform services with respect to any matter relating to or arising out of services performed for the

District, the District agrees to pay the Law Firm for all time expended (including preparation time) at the investigating attorney's then current regular hourly rate and to reimburse the Law Firm for reasonable costs and expenses incurred.

VI. CONSENT TO JOINT REPRESENTATION

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall provide the District with a written disclosure of the relevant circumstances and of the actual and reasonably foreseeable adverse consequences to the District, and shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph, and to execute such written consent on behalf of the Board and District.

VII. SERVICES PERFORMED BY LAW FIRM-PROVIDED NON-LEGAL CONSULTANTS

The Law Firm has an affiliation with non-legal education consultants who are available to assist the District in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, special education, student discipline, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the District's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the District provide its informed written consent to this arrangement prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purposes of this paragraph. The District is hereby advised that it may seek the advice of an independent attorney of its choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the District outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

VIII. CONSENT TO LAW FIRM COMMUNICATION

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of Breakfast Briefings,

conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. These email notices are a convenient way to keep the District administrators apprised of important legal changes. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

IX. IDENTIFICATION OF INSURANCE COVERAGE

With respect to insurance coverage for any matters covered by the scope of services under this Agreement, the District agrees that it is its own responsibility, rather than the Law Firm's responsibility, to identify potential insurance coverage for the District and to tender legal matters to any appropriate insurance companies that may insure it. If the District desires that the Law Firm become involved in identifying potential insurers and/or the tender of legal disputes, then a separate written agreement between the District and the Law Firm to that effect will be required.

X. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this Agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, such dispute shall be resolved by binding arbitration by a single arbitrator. Each side will bear its own costs and attorney fees. The parties agree to waive their right to a jury and to an appeal.

XI. DURATION

This Agreement shall be effective July 1, 2021, through June 30, 2022, and thereafter shall continue from month-to-month at the then current hourly rate set forth herein until modified in writing by mutual agreement or terminated by either party upon thirty (30) days' written notice.

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XII. EXECUTION DATE

This Agreement is entered into this 1st day of July, 2021.

“Law Firm”

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: _____

By: _____
JUSTIN R. SHINNEFIELD

“District”

SOUTH BAY UNION SCHOOL DISTRICT

Dated: _____

By: _____

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

ATTACHMENTS:

Description	Upload Date	Type
Classified	7/16/2021	Exhibit
Certificated	7/16/2021	Exhibit
Certificated Addendum	7/22/2021	Exhibit
Classified Addendum	7/22/2021	Exhibit

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – JULY 22, 2021**

CLASSIFIED PERSONNEL ACTIVITY LIST

Approve/Ratify Employment - Substitutes/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date

Approve/Ratify Employment

Name	Position	Site	Salary	Effective Date
Rodriguez, John	HVAC	Maintenance	TBD	TBD
Walker, Devon	CNS Supervisor	CNS	TBD	TBD

Approve/Ratify Promotion

Name	Position	Site	Salary	Effective Date
Hernandez, Liliana	Human Resources Tech	HR	TBD	TBD

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Rodriguez, Gilda	Bil. Inst Assistant	Nestor	7/8/2021	7/11/2021	7/26/2021

Transfers, Lateral Transfers, and other Personnel Actions (For Information Only)

Name	Action	Effective Date

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – JULY 22, 2021**

CERTIFICATED PERSONNEL ACTIVITY LIST

Approve/Ratify Employment – Temporary Contract

Name	Position	Salary	Effective Date

Approve/Ratify Employment – Guest Teachers/Extra Help/Day-to-Day

Name	Position	Salary	Effective Date

Approve/Ratify Employment – Probationary Contract

Name	Position	Salary	Effective Date

Approve/Ratify Employment

Name	Position	Salary	Effective Date

Request for Leave of Absence – Recommended Approval

Name	Position	Reason	Beginning Date	Ending Date

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – JULY 22, 2021**

CERTIFICATED PERSONNEL ACTIVITY LIST

Approve/Ratify Employment – Temporary Contract

Name	Position	Salary	Effective Date

Approve/Ratify Employment – Guest Teachers/Extra Help/Day-to-Day

Name	Position	Salary	Effective Date
Garcia, Janette	Guest Teacher	\$280.00/day	TBD
Nelson, Naydia	Guest Teacher	\$280.00/day	TBD

Approve/Ratify Employment – Probationary Contract

Name	Position	Salary	Effective Date
Cooper, Joshua	ON &TBD- Ed Specialist	TBD	7/19/2021
Cordero, Lorena	Sp. Ed. – LSH Specialist	Class I / Step 1	07/20/2021
Cutting, Samantha	NIC – Education Specialist	Class VI / Step 6	07/20/2021
Miller, Akeem	IBCS & CE- Ed Specialist	TBD	7/19/2021
Morales, Laura	NE – Teacher	Class V / Step 3	07/20/2021
Melendez, Liseth	NE-Teacher	Class VI/ Step 8	7/20/2021
Hodge, Victoria	Education Specialist	Class I/ Step 1	7/20/2021

Approve/Ratify Employment

Name	Position	Salary	Effective Date
Barrera, Vanessa	TOSA- Equity	TBD	7/23/2021
Barnes-Wyss, Juli	TOSA -SEL	TBD	7/23/2021
Bevilacqua, Tom	Interim Executive Director	TBD	7/20/2021
Gonzalez, Esteban	Nestor, Principal	TBD	TBD
Huson, Timaree	School Nurse	Class V/ Step 11	TBD
O'Brien, Angela	TOSA -Language	TBD	7/23/2021

Request for Leave of Absence – Recommended Approval

Name	Position	Reason	Beginning Date	Ending Date
Parker, Karen	Teacher	Personal LOA	7/23/2021	6/15/2021

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Davenport, Leda	Teacher	Berry	NA	NA	7/30/2021
Garcia Gallego, Patricia	Teacher	Virtual	06/16/2021	06/21/2021	06/15/202
Ramirez Briceno, Nelida	School Psychologist	Sp. Ed	7/20/2021	7/23/2021	8/17/2021

Resignation/Retirement Accepted by Board of Trustees

Name	Position	Site	Submission Date	Effective Date
McNamara, Katie	Superintendent	District Office	06/04/2021	12/31/2021-RT

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – JULY 22, 2021**

CLASSIFIED PERSONNEL ACTIVITY LIST

Approve/Ratify Employment - Substitutes/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date

Approve/Ratify Employment

Name	Position	Site	Salary	Effective Date
Gonzalez, Yesenia	Asst. Fiscal Technician	Fiscal	25-7	7/23/2021
Rodriguez, John	HVAC	Maintenance	TBD	TBD
Walker, Devon	CNS Supervisor	CNS	TBD	TBD

Approve/Ratify Promotion

Name	Position	Site	Salary	Effective Date
Hernandez, Liliana	Human Resources Tech	HR	TBD	TBD

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Rodriguez, Gilda	Bil. Inst Assistant	Nestor	7/8/2021	7/11/2021	7/26/2021
Moraga, Selena	Sp. Ed Inst Asst	IBCS	7/20/2021	7/23/2021	7/20/2021

Transfers, Lateral Transfers, and other Personnel Actions (For Information Only)

Name	Action	Effective Date

Request for Leave of Absence – Recommended Approval

Name	Position	Reason	Beginning Date	Ending Date
Campos Bravo, Cindy	Sup. Assistant/IBCS	Personal/Caregiver	7/23/2021	1/31/2021

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

July 22, 2021

TO: Katie McNamara, Ed.D., Superintendent
FROM: Melissa Griffith, Executive Director, Human Resources
SUBJECT: Resolution 21-012

BACKGROUND INFORMATION

Board Policy 4113 authorizes the Superintendent or designee to assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the CTC's Administrator's Assignment Manual, per approved Board resolution and with teacher consent.

CURRENT CONSIDERATIONS

The Resolution is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

By providing assignment flexibility for teaching assignments in the areas of VAPA/STEM we are able to provide experiences to our students in a variety of subjects, thereby supporting and inspiring student achievement every day.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend adoption of Resolution 21-007 regarding the District's intent to assign teachers under Board Policy 4113 to provide greater flexibility in local teacher assignments in grades TK-8.

SUPERINTENDENT'S RECOMMENDATION

Recommend adoption.

ATTACHMENTS:

Description	Upload Date	Type
Resolution	7/15/2021	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

RESOLUTION 21-012
In the Matter of Board Policy 4113

Board Policy 4113 authorizes the Superintendent or designee to assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the CTC's Administrator's Assignment Manual, with teacher consent and per approved Board resolution as follows:

1. Recognize that certificated staff are required, per CTC guidelines, to hold credentials for the subject matter areas in which they instruct.
2. The District employs teachers in the VAPA/STEM Program, which require additional credential authorizations for the various subject matter areas being taught.
3. The District intends to use Ed. Code 44258.3 for assignment option purposes for teachers in the VAPA/STEM Program for the 2021-2022 school year.
4. This process will include the identifying of subject-matter assignments in the area of VAPA/STEM, obtain teacher consent, review of an assessment review panel, selected by the District. The assignment review panel will conduct an assessment in accordance with Ed. Code 44258.3. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.
5. One more of the following criteria may be used for the review:
 - a. Successful prior teaching experience of the subject
 - b. Successful completion of intensive professional development in the subject to be taught
 - c. Review of portfolio containing evidence of demonstrated knowledge
 - d. Results of oral interviews
 - e. Practical experience
 - f. Passage of an examination that is valid for the subject and grade level
 - g. Observation over time of the teacher in the subject in the grade level currently being taught
 - h. Observation of a demonstration lesson in the subject and at the grade level to be taught
 - i. Professional Growth Plan - The petitioning teacher and administrator have come to mutual agreement that a professional growth plan is necessary for the teacher to serve in the position
 - j. Successful completion of college or university course work in the subject to be taught
 - k. Successful prior work experience in the content area

6. The Assignment Review Panel makes a final disposition on whether to recommend for a teacher be assigned under EC 44258.3. Teaching assignments made pursuant to this section shall be valid only in that school district.
7. The Assignment Review Panel informs the designee of the district of the results of the review. Teaching assignments made pursuant to EC 44258.3 must be included in the annual report to the CTC, as requested by EC 44258.9 during the year the school district is monitored by the county office of education.
8. By providing assignment flexibility for teaching assignments in the areas of VAPA/STEM we are able to provide experiences to our student in a variety of subjects, thereby supporting and inspiring student achievement every day.

PASSED AND ADOPTED by the Board of Trustees of the South Bay Union School District, County of San Diego, State of California, this 22nd day of July 2021, by the following vote:

____ Ayes
____ Noes
____ Abstains
____ Absent

STATE OF CALIFORNIA, COUNTY OF SAN DIEGO

I, Cheryl Quinones, Clerk of the Board of Trustees of the South Bay Union School District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a Resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

July 23, 2021

Cheryl Quinones, Clerk, Board of Trustees