

South Bay Union School District Board of Trustees Meeting

Thursday
February 8, 2024

Burruss Auditorium - Live Stream: <https://us02web.zoom.us/j/84703378144>

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

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February 8, 2024

Agenda

1. CLOSED SESSION - 4:30 PM, CONFERENCE ROOMS 1-2-3

- Pledge of Allegiance/Roll Call.
- Public Comments.
- Public Employee Discipline/Dismissal/Release (Government Code 54957).
- Conference with Labor Negotiators (Government Code Section 54957.6). Employee Organization: SWTA. Designated Representatives: Jose Espinoza and Melissa Griffith.
- Public Employee Performance Evaluation: District Superintendent (Government Code 54957).
- Adjournment.

REGULAR BOARD MEETING - 6:00 PM, BURRESS AUDITORIUM

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

Call to order by President Quinones at ____ PM.

Roll Call:

Cheryl Quinones, President	Present ____	Absent ____
Jannet Medina, Vice President	Present ____	Absent ____
Kelly Leiker, Clerk	Present ____	Absent ____
Melanie Ellsworth, Member	Present ____	Absent ____
Jose Lopez Eguino, Member	Present ____	Absent ____

Pledge of Allegiance

Imperial Beach Charter and Berry School students Ruben Hernandez-Santos and Isis Lozano will lead the Pledge of Allegiance.

3. SCHOOL REPORT

Berry School

Recognize **Principal Joseph Prosapio** for a presentation on Berry School.

Imperial Beach Charter

Recognize **Principal Pilar Vargas** for a presentation on Imperial Beach Charter.

4. REPORT OF ACTION TAKEN IN CLOSED SESSION

5. CHANGES IN THE AGENDA

At this time, Trustees or Executive Team members 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. Please note, no new items may be added without advance public notice.

6. APPROVAL OF MEETING AGENDA

Approve the February 8, 2024, Regular Board Meeting Agenda after determining any changes to the Order of Business.

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

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

Five Minute Limit per Group

- South Bay PTA Council
- California School Employees Association, Chapter 59 (CSEA)
- Southwest Teachers Association (SWTA)
- District Superintendent

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

Public Comments

- The Board will take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.
- Individual speakers are allowed three minutes to address the Board on each non-agenda item. Speakers are not permitted to yield their time to another person.
- The Board limits the total time for public input on each item to 20 minutes.

9. **DISCUSSION/ACTION ITEMS**

GENERAL FUNCTIONS

A. Proclamation

Recognize **Superintendent Jose Espinoza** and **adopt** the Proclamation regarding a Local Emergency – Pollution Environmental Crisis.

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

EDUCATIONAL LEADERSHIP

B. 2021-2024 LCAP Update

Recognize **Assistant Superintendent Pamela Reichert-Montiel** for mid-year updates for South Bay Union School District, Imperial Beach Charter, and Nestor Language Academy (Exhibits).

C. Department Update: Technology

Recognize **Director Jennifer Oliveira** for an update on the Technology Department.

D. District English Learner Advisory Committee Report

Recognize **Director Paola Flores** for a report on the recent activities of the District English Learner Advisory Committee.

E. VIP Village Preschool Update

Recognize **Director Michelle Syverson** for an update on VIP Village Preschool.

BUSINESS SERVICES

F. Department Update: Maintenance, Operations and Facilities

Recognize **Director Francisco Franco** for an update on the Maintenance, Operation and Facilities Department.

HUMAN RESOURCES

G. Resolution 23-022

Recognize **Executive Director Melissa Griffith** and **adopt** Resolution 23-022 regarding the elimination/release of thirteen (13) certificated positions and direction to notify affected employees.

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

H. Resolution 23-023

Recognize **Executive Director Melissa Griffith** and **adopt** Resolution 23-023 regarding the elimination and reduction of classified positions of Custodian (IBCS), Supervision Assistant (IBCS), Coordinator of Community Volunteers and Resources (ON/SS), Instructional Assistants (EM/ME/CE), Behavior Intervention Assistant (EM); Bilingual Instructional Assistants (SS) and direction to notify affected employees of eliminations/reductions of the classified positions.

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

I. District Fingerprinting Services

Recognize **Executive Director Melissa Griffith** for a presentation on district fingerprinting services.

CONSENT CALENDAR

All matters listed on the Consent Calendar will be enacted in one motion in the form listed below. Prior to approval of the meeting agenda, there was an opportunity to request placing Consent Calendar items in the Discussion/Action section of the Board Meeting. There will be no discussion on these items prior to the Board vote. The Superintendent and staff recommend approval/adoption/ratification/acceptance of all Consent Calendar items, unless otherwise noted.

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

GENERAL FUNCTIONS

J. Minutes

Approve the Minutes of the Regular meeting on January 18, 2024.

BUSINESS SERVICES

K. Warrant and Check Registers

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

L. Purchase Order Report

Approve/ratify the Purchase Orders listed on Purchase Order Report 8.

M. 2024 Comprehensive School Safety Plan Update

Approve the Comprehensive School Safety Plan.

N. Notice of Completion

Approve the Notice of Completion for the assessment of ventilation systems and AB841 CalSHAPE Grant acceptance.

O. Donations

Accept donations.

P. Emergency Determination

Based on continued emergency circumstances at Emory requiring ongoing repair work, determine that the emergency identified within Resolution 23-021 and the emergency repair work authorized therein continue.

HUMAN RESOURCES

Q. Activity Lists

Approve the Certificated and Classified Activity Lists.

10. **FUTURE AGENDA ITEMS**

At this time, each Trustee may suggest one topic for a future Board Meeting.

Future Agenda Items Follow-up

Recognize **Superintendent Jose Espinoza** and provide direction on next steps on future agenda items from the January 18, 2024, Board Meeting:

- An update on the status of the Security Residents.
- Information on extended employee leaves and long-term substitutes.

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

12. **ADJOURNMENT**

Meeting adjourned by Board President at ____ PM.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Joseph Prosapio, Principal, Berry School
SUBJECT: Berry School

BACKGROUND INFORMATION

The South Bay Board of Trustees has identified District goals and priorities related to teaching and learning. These goals are reflected in our Local Control Accountability Plan (LCAP).

- Ensuring Academic Excellence
- Advancing Equity and Inclusion
- Providing Safe, Welcoming and Nurturing Learning Environments

Each school develops a Single Plan for Student Achievement or an LCAP aligned to the District LCAP. This Plan identifies the actions and services at the site level to support the LCAP goals and site-specific needs.

School reports to the Governing Board provide an opportunity for sites to highlight areas in each goal, the instructional focus, current challenges, and celebrations.

CURRENT CONSIDERATIONS

In alignment with the Board's priorities and LCAP, Berry has focused our efforts in the following instructional area(s) in order to advance the students' abilities in the area of STEM (Science Technology Engineering and Math):

- Math Problem Solving
- Math Number Talks

IMPACT ON STUDENT ACHIEVEMENT

To date, our greatest progress has been in the area of English Learner Progress and Math. Student data in the area of EL Progress indicates our students placed in the Blue zone. In math, Berry has increased 10% from 2022 to 2023 and are currently in the Yellow zone. Berry is outpacing the state in both Math and EL Progress, as well as ELA.

The area of greatest need indicated by data is Math. Specific action steps being taken to address this need include a focus on math daily learning targets, math problem solving, MTSS training through the SDCOE in High Quality first teach tasks, and building a foundation of STEM.

Through educational partner input, it has been determined a continued focus on math and STEM for the 2024-2025 school year will be needed. While we increased significantly on the Dashboard, we are still in the "low" section. Specific action steps being taken as a school to address this feedback include more focused Professional Development in the area of Math and STEM.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Principal Joseph Prosapio for a presentation on Berry School.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Pilar Vargas, Principal, Imperial Beach Charter
SUBJECT: Imperial Beach Charter

BACKGROUND INFORMATION

The South Bay Board of Trustees has identified District goals and priorities related to teaching and learning. These goals are reflected in our Local Control Accountability Plan (LCAP).

- Ensuring Academic Excellence
- Advancing Equity and Inclusion
- Providing Safe, Welcoming and Nurturing Learning Environments

Each school develops a Single Plan for Student Achievement or an LCAP aligned to the District LCAP. This Plan identifies the actions and services at the site level to support the LCAP goals and site-specific needs.

School reports to the Governing Board provide an opportunity for sites to highlight areas in each goal, the instructional focus, current challenges, and celebrations.

CURRENT CONSIDERATIONS

In alignment with the Board's priorities and LCAP, Imperial Beach Charter has focused our efforts in the following instructional area(s) in order to advance the students' abilities in the area of Mathematics:

- Math Problem Solving
- Math Numeracy & Skills

IMPACT ON STUDENT ACHIEVEMENT

Currently, our greatest progress has been in English Learner Progress which has increased by 6% placing them in the GREEN zone. We have also shown great promise with our student data in our Students with Disabilities in both areas of Mathematics and English Language Arts (ELA), moving us into the YELLOW area.

The area of greatest need indicated by our data is Math. Specific action steps being taken to address this need include a focus on math numeracy and skills, with an additional focus on math problem solving. In continuing to work with staff and our educational partners, it has been determined that a focus on math for the 2024-2025 school year will be required. The CA Dashboard demonstrated that we still need to support the academic needs of our students in ELA and Math to improve for this school year. Specific action steps being taken as a school to address this feedback include Professional Development in Math and ELA.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Principal Pilar Vargas for a presentation on Imperial Beach Charter.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Board of Trustees
FROM: Jose Espinoza, District Superintendent
SUBJECT: Proclamation

BACKGROUND INFORMATION

At their meeting on January 18, 2024, the Board requested an action item regarding the impacts of the ocean pollution on the communities of South Bay.

CURRENT CONSIDERATIONS

A draft Proclamation (Exhibit) is submitted for the Board's consideration and adoption.

IMPACT ON STUDENT ACHIEVEMENT

There is no impact on student achievement related to the adoption of this Proclamation.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to the adoption of this Proclamation.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board adopt the Proclamation regarding a Local Emergency – Pollution Environmental Crisis.

ATTACHMENTS:

Description	Upload Date	Type
Proclamation	1/31/2024	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

PROCLAMATION

South Bay Union School District Proclaims a Local Emergency – Pollution Environmental Crisis

ON MOTION of Member ____, seconded by Member ____, the following Proclamation is adopted:

WHEREAS, the Imperial Beach shoreline located in South San Diego County is polluted with sewage, industrial runoff, and trash from the Tijuana River. The problem is exacerbated by seasonal ocean currents, the Tijuana River Watershed, and climate-driven weather events; and

WHEREAS, the communities of Imperial Beach and south San Diego are experiencing serious health, financial, and environmental impacts; and

WHEREAS, the Imperial Beach shoreline has been closed due to contaminated water for over 800 days. This is particularly troubling because Imperial Beach offers easy and affordable beach and ocean access for many of San Diego's underserved and disadvantaged communities; and

WHEREAS, untreated wastewater and sewage in the ocean poses substantial health risks to residents and beach tourists from bacteria-laden water, sand, and airborne particles. In 2023, parts of Imperial Beach were under a Boil Water Advisory for over four days due to the presence of E. coli in the drinking water; and

WHEREAS, contamination has damaged the local economy. Our community is dependent on coastal tourism to support hotel and hospitality jobs. Some businesses in the region have seen a significant decline due to beach closures. In addition, due to the Boil Water Advisory, businesses serving food and beverages had to close during and in the aftermath of the Advisory; and

WHEREAS, the crisis has negatively impacted the environment, with pollution causing significant habitat loss due to sedimentation, lack of tidal exchange, and low oxygen levels that are significantly impacting fish, shellfish, and other wildlife; and

WHEREAS, the coastal communities of south San Diego County are dealing with an unprecedented crisis that cannot be addressed locally. This urgent situation demands coordinated State and Federal emergency action.

NOW, THEREFORE, we request that Governor Newsom proclaim a State of Emergency in San Diego County; and

BE IT FURTHER RESOLVED, we urge Governor Newsom to request a Federal Emergency Declaration for San Diego County and that President Biden award all appropriate federal assistance; and

BE IT FURTHER RESOLVED, we request that a copy of this Proclamation be forwarded to the offices of President Biden, Governor Newsom, and Congressman Vargas.

PASSED AND ADOPTED this 8th day of February 2024 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, Jose Espinoza, Secretary 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 February 8, 2024.

February 9, 2024

Date

Jose Espinoza, Secretary of the Board of Trustees

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Pamela Reichert-Montiel, Assistant Superintendent, Educational Leadership
SUBJECT: 2021-2024 LCAP Update

BACKGROUND INFORMATION

Pursuant to Ed Code 52060, on or before July 1, 2021, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using the template approved by the State Board of Education. According to Education Code section 52060, the LCAP must describe for each district, and each school within the district, the annual goals for all students including calling out details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions.

CURRENT CONSIDERATIONS

The Board adopted the current LCAP template in June 2021 and adopted the most recent revision in June 2023. The LCAP is intended to be a comprehensive plan outlining the highest priorities in South Bay over a three-year period of time. We are currently in year three of a three-year LCAP. The LCAP is focused on the following three goals:

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.
2. *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.
3. *Providing Welcoming, Safe and Nurturing Learning Environments*: Create learning environments which support the social emotional needs of students and foster a sense of belonging and connectedness.

The mid-year updates for South Bay Union School District, Imperial Beach Charter, and Nestor Language Academy are attached as Exhibits.

IMPACT ON STUDENT ACHIEVEMENT

The LCAP is designed to be a driving force in improving student achievement. All goal areas are directly related to improving student learning and achievement. Included within the LCAP are measurable annual outcomes and data metrics to ensure continuous improvement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The 2023-2024 budget was developed to support the goals and action steps that are outlined in the LCAP.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Assistant

Superintendent Pamela Reichert-Montiel for mid-year updates for South Bay Union School District, Imperial Beach Charter, and Nestor Language Academy.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description	Upload Date	Type
District	1/31/2024	Exhibit
IB Charter	1/31/2024	Exhibit
Nestor	1/31/2024	Exhibit

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Bay Union School District	Pamela Reichert-Montiel Assistant Superintendent, Educational Leadership	preichert-montiel@sbusd.org 619-628-1609

Goal 1

Goal Description
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.
NOTE: Mid-Year Data entered is from the end of the 2022-23 school year (if applicable) or December/January of current school year.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pupil Achievement: California School Dashboard ELA Indicator	Overall: Distance from Standard (DFS): -53.8, Below Standard Performance Indicator	The Dashboard did not report "distance from standard" results in 20/21 - the new baseline will be	2021-22 ELA CAASPP Results - % of students meeting or exceeding standard".	2022-23 ELA CAASPP Results - 30.17% of students meeting or exceeding standard".	The Dashboard did not report "distance from standard" results in 20/21 - the new baseline will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Percent of students at or above standard	<p>Orange</p> <p>Student Groups (DFS): English Learners: -61.6, Below Standard Hispanic: -57.4, Below Standard Socioeconomically Disadvantaged: -58, Below Standard Students with Disabilities: -115.4, Below Standard Homeless Students: -86.3, Below Standard Foster Youth: -100.6, Below Standard</p> <p>Percent of students at or above standard: 35.89%</p>	<p>"% of students meeting or exceeding standard".</p> <p>Student Groups:</p> <p>English Learners: 6.89% of students meeting or exceeding standard</p> <p>Hispanic: 20.08% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 18.34% of students meeting or exceeding standard</p> <p>Students with Disabilities: 5.17% of students meeting or exceeding standard</p> <p>Homeless Students: 13.42% of students meeting or exceeding standard</p> <p>Foster Youth: 18% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 22.3%</p>	<p>Student Groups:</p> <p>English Learners: 11.81% of students meeting or exceeding standard</p> <p>Hispanic: 26.39% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 24.30% of students meeting or exceeding standard</p> <p>Students with Disabilities: 8.24% of students meeting or exceeding standard</p> <p>Homeless Students: 21.29% of students meeting or exceeding standard</p> <p>Foster Youth: 14.28% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 28.94%</p>	<p>Student Groups:</p> <p>English Learners: 11.34% of students meeting or exceeding standard</p> <p>Hispanic: 27.55% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 26.04% of students meeting or exceeding standard</p> <p>Students with Disabilities: 10.43% of students meeting or exceeding standard</p> <p>Homeless Students: 16.08% of students meeting or exceeding standard</p> <p>Foster Youth: No data to report - fewer than 11 students</p> <p>Overall Percent of Students meeting or exceeding standard: 30.17%</p>	<p>"% of students meeting or exceeding standard".</p> <p>Student Groups:</p> <p>English Learners: 27% of students meeting or exceeding standard</p> <p>Hispanic: 40% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 38% of students meeting or exceeding standard</p> <p>Students with Disabilities: 20% of students meeting or exceeding standard</p> <p>Homeless Students: 33% of students meeting or exceeding standard</p> <p>Foster Youth: 38% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 50% or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pupil Achievement: California School Dashboard Mathematics Indicator CAASPP Percent of students at or above standard	Overall: Distance from Standard (DFS): -67.7, Below Standard Performance Indicator Orange Student Groups: English Learners: -72.9, Below Standard Hispanic: -71.8, Below Standard	The Dashboard did not report "distance from standard" results in 20/21 - the new baseline will be "% of students meeting or exceeding standard". English Learners: 6.53% of students meeting or exceeding standard Hispanic:	2021-22 MATH CAASPP Results - % of students meeting or exceeding standard". Student Groups: English Learners: 9.29% of students meeting or exceeding standard - Very Low	2022-23 Math CAASPP Results - 21.71% of students meeting or exceeding standard". Student Groups: English Learners: 9.96% of students meeting or exceeding standard	The Dashboard did not report "distance from standard" results in 20/21 - the new baseline will be "% of students meeting or exceeding standard". English Learners: 26% of students meeting or exceeding standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Socioeconomically Disadvantaged: -72.1, Below Standard</p> <p>Students with Disabilities: -131.5</p> <p>Homeless Students: -94, Below Standard</p> <p>Foster Youth: -94.2, Below Standard</p> <p>Percent of students at or above standard: 30.09%</p>	<p>13.71% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 12.5% of students meeting or exceeding standard</p> <p>Students with Disabilities: 5.8% of students meeting or exceeding standard</p> <p>Homeless Students: 6.08% of students meeting or exceeding standard</p> <p>Foster Youth: 6% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 12.58%</p>	<p>Hispanic: 17.02% of students meeting or exceeding standard - Very Low</p> <p>Socioeconomically Disadvantaged: 15.39% of students meeting or exceeding standard</p> <p>Students with Disabilities: 6.62% of students meeting or exceeding standard</p> <p>Homeless Students: 10.76% of students meeting or exceeding standard</p> <p>Foster Youth: 7.14% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 18.86%</p>	<p>Hispanic: 19.51% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 17.07% of students meeting or exceeding standard</p> <p>Students with Disabilities: 8.18% of students meeting or exceeding standard</p> <p>Homeless Students: 16.90% of students meeting or exceeding standard</p> <p>Foster Youth: No data to report - fewer than 11 students</p> <p>Overall Percent of Students meeting or exceeding standard: 21.71%</p>	<p>Hispanic: 33% of students meeting or exceeding standard</p> <p>Socioeconomically Disadvantaged: 32% of students meeting or exceeding standard</p> <p>Students with Disabilities: 25% of students meeting or exceeding standard</p> <p>Homeless Students: 25% of students meeting or exceeding standard</p> <p>Foster Youth: 26% of students meeting or exceeding standard</p> <p>Overall Percent of Students meeting or exceeding standard: 45% or higher</p>
Pupil Achievement: California School Dashboard English Learner Progress Indicator	<p>Overall Percent of English Learners Making Annual Progress: 46.5%</p> <p>Performance Indicator Medium</p>	<p>Dashboard Indicator not available in 20/21</p> <p>20/21 ELPAC Summative Data, Percent of students within each achievement level:</p> <p>10.72% of students performing at Level 4</p> <p>32.08% of students performing at Level 3</p>	<p>21/22 ELPAC Summative Data, Percent of students within each achievement level:</p> <p>15.57% of students performing at Level 4</p> <p>35.23% of students performing at Level 3</p> <p>30.73% of students performing at Level 2</p> <p>18.47% of students performing at Level 1</p>	<p>22/23 ELPAC Summative Data, Percent of students within each achievement level:</p> <p>11.37% of students performing at Level 4</p> <p>31.54% of students performing at Level 3</p> <p>31.66% of students performing at Level 2</p> <p>25.44% of students performing at Level 1</p>	<p>Overall Percent of English Learners Making Annual Progress: 55% or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		30.32% of students performing at Level 2 26.88% of students performing at Level 1			
Pupil Achievement - Local Measure: FastBridge Assessment	<p>ELA Overall: 28% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 13% of students performing at or exceeding standards</p> <p>Math Overall: 35% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 24% of students performing at or exceeding standards</p>	<p>ELA Winter Administration Overall: 33.52% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 15.48% of students performing at or exceeding standards</p> <p>Math Winter Administration Overall: 34.23% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 21.98% of students meeting or exceeding standards</p>	<p>ELA Winter Administration Overall: 38% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 14% of students performing at or exceeding standards</p> <p>Math Winter Administration Overall: 35% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 17% of students meeting or exceeding standards</p>	Our contract with FastBridge ended at the end of the 2022-23 school year.	<p>ELA Overall: 43% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 28% of students performing at or exceeding standards</p> <p>Math Overall: 50% of students performing at or exceeding standards</p> <p>Student Groups: English Learners 39% of students performing at or exceeding standards</p>
California Science Test (CAST) percent of students at or above standard	Percent of students at or above standard: 29.93%	20/21 CAST Data, Percent of students at or above standard: 13.42% of students meeting or exceeding standard	21/22 CAST Data, Percent of students at or above standard: 15.80% of students meeting or exceeding standard	22/23 CAST Data, Percent of students at or above standard: 15.4% of students meeting or exceeding standard	Percent of students at or above standard: 44.93%
CTC Review of Teacher Credentialing	13 mis-assignments due to new credentialing requirements	1 mis-assignment	0 mis-assignments	0 mis-assignments	Zero misassignments
Williams Compliance Report for Access to	All students have access to standards-aligned	All students have access to standards-aligned	All students have access to standards-aligned	All students have access to standards-aligned	Maintain Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Standards Aligned Instructional Materials	instructional materials in core content areas.	instructional materials in core content areas.	instructional materials in core content areas.	instructional materials in core content areas.	
Course Access and Implementation of State Standards: Site Master Schedules to determine the following: English Language Development (ELD) schedules for all schools and Access to a broad course of study	All school sites have a master schedule. which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	All school sites have a master schedule. which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	All school sites have a master schedule. which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	All school sites have a master schedule. which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	Maintain Baseline
Pupil Achievement: English Learner Reclassification Rate/Percentage	6.54% of English Learners are being reclassified annually.	5.34% of English Learners are being reclassified annually.	8% of English Learners are being reclassified annually.	7.44% of English Learners have been reclassified this school year.	16.5%
Implementation of State Standards: Classroom Observations	Classroom observations, as reported by Principals indicate 96% of lessons are aligned to state standards.	Classroom observations, as reported by Principals for the 2021-2022 school year indicate 95.3% of lessons are aligned to state standards. (Range 88-100)	Classroom observations, as reported by Principals for the 2022-2023 school year indicate 96% of lessons are aligned to state standards. (Range 88-100)	Classroom observations, as reported by Principals for July-December 2023 indicate 90% of lessons are aligned to state standards.	Classroom observations, as reported by Principals indicate 100% of lessons are aligned to state standards.
California Healthy Kids Survey	<p>Student Survey: 49% of students responded that they have opportunities for meaningful participation at school most or all of the time.</p> <p>Parent Survey: 47% of parents strongly agree that school motivates students to learn.</p> <p>Staff Survey: 32% of staff disagree or strongly disagree that their school gives students opportunities to “make a</p>	<p>2021/2022 Student Survey: 47.5% of students responded that they have opportunities for meaningful participation at school most or all of the time.</p> <p>Parent Survey: 44% of parents strongly agree that school motivates students to learn.</p> <p>Staff Survey: 38% of staff disagree or strongly disagree that their</p>	<p>2022/2023 Student Survey: 44% of students responded that they have opportunities for meaningful participation at school most or all of the time.</p> <p>Parent Survey: 48% of parents strongly agree that school motivates students to learn.</p> <p>Staff Survey: 27% of staff disagree or strongly disagree that their</p>	The CHKS administration begins February 5, 2024.	<p>Student Survey: 80% of students respond that they have opportunities for meaningful participation at school most or all of the time.</p> <p>Parent Survey: 77% of parents strongly agree that school motivates students to learn.</p> <p>Staff Survey: 10% of staff disagree or strongly disagree that their school gives students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	difference” by helping other people, the school, or the community.	school gives students opportunities to “make a difference” by helping other people, the school, or the community.	school gives students opportunities to “make a difference” by helping other people, the school, or the community.		opportunities to “make a difference” by helping other people, the school, or the community. (decrease)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Literacy and Math TOSAs Promote effective instructional practices in the areas of literacy and Mathematics/Science/Technology through District-level TOSA positions. One Literacy TOSA and one Mathematics/Science/Technology TOSA will work collaboratively with teachers on improving instructional practices, creating responsive learning environments, and monitoring student progress.	Yes	Partially Implemented	TOSAs have been assigned to schools to support literacy development and their assigned specific content areas. There are currently 5 TOSAs who have been assigned two schools each.	TOSA schedules and teacher and principal requests.	\$265,672.00	\$138377.68
1.2	Language Development TOSA Support for English Learners through District-level Language Development TOSA focused on improving outcomes for English Learners and improving instructional practices in the areas of integrated and designated ELD.	Yes	Partially Implemented	TOSAs have been assigned to schools to support literacy development and their assigned specific content areas. There are currently 5 TOSAs who have been assigned two schools each.	TOSA schedules and teacher and principal requests.	\$124,149.00	\$28212.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	District and Site Level English Learner Support District strategies/personnel/materials and site funded strategies and actions to support English Learners including, but not limited to additional staff for push-in small group instruction, supplemental materials, and professional development.	No	Partially Implemented	Schools have received Title III allocations and have identified expenditures in their School Plans for Student Achievement (SPSA).	SPSAs	\$247,882.00	\$78110.54
1.4	District and Site Level Academic Support and Interventions Academic support and intervention for students at-promise through site funded evidence-based strategies Academic support and intervention for students to accelerate learning through District funded Learning Acceleration Tutors.	No	Fully Implemented	Learning Acceleration Tutor positions are filled.		\$1,575,433.00	\$919986.78
1.5	Professional Learning (Academic) Provide differentiated professional learning in core academic areas, implementation of Ethnic Studies, instructional engagement strategies, and digital literacy/safety.	No	Partially Implemented	On-going professional development is provided.		\$166,037.00	\$14108.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Supplemental Instructional Materials Provide supplemental materials and take home books/materials for students to support at home literacy development.	Yes	Fully Implemented			\$51,500.00	\$54082.49
1.7	Visual Performing Arts (VAPA) and Science, Technology, Engineering and Math (STEM) Ensure the development of the whole child and engaging, well-rounded learning experiences for students through VAPA/STEM teachers District-wide. This action is taken LEA wide to ensure all students receive this instruction, and especially those students who would typically lack access. 58% of SBUSD students are socioeconomically disadvantaged, 51% are English learners and our unduplicated count is 80%. The VAPA/STEM teachers have been provided professional development in language acquisition and engagement strategies in order to provide the necessary scaffolds to our unduplicated pupils during instruction.	Yes	Fully Implemented	All students receive VAPA/STEM instruction on a weekly basis.	Schedules.	\$1,616,080.00	\$533015.93
1.8	Digital Platforms and Content Provide digital platforms and digital content to support academic learning needs such as, but not limited to web-based platforms in	Yes	Partially Implemented	There continue to be several digital platforms accessible to staff, students, and families.		\$364,106.00	\$837823.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	literacy, language development, and mathematics.						
1.9	Curriculum Adoptions Ongoing curriculum review and adoption, as per CDE timeline.	No	Partially Implemented	The Math adoption cycle has been delayed by the State by 1 year,		\$309,000.00	\$0
1.10	One to One Digital Devices Ensure access to one to one devices for all students through ongoing refresh and replacement plan.	No	Fully Implemented	All students have digital devices.		\$515,000.00	\$19472.38
1.11	Connectivity Resources Ensure access to connectivity resources for families such as mobile hot spots, hubs, or partnerships with local providers.	No	Fully Implemented	Hot spots are distributed as requested.		\$46,350.00	\$83980.8
1.12	Digital and Network Safety Ensure digital and network safety for the organization as well as digital literacy for students and families through high quality Technology staff and network security platforms. IMRTs (Instructional Media Resource Technicians) support school sites with educational technology implementation, including safety.	No	Fully Implemented			\$2,232,409.00	\$842905.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.13	Credentialed Teaching Staff Ensure appropriately credentialed and assigned teachers in all classrooms and positions. Student achievement tends to be greater when school districts invest in teacher quality, including recruiting, developing, and retaining well-prepared teachers. A recent Learning Policy Institute Study showed that in the initial analysis of district performance, which controlled for the SES of families, teacher qualifications stood out as the in-school factor most strongly associated with students' success. In addition, teachers' average experience level within a district was positively associated with achievement for African American and Latino/a students. Funds are used to ensure appropriately credentialed and assigned teachers.	Yes	Fully Implemented			\$14,233,563.00	\$10954100.98
1.14	Class Size Ensure class sizes to support responsive instruction for English learners, foster youth, and low-income students.	Yes	Fully Implemented	Current class sizes meet class size reduction goals and bargaining agreements.	Class rosters and enrollment data reports.	\$1,648,000.00	\$1871492.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.15	Student Progress Monitoring Use progress monitoring and benchmark assessments to monitor student progress in the areas of literacy and mathematics in order to differentiate instruction and respond to student needs.	Yes	Partially Implemented	Common assessments have been identified and are being implemented at each school site.		\$49,440.00	\$94273.34
1.16	Support Staff Staff identified to ensure the success of students identified as English learners, Foster Youth, and Socioeconomically Disadvantaged. Positions include - Director, Coordinator, Teacher on Special Assignment (TOSA), and Bilingual Liaisons.	Yes	Fully Implemented	Positions are filled.		\$561,350.00	\$801381.46
1.17	Instructional Assistants Staff identified to ensure academic success for all students. This is a percentage, not a dollar amount.	Yes	Not Implementing	Instructional assistants are funded with site funds and are reflected in School Plans for Student Achievement.		\$0.00	\$0
1.18	Equity, SEL, Language Acquisition, and Math TOSAs TOSAs to support work related to equity, social-emotional learning, language acquisition, and math. Discontinued for the 2023-24 school year.	No	Not Implementing	This action was deleted as it is repeated in various actions related to Teachers on Special Assignment (TOSA).		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California Healthy Kids Survey	<p>CHKS Data:</p> <p>Student Survey 44% of students felt that they are treated fairly when they break the rules most or all of the time.</p> <p>Parent Survey 47% of parents strongly agree that school promotes respect of cultural beliefs/practices.</p> <p>Staff Survey 27% of staff disagree or strongly disagree that their school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</p>	<p>CHKS Data:</p> <p>Student Survey 28.6% of students felt that they are treated fairly when they break the rules most or all of the time.</p> <p>Parent Survey 44% of parents strongly agree that school promotes respect of cultural beliefs/practices.</p> <p>Staff Survey 38% of staff disagree or strongly disagree that their school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</p>	<p>CHKS Data:</p> <p>Student Survey 57.75% of students felt that they are treated fairly when they break the rules most or all of the time.</p> <p>Parent Survey 45% of parents strongly agree that school promotes respect of cultural beliefs/practices.</p> <p>Staff Survey 8% of staff disagree or strongly disagree that their school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</p>	The CHKS administration begins February 5, 2024.	<p>Student Survey 74% of students felt that they are treated fairly when they break the rules most or all of the time.</p> <p>Parent Survey 77% of parents strongly agree that school promotes respect of cultural beliefs/practices.</p> <p>Staff Survey 10% of staff disagree or strongly disagree that their school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities. (decrease)</p> <p>75% of staff strongly agree that students and adults</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	45% of staff strongly agree that students and adults respect diversity at their school. (theme average)	40% of staff strongly agree that students and adults respect diversity at their school. (theme average)	40% of staff strongly agree that students and adults respect diversity at their school. (theme average)		respect diversity at their school. (theme average)
A pre and post survey will be developed and administered to certificated/classified staff related to topics such as equity, systemic oppression, bias, and privilege.	In Development. Baseline data to be determined in August 2021, upon return to school.	Due to changes in District leadership the survey was not developed. The goal is to have the survey administered at the start of the school year when beginning the equity work with the SDCOE. That work was postponed due to substitute teacher shortages, placing limitations on professional development.	<p>The survey was administered to staff on May 17, 2023. This data will serve as a baseline for the work moving forward.</p> <p>Staff completion of survey - 25%</p> <p>Respondents able to define 'implicit biases' - 55.5%</p> <p>Respondents able to define 'explicit biases' - 53.7%</p> <p>Respondents able to define 'microaggressions' - 47.6%</p> <p>Staff who believe training around diversity, unconscious bias, and inclusion are necessary to help support teaching and professional growth - 79.3%</p>	The staff survey will be administered on February 7th.	<p>Staff completion of survey - 100%</p> <p>Respondents able to define 'implicit biases' - 100%</p> <p>Respondents able to define 'explicit biases' - 100%</p> <p>Respondents able to define 'microaggressions' - 100%</p> <p>Staff who believe training around diversity, unconscious bias, and inclusion are necessary to help support teaching and professional growth - 100%</p>
Student Empathy Interviews Student Fishbowls Equity Walks	<p>Began in 2022-23 School Year</p> <p>Baseline Data:</p> <p>Students Participation in - Empathy Interviews - 351 Student Fishbowls - 167</p> <p>Equity Walks - Number of Schools - 6 Number of Classrooms - 18</p>	N/A	<p>Began in 2022-23 School Year</p> <p>Baseline Data:</p> <p>Students Participation in - Empathy Interviews - 351 Student Fishbowls - 167</p> <p>Equity Walks - Number of Schools - 6 Number of Classrooms - 18</p>	<p>July-December 2024 Data</p> <p>Students Participation in - Empathy Interviews - 162 students from 7 out of 11 schools</p> <p>Student Fishbowls - Both student and Parent fishbowls will be conducted by each school</p>	<p>Students Participation in - Empathy Interviews - 1000 Student Fishbowls - 500</p> <p>Equity Walks - Number of Schools - 12 Number of Classrooms - 72</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>site principal by March 15th, 2024.</p> <p>Student Shadowing- Our leadership team participated in in shadowing eighteen multilingual learners with diverse learner typologies throughout our school sites.</p> <p>Equity Walks have not been scheduled yet.</p>	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Equity Access Task Force Create Equity and Access Task Force to examine systems, practices, and policies; create District Equity Plan; and serve as a leadership group across stakeholders.	Yes	Partially Implemented	Diversity , Equity, Inclusion , and Belonging Committee was created and held their first meeting on 1/29/24. I tis made up of sixteen members from different school sites and includes aa classified representative. Parent and/or guardian recruitment has been initiated.		\$31,209.00	\$0
2.2	Ethnic Studies Form District-wide committee made up of educators and families to research, study, and implement best practices in the area of Ethnic Studies for all students in an elementary setting. Purchase or	No	Not Implementing	While we are not currently implementing, we are staying up to date with the work being done at the county level regarding ethnic studies.		\$62,109.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	develop needed instructional materials.						
2.3	Equity Based Professional Learning Provide professional development in the areas of equity, cultural proficiency, culturally responsive pedagogy, and anti-racism through a partnership with the San Diego County Office of Education Equity Division as well as district/site level professional learning.	No	Not Implementing	Due to limited substitute teachers and scheduling conflicts, we have not moved forward with a contract with the SDCOE for professional development.		\$98,468.00	\$2575
2.4	Equity Focused Leadership Framework Implement equity focused leadership framework for all District leaders through a partnership with the Center for Educational Leadership at University of Washington. This action has been completed. No funds allocated.	No	Fully Implemented	The work with the Center for Educational Leadership was completed in 2022.		\$0.00	\$0
2.5	Culturally Relevant Curricular Materials Increase culturally relevant supplemental instructional materials which best represent the identities of students.	Yes	Partially Implemented			\$61,800.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Equity and Inclusion TOSA Employ one TOSA dedicated to advancing culturally responsive pedagogy and Ethnic Studies through support to teaching staff and professional development.	Yes	Partially Implemented	Position currently filled.	TOSA schedules and teacher and principal requests	\$111,975.00	\$73494.4
2.7	Conduct Equity Walks, Student Empathy Interviews, and Student Fishbowls District and site level teams will conduct equity walks, student empathy interviews and student fishbowls in order to increase student voice, agency, status, and belonging. Teams will record and share data to influence future work.	Yes	Partially Implemented	<p>Currently 162 empathy interviews have taken place in in seven out of our twelve sites. Professional development is being offered to cohorts of teachers to help create strong systematic practices around empathy interviews.</p> <p>Both student and Parent fishbowls will be conducted by each schools ite principal by March 15th, 2024.</p> <p>Our leadership team participated in in shadowing eighteen multilingual learners with diverse learner typologies throughout our school sites.</p> <p>Equity Walks have not been scheduled yet.</p>		\$61,800.00	\$0

Goal 3

Goal Description

Welcoming and Safe Learning Environments

Create learning environments which support the social-emotional needs of students and foster a sense of belonging and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School Climate: California Healthy Kids Survey for Students, Families, and Staff	<p>CHKS 20/21 Data:</p> <p>Student Survey: 52% of students have been hit or pushed at school (school safety)</p> <p>73% of students feel connected to their school (school connectedness)</p> <p>Parent Survey: 50% of parents strongly agree that school is a safe place for their child (school safety)</p> <p>32% of parents strongly agree that their school provides opportunities for student connection (school connectedness)</p> <p>Staff Survey: 60% of staff feel that school is a safe place for students (school safety)</p> <p>52% of staff strongly agree that caring adult relationships exist at their</p>	<p>CHKS 21/22 Data:</p> <p>Student Survey: 36.25% of students have been hit or pushed at school (school safety)</p> <p>73.25% of students feel connected to their school (school connectedness)</p> <p>Parent Survey: 43% of parents strongly agree that school is a safe place for their child (school safety)</p> <p>56% of parents strongly agree that their school provides opportunities for student connection (Learning from Home and Student Connection, respondents attend SBUSD Virtual Academy)</p> <p>Staff Survey: 35% of staff feel that school is a safe place for students (school safety)</p>	<p>CHKS 22/23 Data:</p> <p>Student Survey: 40.5% of students have been hit or pushed at school (school safety)</p> <p>72% of students feel connected to their school (school connectedness)</p> <p>Parent Survey: 44% of parents strongly agree that school is a safe place for their child (school safety)</p> <p>43% of parents strongly agree that their school provides opportunities for meaningful student connection during in-person learning (all schools)</p> <p>Staff Survey: 40% of staff feel that school is a safe place for students (school safety)</p>	The CHKS will be administered February 5, 2024.	<p>CHKS Data:</p> <p>Student Survey: 37% of students have been hit or pushed at school (school safety)</p> <p>88% of students feel connected to their school (school connectedness)</p> <p>Parent Survey: 70% of parents strongly agree that school is a safe place for their child (school safety)</p> <p>52% of parents strongly agree that their school provides opportunities for student connection (school connectedness)</p> <p>Staff Survey: 75% of staff feel that school is a safe place for students (school safety)</p> <p>67% of staff strongly agree that caring adult relationships exist at their</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	school site (school connectedness)	92% of staff strongly agree that caring adult relationships exist at their school site (school connectedness)	50% of staff strongly agree that caring adult relationships exist at their school site (school connectedness)		school site (school connectedness)
Middle School Dropout Rates	2 total dropouts in 2019-20	0 dropouts in 2020-2021	0 dropouts in 2021-2022	0 dropouts at this point in the year.	0 total dropouts
School Climate: California School Dashboard Chronic Absentee Indicator	<p>Dashboard 18/19 Data:</p> <p>Overall: 15.1% Performance Indicator Orange</p> <p>Student Group Data: English Learners 14.4% Socioeconomically Disadvantaged 16.3% Students with Disabilities 20% Homeless Students 30.4% Foster Youth 2.9%</p>	<p>2020-2021 attendance data:</p> <p>The Dashboard did not assign color bands in 20/21.</p> <p>Student Group Data: Due to Distance Learning in 2020-21, no students groups were chronically absent.</p> <p>2020-21 School Year:</p> <p>Overall: 43.6% chronically absent</p> <p>Student Group Data: English Learners 45.7%</p> <p>Socioeconomically Disadvantaged 47.9%</p> <p>Students with Disabilities 50.4%</p> <p>Homeless Students 51.3%</p> <p>Foster Youth 42.9%</p>	<p>2021-22 School Year:</p> <p>Overall: 43.2% chronically absent</p> <p>Student Group Data: English Learners 45%</p> <p>Socioeconomically Disadvantaged 46.2%</p> <p>Students with Disabilities 49.4%</p> <p>Homeless Students 52.6%</p> <p>Foster Youth 43.2%</p>	<p>2022-23 School Year:</p> <p>Overall: 35.7% chronically absent</p> <p>Student Group Data: English Learners 36.8%</p> <p>Socioeconomically Disadvantaged 38%</p> <p>Students with Disabilities 42.2%</p> <p>Homeless Students 42.6%</p> <p>Foster Youth 22.6%</p>	<p>Overall: 10%</p> <p>The Dashboard did not assign color bands in 20/21.</p> <p>Student Group Data:</p> <p>English Learners 9.5%</p> <p>Socioeconomically Disadvantaged 11.3%</p> <p>Students with Disabilities 15%</p> <p>Homeless Students 25%</p> <p>Foster Youth 1.5%</p>
School Climate: California School Dashboard	Overall: 0.6% Performance Indicator Green	The Dashboard did not assign color bands in 20/21.	<p>2022-2023 School Year</p> <p>Total Suspensions: 94</p>	<p>July-December 2023</p> <p>Total Suspensions: 50</p>	The Dashboard did not assign color bands in 20/21.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension/Expulsion Indicator	Student Group Data: English Learners 0.6% Socioeconomically Disadvantaged 0.7% Students with Disabilities 1.4% Homeless Students 1.1% Foster Youth 2.9%	Zero suspensions occurred during the 2020-2021 school year. SBUSD was in distance learning the entire year. 2021-2022 School Year (as of May 6, 2022): Total Suspensions: 26 Suspension Overall Rate: 0.57% Percent of Students Suspended with One Suspension: 69% Percent of Students Suspended with Multiple Suspensions 31% Student Group Data (of the 16 students who were suspended): English Learners 37.5% (District Rate 0.13%) Socioeconomically Disadvantaged 56.25% (District Rate 0.2%) Students with Disabilities 50% (District Rate 0.17%) Homeless Students 25% (District Rate 0.09%) Foster Youth 6.25%	Suspension Overall Rate: 1.49% Percent of Students Suspended with One Suspension: 59% Percent of Students Suspended with Multiple Suspensions 41% Student Group Data (of the 94 students who were suspended): English Learners 33% (District Rate .13%) Socioeconomically Disadvantaged 48% (District Rate .22%) Students with Disabilities 41% (District Rate .17%) Homeless Students 5% (District Rate .06%) Foster Youth 0% (District Rate .02%) Hispanic 78% (District Rate .32%) African American 9% (District Rate .03%)	Suspension Overall Rate: 0.89% Percent of Students Suspended with One Suspension: 76% Percent of Students Suspended with Multiple Suspensions 24% Student Group Data (of the 50 students who were suspended): English Learners 38% (District Rate 0.14%) Socioeconomically Disadvantaged 60% (District Rate 0.2%) Students with Disabilities 32% (District Rate 0.18%) Homeless Students 6% (District Rate 0.05%) Foster Youth 2% (District Rate 0.02%) Hispanic 84% (District Rate .3%) African American 8% (District Rate .05%)	Overall: 0.4% Student Group Data: English Learners 0.3% Socioeconomically Disadvantaged 0.3% Students with Disabilities 1% Homeless Students .8% Foster Youth 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		(District Rate 0.02%) Hispanic 87.5% (District Rate 0.31%) African American 6.25% (District Rate 0.02%) Zero expulsions occurred during the 2020-2021 school year. SBUSD was in distance learning the entire year. 2021-2022 School Year - Zero expulsions	2023-2024 School Year - Zero expulsions	Zero expulsions thus far.	
Facilities Reporting Tool (FIT Reports)	100% of school sites meet good or exemplary standards rating on FIT assessment as per Williams Settlement.	100% of school sites meet good or exemplary standards rating on FIT assessment as per Williams Settlement.	100% of school sites meet good or exemplary standards rating on FIT assessment as per Williams Settlement.	100% of school sites meet good or exemplary standards rating on FIT assessment as per Williams Settlement.	Maintain Baseline
Parent Involvement	On average, 7 community members attended and provided input during the LCAP Parent Committee meetings Added June 2022: Increased involvement of parents of English learners - active DELAC and ELAC Added June 2022: Increased involvement of parents of students with disabilities.	The number of community members has increased to 12. 2021-2022 Active DELAC with average of 12 parent participants at each meeting (DELAC representatives are president and vice president from site based ELAC) 2021-2022 Baseline Parent attendance in IEP meetings 80% (based on	The number of community members has increased to 24, however, only 10 of the 24 attended any of the meetings. The LCAP Parent Committee represents the input of parents who represent all unduplicated student groups. 2022-2023 Active DELAC with average of 25 parent participants at each meeting (DELAC representatives are president and vice	The number of community members we currently have is 14. We have held two meetings during the 2023-24 school year. The LCAP Parent Committee represents the input of parents who represent all unduplicated student groups. 2023-2024 Active DELAC with average of 6 parent participants at each meeting (DELAC representatives are president and vice	On average, 15 community members will attend the LCAP Parent Committee meetings, representing all unduplicated student groups. DELAC - increase parent participation in DELAC to 2 parents per school site (24) 100% Parent attendance in IEP meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		school IEP notes and rescheduled meetings)	<p>president from site based ELAC)</p> <p>Parent attendance in IEP meetings 88% (based on school IEP notes and rescheduled meetings)</p>	<p>president from site based ELAC)</p> <p>Parent attendance in IEP meetings has not been determined for the 2023/24 school year.</p>	
Overall Attendance Rate	Overall District attendance rate is 94.6%.	21/22 Overall District attendance rate: 89.33%.	***UPDATE 22/23 Overall District attendance rate: %	23/24 Overall District attendance rate: 92.96% (until December 15, 2023)	Overall District attendance rate is 96%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Social Emotional Learning TOSA Promote social-emotional learning and wellbeing through a District-level TOSA position to work with staff on the implementation of SEL, community building, and student connectedness.	No	Partially Implemented	The SEL TOSA position is filled.	TOSA schedules and teacher and principal requests	\$111,975.00	\$73134.69
3.2	District Behavior Support Team Promote and/or expand District Behavior Support Team to support tier two and three behavior referrals, provide professional development, and support site teams.	No	Partially Implemented	Due to staffing shortages, we have had to deploy the behavior team to fill various positions across the district. All sites have Behavior Intervention Assistants. (See 3.6)		\$495,204.00	\$370315.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	SEL and Mental Health Professional Learning Provide professional learning in the areas of trauma responsive practices, social-emotional learning, and overall wellbeing.	No	Partially Implemented	Professional development has been offered to both certificated and classified staff.	P-30s and time sheets	\$31,827.00	\$12730.80
3.4	District Social Worker Provide District-level Social Worker to support families including homeless students and foster youth.	No	Fully Implemented	This position is filled.		\$114,445.00	\$67114.43
3.5	Family Communication Promote enhanced family communication through an improved website platform, digital newsletters, emails, and phone calls.	No	Fully Implemented	Various platforms are used to promote family communication.	District website, BlackBoard Connect, Newsletters, Peachjar, and social media such as X and Facebook.	\$30,900.00	\$15014
3.6	Behavior Intervention Assistants Provide Behavior Intervention Assistants at each site to support students as they transition back to in-person learning post-pandemic through the Expanded Learning Opportunities Grant.	No	Fully Implemented	All sites have Behavior Intervention Assistants.		\$505,000.00	\$217312.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	After School Enrichment Expand engaging opportunities for students such as organized sports and clubs before/after school through continued partnership with the Boys & Girls Club and ASES grant. Also, promote additional afterschool enrichment opportunities at the site-level for socioeconomically disadvantaged and homeless students.	Yes	Partially Implemented	We continue to expand program offerings to families.	Schedules, brochures, and registration.	\$2,551,575.00	\$1146562.72
3.8	Facilities, Maintenance, and Transportation Ensure facilities and transportation forms are safe, well maintained, and appealing through a highly trained and effective staff.	No	Partially Implemented		FIT reports and other safety checks.	\$15,304,489.00	\$5307848.34
3.9	Family Education and Engagement Promote family engagement, education, and empowerment opportunities through District-wide events or online opportunities, in order to reach parents of unduplicated students.	Yes	Partially Implemented		Fliers, schedules, and sign-in sheets.	\$10,300.00	\$10168.70
3.10	Mental Health MTSS Framework Create consistent practices and procedures for determining appropriate services and support for students demonstrating mental	No	Partially Implemented	The MTSS Framework has been drafted and will be in final format by the end of the school year.	Draft MTSS Framework.	\$131,000.00	\$41200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	health and social-emotional needs through the development of a tiered MTSS framework. Action includes development of framework, professional learning, monitoring, and intervention strategies.						
3.11	Attendance Support Monitor and support improving student attendance through monitoring software, School Attendance Review Board, and Attendance Clerks, particularly for unduplicated students who have difficulties with maintaining regular attendance.	Yes	Partially Implemented	Attendance continues to be a top priority for the district and all schools. Schools are participating in iCAN with the SDCOE and chronic attendance has decreased.		\$1,028,716.00	\$533483.02
3.12	Reach Out to Families Center Support students and families, especially homeless youth, foster youth, and socioeconomically disadvantaged, with basic needs such as, but not limited to the following: <ul style="list-style-type: none"> -Family resources for health, basic needs, etc. -Clothing room -Access to washers/dryers -Connections to community organizations -Community Partnerships such as South Bay Community Services and SD County 	Yes	Fully Implemented	The Reach Out to Family Center is staffed and supporting the community.	Schedules and office hours.	\$18,747.00	\$14439.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Health and Human Services <ul style="list-style-type: none"> -Social Worker Interns and School Counselor Interns -Annual Family Resource Fair 						
3.13	School Counselors Provide counseling support to students in need, particularly those identified as Foster Youth and Socioeconomically Disadvantaged.	Yes	Partially Implemented	Positions are filled.		\$861,965.00	\$430072.36
3.14	School Psychologists Provide School Psychologist services to all students and specifically students with disabilities as identified in Individual Educational Programs (IEPs).	No	Partially Implemented	There is currently one school psychologist vacancy.	Job posting.	\$1,287,500.00	\$885539.27
3.15	Supervision Assistants Site level staff to ensure student safety throughout the school day.	No	Partially Implemented	While funding has been provided for supervision assistants at all school sites, there continue to be some vacancies that still need to be filled.	Job postings.	\$303,000.00	\$285848.61



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Bay Union School District - Imperial Beach Charter School	Dr. Pilar Vargas Principal	pvgas2@sbusd.org 619-628-5600

Goal 1

Goal Description

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. Create student centered and responsive learning environments for all students focused on the development of literacy, language, and a well-rounded educational experience. Ensure excellence and equitable learning results for all students, including access to rigorous and responsive curricula, responsive instructional practices, and engaging learning environments.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard ELA Indicator	<p>Overall: 1.9 points above standard.</p> <p>Student Groups:</p> <p>English Learners: Current ELs are 71.6 points below standard; reclassified ELs are 5.3 points above standard; EOs are 11.7 points above standard. A decline of 10.7 points among ELs.</p> <p>Socio-Economically Disadvantaged 15.2 points below standard; a 4.2 point decline.</p> <p>Students with Disabilities 70.7 points below standard; an 8.2 point decline.</p> <p>Homeless Students **Less than 11 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 11 students; data not displayed for privacy.</p>	<p>The Dashboard no longer reports results in "distance from standard" - the new baseline for student groups will be "% of students meeting or exceeding standard" in English Language Arts.</p> <p>English Language Fluency: 41% of students who are Initial English Fluent or English Only; 50% of students who are Reclassified Fluent English Proficient (grades 6-8); 3% of students English Learners enrolled 12 months or more (grades 3-7); 38% of English Only students; 24% of Ever English Learner (grades 3-8)</p> <p>Socio-Economically Disadvantaged: 28% of students met or exceeded standards</p> <p>Students with Reported Disabilities: 16%</p> <p>Homeless Students **Less than 10 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 10 students; data not displayed for privacy.</p> <p>Hispanic/Latino Students: 30%</p>	<p>Overall: 37.3 points from standard, designated as 'Low'</p> <p>Student Groups:</p> <p>English Learners: Current EL students show that 43.6% are making progress towards English language proficiency. 54.3 points from standard, designated as 'Low'</p> <p>Socio-Economically Disadvantaged: 45.8 points from standard, designated as 'Low'</p> <p>Students with Reported Disabilities: 96.3 points from standards, designated as 'Very Low'</p> <p>Homeless Students: *65.5 points from standard. No performance level provided</p> <p>Foster Students: **Less than 11 students; data not displayed for privacy</p> <p>Hispanic/Latino Students: 49.7 points from standard, designated as 'Low'</p> <p>White Students: 22.5 points from standard, designated as 'Low'</p>	<p>Overall: The updated scores in the CA Dashboard are from the 2023 CAASPP tests. 41.3 points from standard, designated as "Low"</p> <p>Student Groups:</p> <p>English Learners: 65.5 below standard, declined 11.2 points. This is a decrease in the number of students who are approaching language proficiency in English.</p> <p>Socio-Economically Disadvantaged: 53.7, decline 7.9 points, designated as 'Low'</p> <p>Students with Reported Disabilities: 77.8 increased 21.2 points, designated 'Low'</p> <p>Homeless Students: *69.4 from standard. No performance level provided</p> <p>Foster Students: **Less than 11 students; data not displayed for privacy</p> <p>Hispanic/Latino Students: 55 points from standard, designated as 'Low'</p> <p>White Students: 27.7 points from standard, designated as 'Low'</p>	<p>Overall, students will increase their points from standard by 7.7 points to move from 'Low' to 'Medium'</p> <p>English Learners will increase their progress toward language proficiency by 1.4%</p> <p>Socio-Economically Disadvantaged students will increase their points from standard by 5</p> <p>Students with Reported Disabilities will increase their points from standard by 10</p> <p>Hispanic/Latino Students will increase their points from standard by 5</p> <p>White students will increase their points from standard by 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>White Students: 40%</p> <p>Two or More Races Students: 42%</p>	<p>Two or More Races Students: *4.3 from standard. No performance level provided</p>	<p>Two or More Races Students: *20.5 from standard. No performance level provided</p>	
California School Dashboard Math Indicator	<p>Overall: 23.9 points below standard; indicating a -1 points maintained</p> <p>Student Groups:</p> <p>English Learners 50.7 points below standard; indicating a .8 points maintained</p> <p>Socio-Economically Disadvantaged 39.5 points below standard; indicating a -0.5 points maintained</p> <p>Students with Disabilities 80.8 points below standards; a ++ 4.1 point increase.</p> <p>Homeless Students **Less than 11 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 11 students; data not displayed for privacy.</p>	<p>The Dashboard no longer reports results in "distance from standard" - the new baseline for student groups will be "% of students meeting or exceeding standard" in Math.</p> <p>English Language Fluency: 21% of 396 students who are Initial English Fluent or English Only; 22% of 64 students who are Reclassified Fluent English Proficient (grades 6-8); 4% of 91 students English Learners enrolled 12 months or more (grades 3-7); 22% of 326 English Only students; 12% of 157 Ever English Learner (grades 3-8)</p> <p>Socio-Economically Disadvantaged: 15% of 218 students met or exceeded standards</p> <p>Students with Reported Disabilities: 16% of 63 students (grades 3-8)</p>	<p>Overall: 71.8 points away from standard, designated as 'Low'</p> <p>Student Groups:</p> <p>English Learners: 8.3 points from standard, designated as 'Low'</p> <p>Socio-Economically Disadvantaged: 80.4 points from standard, designated as 'Low'</p> <p>Students with Reported Disabilities: 127.2 points from standard, designated as 'Very Low'</p> <p>Homeless Students: *95.6 points from standard. No performance level provided</p> <p>Foster Students: **Less than 11 students; data not displayed for privacy</p> <p>Hispanic/Latino Students:</p>	<p>Overall: The scores were 70.1 away from standard, designated as 'Low' and maintaining from the previous year</p> <p>Student Groups:</p> <p>English Learners: Declined 3.6 points from last year, designated as 'Low'</p> <p>Socio-Economically Disadvantaged: 85.5 points from standard, declined 5.2 points, designated 'Low'</p> <p>Students with Reported Disabilities: 97.6 points from standard, increased 34.8 points, designated 'Low'</p> <p>Homeless Students: *84.6 points from standard, increased 11 points. No performance level provided</p> <p>Foster Students: **Less than 11 students; data not displayed for privacy</p>	<p>Overall, students will increase their points from standard by 30 points</p> <p>English Learners will increase their points from standard by 10</p> <p>Socio-Economically Disadvantaged students will increase their points from standard by 10</p> <p>Students with Reported Disabilities will increase their points from standard by 10</p> <p>Hispanic/Latino Students will increase their points from standard by 10</p> <p>White students will increase their points from standard by 10</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Homeless Students **Less than 10 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 10 students; data not displayed for privacy.</p> <p>Hispanic/Latino Students: 30% of 327 students</p> <p>White Students: 40% of 115 students</p> <p>Two or More Races Students: 42% of 24 students (grades 4, 5, 7 and 8)</p>	<p>82.9 points from standard, designated as 'Low'</p> <p>White Students: 60.3 points from standard, designated as 'Low'</p> <p>Two or More Races Students: *38.4 from standard. No performance level provided</p>	<p>Hispanic/Latino Students: 82.6 points from standard, maintained, designated 'Low'</p> <p>White Students: 60.2 points from standard, maintained, designated 'Low'</p> <p>Two or More Races Students: 31.4 points from standard, increased 6.9 points. No performance level provided</p>	
California School Dashboard English Learner Progress	<p>Overall: 59.8% making progress towards English language proficiency</p> <p>Student Groups:</p> <p>English Learners 9.8 % English Learners maintained Level 4. 15.1 % English Learners decreased one English Language Proficiency Level.</p> <p>Socio-Economically Disadvantaged N/A</p> <p>Students with Disabilities N/A</p>	<p>The Dashboard notes summary of progress towards English Language Proficiency.</p> <p>Level 4/Well-Developed English Skills = 13% of 144 students (grades 2; 4th-7th)</p> <p>Level 3/Moderately Developed English Skills= 28% of 144 students (grades 2; 4th - 7th)</p> <p>Level 2/Somewhat Developed English Skills= 30% of 144 students (grades 2; 4th - 7th)</p> <p>Level 1/ Beginning Stage of Developed English</p>	<p>Overall: 43.6% making progress towards English language proficiency</p> <p>Student Groups:</p> <p>English Learners 1.8% English Learners maintained Level 4. 10% English Learners decreased one English Language Proficiency Level.</p> <p>Socio-Economically Disadvantaged N/A</p> <p>Students with Disabilities N/A</p>	<p>Overall: 49.6% making progress towards English language proficiency. Increased 6%, designated 'High'</p> <p>Student Groups:</p> <p>English Learners: 44.5% progressed one ELPI level 2.5% maintained ELPI Level 4 40.3% maintained ELPI Level 1, 2, 3 12.6% decreased one ELPI level</p> <p>Socio-Economically Disadvantaged: N/A</p>	Overall, English Learners will increase by 2% making progress towards language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Homeless Students **Less than 11 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 11 students; data not displayed for privacy.</p>	<p>Skills = 29% of 144 students (grades 2; 4th - 7th)</p> <p>Socio-Economically Disadvantaged Students: Level 4/Well-Developed English Skills 11% of 80 students (grades 3 and 4. All other grades tested 10 or fewer students. Data not reported for student privacy)</p> <p>Level 3/Moderately Developed English Skills= 29% of 80 students (grades 3 and 4. All other grades tested 10 or fewer students. Data not reported for student privacy)</p> <p>Level 2/Somewhat Developed English Skills= 34% of 80 students (grades 3 and 4. All other grades tested 10 or fewer students. Data not reported for student privacy)</p> <p>Level 1/ Beginning Stage of Developed English Skills = 26% of 80 students (grades 3 and 4. All other grades tested 10 or fewer students. Data not reported for student privacy)</p>	<p>Homeless Students **Less than 11 students; data not displayed for privacy.</p> <p>Foster Youth **Less than 11 students; data not displayed for privacy.</p>	<p>Students with Disabilities: N/A</p> <p>Homeless Students: **Less than 11 students; data not displayed for privacy.</p> <p>Foster Youth: **Less than 11 students; data not displayed for privacy.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Students with Reported Disabilities data not displayed for student privacy; Less than 10 students tested.</p> <p>Homeless Students data not displayed for student privacy; Less than 10 students tested.</p>			
Local Measure: FASTbridge Assessment - Reading	<p>Early Reading an average of 43% of kindergarten and 1st grade students are at or above benchmark</p> <p>aReading an average of 39.5% of students in grades K-8 are at or above benchmark</p> <p>AUTOreading an average of 37.5% of students in grades 2-8 are at or above benchmark</p> <p>CBM Reading an average of 33.3% of students in grades 2 and 3 are at or above benchmark</p>	<p>FASTBridge Assessments are reported in percentiles and growth scores. Assessment components were optional for Fall and Spring.</p> <p>Early Reading 76% of Kinders assessed made modest or typical growth</p> <p>aReading on average, students in grades 2-6 improved 17 points.</p> <p>AUTOreading on average, students in grades 4 and 5 improved 12 points</p> <p>CBM Reading on average, students in grades 2 and 3 improved 83 points</p>	<p>Early Reading an average of 41% of kindergarten and 1st grade students are at or above benchmark</p> <p>aReading an average of 29% of students in grades K-8 are at or above benchmark</p> <p>AUTOreading an average of 23% of students in grades 2-8 are at or above benchmark</p> <p>CBM Reading an average of 21% of students in grades 2 and 3 are at or above benchmark</p>	<p>FASTbridge is no longer used. This is Fountas & Pinnell data</p> <p>Early Reading an average of 71% of kindergarten and 1st grade students are at or above benchmark</p> <p>Reading - all students 58.99% of students in grades K-8 are at or above benchmark</p> <p>Reading - student 2-8 54.59% of students in grades 2-8 are at or above benchmark</p> <p>Reading - students grades 2 & 3 46.97% of students in grades 2 and 3 are at or above benchmark</p>	Overall, an increase of 5% of all students will be at or above benchmark across all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local Measure: FASTbridge Assessment - Math	<p>Early Math an average of 58% of kindergarten and 1st grade students are at or above benchmark</p> <p>aMath an average of 46.5 % students in grades 1- 8 are at or above benchmark</p> <p>CBM Math CAP an average of 36% students in grades 2-8 are at or above benchmark.</p>	<p>FASTBridge Assessments are reported in percentiles and growth scores.</p> <p>Early Math On average, kindergartners increased 38 points indicating typical growth</p> <p>aMath On average, students in grades 2 -5 increased 9 points with 2nd grade having a 19 point increase. All increases indicate either modest or typical growth</p> <p>CBM Math CAP data not available at this time (5/2022)</p>	<p>Early Math an average of 40.5% of kindergarten and 1st grade students are at or above benchmark</p> <p>aMath an average of 30.4 % students in grades 1- 8 are at or above benchmark</p> <p>CBM Math CAP an average of 19% students in grades 2-8 are at or above benchmark.</p>	FASTbridge is no longer used	Overall, an increase of 5% of all students will be at or above benchmark across all student groups
English Learner Reclassification Rate/Percentage	17 of IBCS's English Learners 152 were reclassified. (11%)	17 of IBCS's 150 English Learners were reclassified in the 21-22 school year. (11%)	14 of IBCS's English Learners 110 were reclassified. (12%)	10 of IBCS's English Learners 179 have been reclassified at this point of the school year. (5.5%)	The percentage of English Learners who will reclassify will increase to 14%
Site and Grade Level Master Schedules with English Language Development Schedules for all grade levels.	Each grade-level has a collaborative schedule that reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English Learners from accessing core content or a broad course of study.	Each grade-level has a collaborative schedule that reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English Learners from accessing core content or a broad course of study.	Each grade-level has a collaborative schedule that reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English Learners from accessing core content or a broad course of study.	Each grade-level has a collaborative schedule that reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English Learners from accessing core content or a broad course of study.	Maintain Baseline.
Williams Compliance Report for Access to Standards Aligned Instructional Materials	All students have access to standards-aligned instructional materials in core content areas.	All students have access to standards-aligned instructional materials in core content areas.	All students have access to standards-aligned instructional materials in core content areas.	All students have access to standards-aligned instructional materials in core content areas.	Maintain Baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CTC Review of Teacher Credentialing	100% of all teachers are appropriately credentialed and placed.	100% of all teachers are appropriately credentialed and placed.	100% of all teachers are appropriately credentialed and placed.	100% of all teachers are appropriately credentialed and placed.	Maintain Baseline.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Learning Acceleration Tutor A Learning Acceleration Tutor will be included to help support the academic needs of students to improve English Language Arts and Math scores.	Yes	Fully Implemented	Our Learning Acceleration Tutor meets with her groups in 6 week sessions to support in ELA and Math. She meets with each group 1 day a week as an additional academic intervention.	Schedules	\$115,560.00	\$43302.99
1.2	Before and After School Intervention Academic Certificated personnel will provide before/after school intervention addressing targeted skills in ELA and/or Math as indicated by local data measures including anecdotal data gathered by student work samples. Data collection and analysis will be conducted to determine the effectiveness of the intervention supports including academic progress and attendance.	Yes	Fully Implemented	Certificated personnel provide before and after school interventions for students in ELA and Math. ELA - Students in the 1st-6th grade ELA interventions, have increased between 3-5 reading levels. Math - Students in the 1st-6th grade interventions have increased between 2-4 math levels	Schedules	\$46,890.00	\$3292.5
1.3	Before and After School Intervention for English Learners Certificated personnel will provide before/after school intervention addressing targeted skills in ELA and/or Math as indicated by local data measures including anecdotal	No Yes	Fully Implemented	With our increase in English Learners this school year, we have provided tutoring to support them in their acquisition of the language and in their		\$12,960.00	\$2703

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	data gathered by student work samples for students who are English Learners to support their academic growth and reclassification. Data collection and analysis will be conducted to determine the effectiveness of the intervention supports including academic progress and attendance.			academic classes. Teachers from 1st grade through 8th provide interventions for our EL students to support them in their learning of English.			
1.4	Instructional Materials and Supplies Purchase quality print or digital materials and supplies that support the Before and After School Intervention for English Learners. Such materials may include, but are not limited to, research-based supplemental instructional materials and culturally relevant materials.	No Yes	Planned	The plan is to purchase these for the second half of the school year.		\$824.00	\$0
1.5	Professional Learning -- Academic Provide differentiated professional learning in the areas of literacy, mathematics, science, history/social science, ethnic studies, culturally relevant/responsive pedagogy, universal design for learning, project based learning, Deeper Learning, and digital literacy/safety.	Yes	Fully Implemented	A group of teachers across grade levels are part of the Improvement for Equity by Design Fellowship, attended the Street Data Conference and the Equity Conference held by SDCOE in order to bring the knowledge back to the staff to move forward in deeper learning and liberatory design. These teaching sessions are done during Staff		\$38,660.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Meetings, and the learnings are implemented within the school day.			
1.6	Visual Performing Arts (VAPA) and Science, Technology, Engineering and Math Content (STEM) Content Teachers Utilize District-level VAPA/STEM teachers at the site, IB Charter, to promote and ensure a well-rounded academic experience for all students.	Yes	Fully Implemented	We have our VAPA teacher here Monday through Friday servicing our TK-6th grade students. We also have a part-time VAPA/STEM teacher on Fridays, who services our 2nd grade classes.	Schedules	\$14,707.00	\$10089.41
1.7	Supplementary Materials and Digital Content Utilize supplementary materials in literacy, mathematics, and science to meet the needs of students who require additional support to meet benchmarks, students who are socio-economically disadvantaged, students with disabilities, and English Learners.	Yes	Partially Implemented	These are services designated from SBUSD to support our students in literacy, mathematics, & science. These include but are not limited to the student applications such as ST Math, Lexia, Do The Math, Imagine Learning, and many others.		\$6,695.00	\$745.06
1.8	Professional Learning and Planning -- PIR Review and align site-based practices to the District's Performance Indicator Review work for students with disabilities.	No Yes	Fully Implemented	Our Special Education Department aligns their work with SBUSD practices for our students with disabilities.			

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Center for Equitable Leadership: Leading Equitable Schools	No baseline existed in the 20-21 school year.	In the 21-22 school year, Student Stories gathered from students who identify as two or more races indicate that students in this student group are not experiencing barriers to their education. N= 11	In the 22-23 school year street data was collected from students. Elementary school students wanted a better response to bullying. Middle school students stated that social media was a problem, and handling their emotions was a struggle. They also have heard statements that were anti trans, racist, and wanted more support in addressing this. N=30	In the first half of the 23-24 school year street data was collected from students. Elementary school students liked school and wanted more celebrations for their hard work. Middle school students stated that social media was a problem, and handling their emotions was a struggle but they had identified adults that they trusted on campus and knew who to go and talk to if they needed help. Middle schoolers also felt that some bullying was flying under the radar and wanted a better way to report things anonymously. N=52	Increase the number of students participating in street data collection with 10 students from each grade level in fishbowls, and an additional 10 students per grade level for empathy interviews.
Teacher Reflection During PLC	No baseline existed in the 20-21 school year	Teachers' anecdotal data indicate that teachers use what they know about students interests, language and culture to engage them in classroom instruction, community and learning.	Teachers' anecdotal data indicate that they use students' background and culture to support them in their learning. They identified that it was important for students to see themselves in different areas. More literature and content that was culturally	In the first half of the 23-24 school year, teachers stated that they wanted more time specifically for their Teacher PLC time. The anecdotal data indicates that they use students' background and culture to support them in their learning. They stated that they would like more	Surveys will be created and used about culturally relevant instruction and materials for certificated and classified to quantify understanding and implementation of incorporating student backgrounds and stories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			relevant would be helpful for classroom instruction.	ways in which to incorporate equity based lessons and curriculum into their daily routines. They have requested more culturally relevant literature and support in bringing it into their classes.	
CHKS Data Survey	Feedback from Education Partners in the 20-21 school year on the CHKS survey, led to the District-wide and School-wide LCAP goals.	Low return rate on the 22-23 CHKS survey precluded data reported from adults.	<p>Student Results: 20% of 6th graders responded, 33% of 5th graders, 21% of 4th graders, and 29% of 3rd graders.</p> <p>School connectedness for 3rd graders was 75%, 4th graders 56%, 5th graders 64%, 6th graders 57%</p> <p>Those who reported feeling safe at school were 85% for 3rd graders, 60% for 4th graders, 58% for 5th graders, and 62% for 6th graders</p> <p>The percentages of students that believe there is an adult who cares about them at school are 66% for 3rd graders, 58% for 4th graders, 59% for 5th graders, and 69% for 6th graders</p> <p>Those that believe they have meaningful participation in school are 42% for 3rd graders, 33% for 4th graders, 35% for 5th graders, and 34% for 6th graders</p>	<p>*CHKS Data Survey results have not changed since it has not been administered so far this school year.</p> <p>Student Results: 20% of 6th graders responded, 33% of 5th graders, 21% of 4th graders, and 29% of 3rd graders.</p> <p>School connectedness for 3rd graders was 75%, 4th graders 56%, 5th graders 64%, 6th graders 57%</p> <p>Those who reported feeling safe at school were 85% for 3rd graders, 60% for 4th graders, 58% for 5th graders, and 62% for 6th graders</p> <p>The percentages of students that believe there is an adult who cares about them at school are 66% for 3rd graders, 58% for 4th graders, 59% for 5th graders, and 69% for 6th graders</p> <p>Those that believe they have meaningful participation in school are</p>	<p>Provide education partners with multiple means and incentives to complete the CHKS parent and staff surveys to achieve a return rate of 50% or more.</p> <p>Increase school connectedness, those feeling safe at school, those who believe there is an adult who cares about them, and meaningful participation in school by 5%.</p> <p>Decrease the percentage of middle school students who have experienced bullying or harassment, those who have experienced social emotional distress, chronic sadness/hopelessness by 5%.</p> <p>Increase the percentages of parent responses to those who feel their children are safe at school, and that their student feels hopeful about the future by 5%.</p> <p>Increase staff responses of meaningful student participation, support for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>89% of the 125 7th graders and 77% of the 114 8th graders completed the student survey. (parent/guardian permission not needed to take survey -- opt-out)</p> <p>Middle School Responses: 93% of 7th graders responded, and 87% of 8th graders</p> <p>School connectedness: 53% of 7th graders and 54% of 8th graders</p> <p>For those that have experienced harassment or bullying, it is 29% for 7th graders and 37% for 8th graders, with 24% of 7th graders fearing being beaten up and 25% of 8th graders</p> <p>In social and emotional health, 26% of 7th graders have experience social emotional distress, with 30% of 8th graders. Experienced chronic sadness/hopelessness it is 31% for 7th graders, and 38% for 8th graders</p> <p>Parent/Guardian Responses:</p> <p>A total of 90 parents responded to the survey.</p> <p>28% of respondents reported that they feel their</p>	<p>42% for 3rd graders, 33% for 4th graders, 35% for 5th graders, and 34% for 6th graders</p> <p>89% of the 125 7th graders and 77% of the 114 8th graders completed the student survey. (parent/guardian permission not needed to take survey -- opt-out)</p> <p>Middle School Responses: 93% of 7th graders responded, and 87% of 8th graders</p> <p>School connectedness: 53% of 7th graders and 54% of 8th graders</p> <p>For those that have experienced harassment or bullying, it is 29% for 7th graders and 37% for 8th graders, with 24% of 7th graders fearing being beaten up and 25% of 8th graders</p> <p>In social and emotional health, 26% of 7th graders have experience social emotional distress, with 30% of 8th graders. Experienced chronic sadness/hopelessness it is 31% for 7th graders, and 38% for 8th graders</p> <p>Parent/Guardian Responses:</p>	<p>social emotional learning, and that school is safe space for learning by 5%.</p> <p>Decrease the percentages of staff that believe bullying/harassment is a problem, and that student depression is a moderate/severe problem by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>children are safe at school. 33% feel that school motivates students to learn.</p> <p>90% responded that their student felt hopeful about the future. With 87% saying their students are motivated to complete schoolwork.</p> <p>Staff Responses: 41 staff members completed the survey</p> <p>30% of staff believe there is meaningful student participation, 33% believe that parent participation is promoted. 23% believe that we have enough support for social emotional learning. 26% believe that the school is a safe place for staff, with 29% believing it is a safe space for students. 47% believe that harassment or bullying is a problem, with 66% believing that student depression is a moderate/severe problem.</p>	<p>A total of 90 parents responded to the survey.</p> <p>28% of respondents reported that they feel their children are safe at school. 33% feel that school motivates students to learn.</p> <p>90% responded that their student felt hopeful about the future. With 87% saying their students are motivated to complete schoolwork.</p> <p>Staff Responses: 41 staff members completed the survey</p> <p>30% of staff believe there is meaningful student participation, 33% believe that parent participation is promoted. 23% believe that we have enough support for social emotional learning. 26% believe that the school is a safe place for staff, with 29% believing it is a safe space for students. 47% believe that harassment or bullying is a problem, with 66% believing that student depression is a moderate/severe problem.</p>	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Policy and Protocol Review -- Site Based ILT/SLT Utilize the Instructional Leadership Team/Site Leadership Team as a means to align IBCS policies and practices with the SBUSD District-wide Equity Action Plan and tailor the EAP to our specific learners and school community.	No	Partially Implemented	The Site Based ILT has met to discuss equity based practices and how to incorporate them into staff learning opportunities. There are future Staff Meetings dedicated to teachers leading the learning with Liberatory Design and Improvement for Equity by Design lessons for teachers.			
2.2	Professional Learning - Equity Based/Culturally Responsive Practices All staff, TK-8, will immerse themselves in equity work through deeper learning of their positionality within the educational system with actionable steps and through collaborative partnerships, to determine promising practices for all students across culture, language, abilities, and interests.	Yes	Fully Implemented	Staff Meetings have been held to incorporate these lessons into their learnings this year. The work done with the teachers in the Improvement for Equity by Design Fellowship, the teachers who attended the SDCOE and SBUSD Street Data trainings, and those that attended the SDCOE Equity Conference is being disseminated to the rest of the staff to create a cohesive plan on how to implement Liberatory Design and Mindset school wide.		\$17,510.00	\$5131
2.3	Equity and Access Task Force and Ethnic Studies Committee Ensure IB Charter representation on the District-wide Equity and Access Task Force. The goal of the Task Force is to examine systems, practices and policies, create a District Equity Plan, and serve as a	No	Fully Implemented	IBCS staff are represented on the SBUSD committees focused on Diversity, Equity, and Inclusion.	Committee membership		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	leadership group across all stakeholders. Ensure IB Charter representation on the Ethnic Studies Committee at the District-level.						
2.4	Professional Learning - PLC Schedule focused PLC time on reviewing curriculum and planning through an equity lens with goal of developing an inclusive, responsive curriculum.	Yes	Fully Implemented	Admin and Teacher PLC time is focused on reviewing curriculum, IABs for the annual CAASPP testing, and planning through an equity lens. There is a revolving calendar of when teachers attend an Admin PLC, a Teacher PLC, and a Staff Meeting to go over these learnings.		\$515.00	\$2696

Goal 3

Goal Description

Welcoming and Safe Learning Environments:

Create, ensure, and maintain learning environments that support and foster the social-emotional needs of students and foster a sense of belonging and connectedness.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard: Chronic Absentee Indicator	Overall the Chronic Absentee Rate improved for IB students, placing IB in the Green tier with 9.8%	The California School Dashboard did not report Chronic Absentee data.	Overall the Chronic Absentee Rate increased significantly to 39.1% with	Overall the Chronic Absentee Rate increased significantly to 34.7% with	1) 90% or higher students will attend school daily; 2) 9% or fewer students will be Chronically Absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>of students Chronically Absent; a 4.2% decline.</p> <p>Student Group Data:</p> <p>English Learner: 14.3%; a 2.3% decline;</p> <p>Hispanic Students: 13.1%; a 3.5% decline;</p> <p>Socioeconomically Disadvantaged: 11.9%; a 4.7% decline;</p> <p>Students with Disabilities: 11.1% a 13% decline.</p> <p>There are no performance data for:</p> <p>American Indian, Asian, African-American, Filipino, Foster Youth, Homeless or Pacific Islander student groups.</p>	<p>Local data measure for attendance indicate that 90% of IBCS students attend school regularly.</p>	<p>a designation of 'Very High'</p> <p>Student Group Data:</p> <p>English Learner: 46.3%, designated 'Very High'</p> <p>Hispanic: 42.7%, designated 'Very High'</p> <p>Two or More Races: 31.4%, designated 'Very High'</p> <p>Socioeconomically Disadvantages: 44.9%, designated 'Very High'</p> <p>Students with Disabilities: 46.6%, designated 'Very High'</p> <p>White: 34.3%, designated 'Very High'</p> <p>There is no performance data for: American Indian, Asian, African-American, Filipino, Foster Youth, Homeless or Pacific Islander student groups.</p>	<p>a designation of 'Medium'. Declined 4.4%</p> <p>Student Group Data:</p> <p>English Learner: 38.8%, designated 'Medium', declined 7.6%</p> <p>Hispanic: 37.3%, designated 'Medium', declined 5.4%</p> <p>Two or More Races: 27.6%, designated 'Low', decline 3.8%</p> <p>Socioeconomically Disadvantages: 40.7%, designated 'Medium', declined 4.2%</p> <p>Students with Disabilities: 40.5%, designated 'Medium', declined 6.1%</p> <p>White: 31.7%, designated 'Low', declined 2.6%</p> <p>There is no performance data for: American Indian, Asian, African-American, Filipino, Foster Youth, Homeless or Pacific Islander student groups.</p>	
School Climate: California School Dashboard Suspension/Expulsion Indicator	<p>Overall: 1.4% of students were suspended at least once; a .0.4% increase.</p>	<p>The California School Dashboard did not report Suspension/Expulsion data for the 21-22 school year. Local data show 93 Tier IIs documenting</p>	<p>Overall: 1.7% of students were suspended at least once</p>	<p>Overall: 4.5% of students were suspended at least once, increased 2.8%</p>	<p>Fewer than 1.7% of students overall will be suspended as an indication that students have appropriate access to</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Student group data for students suspended at least once:</p> <p>English Learners: 1.5% students; a 1.1 increase.</p> <p>Hispanic: 1.8% students; a 1% increase:</p> <p>Socioeconomically Disadvantaged: 1.3%; a 0.4% increase.</p> <p>There are no performance data for:</p> <p>African-American, Asian, Filipino, Foster Youth, Homeless and Pacific Islander student groups.</p>	<p>student behaviors including: fighting, harassment; inappropriate language; disruption/defiance; alcohol /substance use or possession.</p> <p>14 students K-8 were suspended by May 13, 2022 for the 21-22 school year.</p>	<p>Student group data for students suspended at least once:</p> <p>English Learners: 2.2% of students, designated 'Medium'</p> <p>Hispanic: 1.7% of students, designated 'Medium'</p> <p>Socioeconomically Disadvantaged: 1.6% of students, designated 'Medium'</p> <p>Students with Disabilities: 2% of students, designated 'Medium'</p> <p>White: 2.4% of students, designated 'Medium'</p> <p>There is no performance data for: African-American, Asian, Filipino, Foster Youth, Homeless and Pacific Islander student groups.</p>	<p>Student group data for students suspended at least once:</p> <p>English Learners: 4.3% of students, designated 'Very Low', increased 2.1%</p> <p>Hispanic: 4.4% of students, designated 'Very Low', increased 2.7%</p> <p>Socioeconomically Disadvantaged: 5.6% of students, designated 'Very Low', increased 4%</p> <p>Students with Disabilities: 6.1% of students, designated 'Very Low', increased 4.1%</p> <p>White: 4.2% of students, designated 'Low', increased 1.8%</p> <p>There is no performance data for: African-American, Asian, Filipino, Foster Youth, Homeless and Pacific Islander student groups.</p>	<p>the instructional program and SEL support in school.</p> <p>English Learners: fewer than 2.2% of students will be suspended</p> <p>Hispanic: fewer than 1.7% of students will be suspended</p> <p>Socioeconomically Disadvantaged: fewer than 1.6% of students will be suspended</p> <p>Students with Disabilities: fewer than 2% will be suspended</p> <p>White: fewer than 2.4% will be suspended</p>
Parent Involvement and Family Engagement: California Healthy Kids Survey for Students, Families and Staff	<p>Student Results:</p> <p>69% of 6th graders surveyed about At Home Learning reported feeling</p>	<p>Student Results:</p> <p>Less than 10 students in grades 3-6 completed the 2022 CHKS survey. These data/responses are</p>	<p>Student Results:</p> <p>20% of 6th graders responded, 33% of 5th graders, 21% of 4th graders, and 29% of 3rd graders.</p>	<p>*This data is still unchanged as the California Healthy Kids Survey has not been implemented so far this school year.</p>	<p>1) Provide education partners with multiple means and incentives to complete the CHKS parent and staff surveys to</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>"good or happy" most or all of the time;</p> <p>15% reported feeling "sad" most or all of the time;</p> <p>8% reported being affected by cyberbullying;</p> <p>78% reported having caring peer relationships;</p> <p>52% reported that the teachers and grown ups at their school provided them with interesting activities to do while learning from home.</p> <p>Family Results:</p> <p>76% of parents responded either "strongly agree or agree" that the teachers: checked in personally; were responsive to needs; provided adequate instruction and feedback; clear expectations of work to be completed;</p> <p>42% "strongly agree or agree" that "learning from home" required too much from parents;</p> <p>37% "strongly agree or agree" that "learning from home" required too much from students;</p> <p>30% "strongly agree or agree" that "learning from home" required too little from students;</p>	<p>not reported due to student privacy. (parent/guardian permission needed to take survey -opt-in)</p> <p>89% of the 125 7th graders and 77% of the 114 8th graders completed the student survey. (parent/guardian permission not needed to take survey -- opt-out)</p> <p>20% of Hispanic 7th graders and 26% of Hispanic 8th grader report meaningful participation at school; 23% of White 7th graders and 22% of White 8th graders report meaningful participation at school;</p> <p>48% of Hispanic 7th graders and 30% of Hispanic 8th graders report experiencing bullying or harassment at school; 66% of White 7th graders and 35% of White 8th graders report experiencing bullying or harassment at school;</p> <p>40% of Hispanic 7th graders and 30% of Hispanic 8th graders report experiencing cyberbullying in the last 12 months; 52% of White 7th graders and 35% of White 8th graders report experiencing cyberbullying in the last 12 months.</p>	<p>The percentages of students that believe there is an adult who cares about them at school are 66% for 3rd graders, 58% for 4th graders, 59% for 5th graders, and 69% for 6th graders</p> <p>89% of the 125 7th graders and 77% of the 114 8th graders completed the student survey. (parent/guardian permission not needed to take survey -- opt-out)</p> <p>Middle School Responses: 93% of 7th graders responded, and 87% of 8th graders</p> <p>School connectedness: 53% of 7th graders and 54% of 8th graders</p> <p>49% of middle school students feel as though they have caring adult relationships in their lives. With 25% of 7th and 8th graders feel they are provided meaningful participation in class.</p> <p>Parent/Guardian Responses:</p> <p>A total of 90 parents responded to the survey.</p>	<p>Student Results: 20% of 6th graders responded, 33% of 5th graders, 21% of 4th graders, and 29% of 3rd graders.</p> <p>The percentages of students that believe there is an adult who cares about them at school are 66% for 3rd graders, 58% for 4th graders, 59% for 5th graders, and 69% for 6th graders</p> <p>89% of the 125 7th graders and 77% of the 114 8th graders completed the student survey. (parent/guardian permission not needed to take survey -- opt-out)</p> <p>Middle School Responses: 93% of 7th graders responded, and 87% of 8th graders</p> <p>School connectedness: 53% of 7th graders and 54% of 8th graders</p> <p>49% of middle school students feel as though they have caring adult relationships in their lives. With 25% of 7th and 8th graders feel they are</p>	<p>achieve a return rate of 50% or more;</p> <p>2) Improve the rate of students reporting feeling connected to school and that there is an adult who cares for them by 10% for each grade level.</p> <p>3) Increase positive experiences with school and adults as well as healthy emotions by 10% in 7th & 8th grades.</p> <p>4) Increase the percentage of parents who feel involved in the school by 10%</p> <p>5) Increase the percentage of families/parents/guardians and staff who feel that students are safe at school by 15%</p> <p>6) Increase the percentage of staff who believe we have enough social emotional support by 15%</p> <p>7) Increase middle school connectedness by 5% for each grade level</p> <p>8) Increase the percentage of middle school students that feel they are provided meaningful participation in class by 10%.</p> <p>9) Increase the percentage of parents who feel involved in school and those that feel it is promoted by 5%.</p> <p>10) Increase the percentage of parents who feel that their children are safe at school, and that the school motivates them to learn by 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>63% of parents responded "strongly agree or agree" that school-parent communication provided: advice on the child's social-emotional needs; advice and resources to support their child's learning and kept them informed on remote learning;</p> <p>11% of families reported being "quite concerned or extremely concerned" about childcare or supervision during distance learning;</p> <p>33% reported being "quite concerned or extremely concerned" about their child falling behind academically.</p> <p>There are no staff responses to report.</p>	<p>5% of Hispanic 7th graders and 3% of Hispanic 8th graders report current alcohol and drug use; 6% of White 7th graders and 0% of White 8th graders report current alcohol and drug use.</p> <p>41% of Hispanic 7th graders and 25% of Hispanic 8th graders report experiencing chronic sadness and hopelessness in the past 12 months; 45% of White 7th graders and 35% of White 8th graders report experiencing chronic sadness and hopelessness in the past 12 months;</p> <p>53% of Hispanic 7th graders and 49% of Hispanic 8th graders report feelings of optimism; 59% of White 7th graders and 29% of White 8th graders report feelings of optimism;</p> <p>63% of Hispanic 7th graders and 70% of Hispanic 8th graders report being either "satisfied" or "very satisfied" with life; 66% of White 7th graders and 50% of White 8th graders report being either "satisfied" or "very satisfied" with life;</p>	<p>52% of parents feel involved in the school, while only 28% feel that it is promoted.</p> <p>28% of respondents reported that they feel their children are safe at school. 33% feel that school motivates students to learn.</p> <p>90% responded that their student felt hopeful about the future. With 87% saying their students are motivated to complete schoolwork.</p> <p>81% of parents/guardians responded that the school encourages them to be an active partner with the school in educating their child. 72% responded that they feel welcome to participate at this school. 80% of respondents said that the school keeps them well-informed about school activities</p> <p>Staff Responses: 41 staff members completed the survey</p> <p>33% believe that parent participation is promoted. 23% believe that we have enough support for social emotional learning. 26% believe that the school is a safe place for staff, with 29% believing it is a safe space for students. 47%</p>	<p>provided meaningful participation in class.</p> <p>Parent/Guardian Responses:</p> <p>A total of 90 parents responded to the survey.</p> <p>52% of parents feel involved in the school, while only 28% feel that it is promoted.</p> <p>28% of respondents reported that they feel their children are safe at school. 33% feel that school motivates students to learn.</p> <p>90% responded that their student felt hopeful about the future. With 87% saying their students are motivated to complete schoolwork.</p> <p>81% of parents/guardians responded that the school encourages them to be an active partner with the school in educating their child. 72% responded that they feel welcome to participate at this school. 80% of respondents said that the school keeps them well-informed about school activities</p> <p>Staff Responses: 41 staff members completed the survey</p>	<p>11) Increase the percentage of parents/guardians that the school encourages them to be active members, and welcomed to participate by 5%</p> <p>12) Increase staff responses by 10% for those that state they feel safe at school, promotion of parent participation, .</p> <p>13) Decrease the percentage of staff that believe that harassment and bullying is a problem, that student depression is a concern, and the stated needs for students in trauma by 10%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>62% of 7th grade males and 54% of 7th grade females report feeling connected to school; 61% of 8th grade males and 50% of 8th grade females report feeling connected to school;</p> <p>61% of 7th grade males and 52% of 7th grade females report having caring adults at school; 55% of 8th grade males and 57% of 8th grade females report having caring adults at school;</p> <p>61% of 7th grade males and 51% of 7th grade females report school as very safe or safe; 66% of 8th grade males and 57% of 8th grade females report school as very safe or safe;</p> <p>Parent/Guardian Responses:</p> <p>Less than 10 parents in grades 3-8 completed the 2022 CHKS survey. These data/responses are not reported in order to maintain parent/guardian privacy.</p>	believe that harassment or bullying is a problem, with 66% believing that student depression is a moderate/severe problem. 84% want more help in supporting students exposed to trauma.	<p>33% believe that parent participation is promoted. 23% believe that we have enough support for social emotional learning. 26% believe that the school is a safe place for staff, with 29% believing it is a safe space for students. 47% believe that harassment or bullying is a problem, with 66% believing that student depression is a moderate/severe problem. 84% want more help in supporting students exposed to trauma.</p>	
Basic: Facilities Reporting Tool (FIT Reports)	IB Charter received an exemplary rating with a FIT score of 99.46	September 16, 2021, the average ranking for Imperial Beach Elementary was 99.06%, giving the school a rating of "Exemplary" as per the	June 29, 2022, the average ranking for Imperial Beach Elementary was 97.99%, giving the school a rating of "Good" as per the	June 29, 2022, the average ranking for Imperial Beach Elementary was 97.99%, giving the school a rating of "Good" as per the	Maintain baseline of a 99.46 FIT score.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Facilities Inspection Tool (FIT). IBCS remains in compliance with the Williams' Act and OSHA regulations. The District work order system is used to submit requests and track resolution of work.	Facilities Inspection Tool (FIT). IBCS remains in compliance with the Williams' Act and OSHA regulations. The District work order system is used to submit requests and track resolution of work.	Facilities Inspection Tool (FIT). IBCS remains in compliance with the Williams' Act and OSHA regulations. The District work order system is used to submit requests and track resolution of work.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Professional Learning - SEL/SEH Identify and implement high leverage SEL/SEH strategies appropriate for TK-8 classrooms. Provide mental health services and support for for students SEH including professional learning related to a tiered Mental Health MTSS Framework (certificated or other trained personnel), through the support of our wellness center, and Restorative Practices.	Yes	Fully Implemented	Our full time counselor pushes in to classroom to provide lessons to our students, and this includes a curriculum that supports student SEL/SEH with strategies to teach them how to interact effectively. Restorative Practices are implemented with student behaviors in class with Tier I supports, and with additional Tier II supports if needed through the counseling department with mediations, circles, and trusted conversations. This has decreased the amount of incidents on campus by 71% so far.	Schedules and TierI/Tier II referrals	\$5,150.00	\$0
3.2	Family Outreach Utilize bridge relationships and parent mentoring to increase parent participation on ELAC and attendance at parent outreach and other school/grade level events.	Yes	Fully Implemented	Attendance at committees, school events, and events hosted by the PTA has increased leading to stronger parent	There was standing room only at the PTA Bingo Night in December, 2023	\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				involvement and participation.			
3.3	Family Communication Improve and maintain consistent family communication in accessible formats: print, email, phone; and digital communication platforms. A central communication platform for parents and students will be used to provide updates and information (e.g., MINGA, Smore, SWIS).	No	Partially Implemented	MINGA is used to communicate with middle school students and families about events that occur on campus. Smore is used to create weekly IB Family Newsletters to communicate with the entire school community about events on campus, important information, and special notices to support school wide initiatives and events. SWIS has been purchased, but not fully implemented yet.		\$5,167.00	\$291.67
3.4	Family Education and Engagement Promote and increase family engagement, education, and empowerment opportunities through grade-level, school-wide events, and online opportunities. Including utilizing multiple means and incentives to complete the CHKS parent and staff surveys to achieve a return rate of 50% or more; professional learning and workshop opportunities for families, and increase parent participation on campus through school events and street data collection.	Yes	Partially Implemented	With events held on campus, we have had increased family participation. We have held school wide events, grade level events and even with planned events such as parent workshops which we have set for the spring. The CHKS has not been administered yet. This is done in February.		\$4,951.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	After School Enrichment - Middle School Sports Organize and partner with local coaches and sports organizations to provide engaging opportunities for students through middle school sports.	Yes	Partially Implemented	Fall and Winter Sports were completed with middle school students participating in practices and games. Winter season is currently happening with the Spring Season set to begin in March.	Boys Basketball and Girls Softball both won banners for the 2023 Fall Season	\$16,447.00	\$14304.91
3.6	Facilities Maintenance Ensure facilities are safe, well maintained, and appealing.	No	Fully Implemented	The SBUSD Maintenance Department ensures that our facilities are safe, well-maintained and appealing with the recent painting and upgrading the backpack hooks on campus.		\$526,631.00	\$188960.13
3.7	Attendance Support Monitor and support improving student attendance through monitoring software and School Attendance Review Board to achieve an average daily attendance of 90% or more and less than 75 students absent each day.	No	Partially Implemented	We use the monitoring software purchased through SBUSD to assist in gathering our attendance data. We are also a part of the iCalifornia Attendance Network to help improve our school wide attendance this year. We have done this through incentives, increased home visits, additional supports for families, and supports in data collection and analysis.		\$80,190.00	\$44022.47

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nestor Language Academy Charter School	Jaime Gonzalez Principal	egonzalez@sbusd.org 619-628-0900

Goal 1

Goal Description

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.

Create student centered and responsive learning environments for all students focused on the development of literacy, language, and a well-rounded educational experience.

Ensure excellent and equitable learning results for all students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard ELA Indicator	Overall Performance: Orange Distance from Standard (DFS): - 5.5 Student Groups (DFS): English Learners - 19.9 Hispanic - 7.1 Socioeconomically Disadvantaged - 13.1 Students with Disabilities - 65.8 yellow performance indicator	Overall Performance (Met or Exceeded): All Students: 33.18% English Learners: 11.61% Hispanic: 32.55% Socioeconomically Disadv: 28.23% Students with Disabilities: 4.92%	Overall Performance (Met or Exceeded): All Students: 44.75% English Learners: 19% Hispanic: 43.9% Socioeconomically Disadv: 38.48% Students with Disabilities: 11.11%	Overall Performance (Met or Exceeded): All Students: 46.65% English Learners: 17.15% Hispanic: 45.41% Socioeconomically Disadv: 41.11% Students with Disabilities: 22.22%	Overall Performance: All Students: 45% English Learners: 23% Hispanic: 44% Socioeconomically Disadvantaged: 40% Students with Disabilities: 17%
California School Dashboard Math Indicator	Overall Performance: Yellow Distance from Standard (DFS): - 1.8 Student Groups (DFS): English Learners - 12.5 Hispanic - 3.1 Socioeconomically Disadvantaged - 8.6 Students with Disabilities - 68.1	Overall Performance (Met or Exceeded): All Students: 28.28% English Learners: 9.86% Hispanic: 27.06% Socioeconomically Disadv: 23.80% Students with Disabilities: 4.92%	Overall Performance (Met or Exceeded): All Students: 36.92% English Learners: 17.27% Hispanic: 35.40% Socioeconomically Disadv: 32.78% Students with Disabilities: 14.81%	Overall Performance (Met or Exceeded): All Students: 38.91% English Learners: 18.15% Hispanic: 37.58% Socioeconomically Disadv: 30.82% Students with Disabilities: 15.56%	Overall Performance: All Students: 40% English Learners: 22% Hispanic: 39% Socioeconomically Disadvantaged: 36% Students with Disabilities: 19%
California School Dashboard English Learner Progress Indicator	Overall Percent of English Learners Making Annual Progress 48.8% of 434 students	CA learner progress indicator not available for 2020-2021	Overall Percent of English Learners Making Annual Progress 47.6% of 435 students	Overall Percent of English Learners Making Annual Progress 45.59% of 412 students	Overall Percent of English Learners Making Annual Progress 58.8% of 434 students
English Learner Reclassification Rate/Percentage	11% of English Learners are being reclassified annually	10% of English Learners reclassified during the 2021-2022 school year.	12% of English Learners reclassified during the 2022-2023 school year. (61 of 501)	10.8% of English Learners reclassified during the 2022-2023 school year. (52 of 563)	20% will be reclassified
Basic: CTC Review of Teacher Credentialing	Zero mis-assignments	Zero mis-assignments	Zero mis-assignments	Zero mis-assignments	Maintain baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Basic: Williams Compliance Report for Access to Standards Aligned Instructional Materials	All students have access to standards-aligned instructional material in core content areas.	All students have access to standards-aligned instructional material in core content areas.	All students have access to standards-aligned instructional material in core content areas.	All students have access to standards-aligned instructional material in core content areas.	Maintain baseline
Course Access and Implementation of State Standards - Site Master Schedules to determine the following: English Language Development (ELD) schedules for access to a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	School site's master schedule reflects a broad course of study as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	Maintain baseline
Implementation of State Standards: Classroom Observations	Classroom observations indicate 100% of lessons are aligned to the state standards.	Classroom observations indicate 100% of lessons are aligned to the state standards.	Classroom observations indicate 100% of lessons are aligned to the state standards.	Classroom observations indicate 100% of lessons are aligned to the state standards.	Maintain baseline

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Literacy and Math Impact Teacher One Literacy and Mathematics Impact Teacher for students at-promise. Impact teacher will provide support through the implementation of evidence-based interventions.	No	Partially Implemented	We have only hired the Literacy Impact Teacher during the 23-24 school year due to the lack of applicants and space.	The literacy impact teachers supports students in grade levels	\$31,888.00	\$15951.78
1.2	Language Development Impact Teacher Two Language Development Impact Teachers for English	No	Not Implementing	No applicants and lack of classroom space.	n/a	\$63,776.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	language learners. Impact teacher will provide support through the implementation of evidence-based interventions.						
1.3	Instructional Aid Interventions Four Literacy and Mathematics Instructional Aides for students at-promise. Instructional Aides will provide support through the implementation of evidence-based interventions.	No	Fully Implemented	We have 4 classified Bilingual Instructional Assistants.	The grade levels they support are Kinder and 1st.	\$90,574.00	\$73398.35
1.4	Professional Development for Language Development Provide differentiated professional development through Project GLAD (Guided Language Acquisition Design) in the area of language development to support English language learners.	No	Fully Implemented	4 teachers received a refresher GLAD professional development during the 23-24 school year.	We will continue offering for new teachers and those that need refreshers.	\$39,197.00	\$2000
1.5	Professional Development for Literacy Instruction / Professional Development for Math Instruction Provide differentiated professional development through I Love to Read in Spanish in the area of literacy for all learners. 2022-2023 2022-2023 Amendment: Provide professional development through	No	Partially Implemented	This was scheduled to begin during the 21-22 school year, however due to not being able to group students and keeping a safe distance due to covid 19 guidelines, the contract with the company fell through.	4 teachers attended the math conference. They will host a math night for parents and students in March 2024	\$23,175.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	California Mathematics Council for 7th & 8th grade math teachers in the area of math for all learners			We did amend the goal to add a math action step and provide professional development for middle school math teachers once per year.			
1.7	After School Interventions Provide after-school interventions in the area of literacy, mathematics, and language development for all students.	No	Fully Implemented	8 teachers are currently providing after school interventions in the area of Math and English Language Arts.	Students were assessed in iRead reading and math	\$11,016.00	\$0
1.8	Student Progress Monitoring Grade-level release for progress monitoring, data analysis, and intervention planning in the areas of literacy and mathematics in order to differentiate instruction for students at-promise.	No	Not Implementing	Not enough funds within title but we did provide teacher 2 half days of planning for each teacher during the summer using teacher effectiveness grant.	2 half day release for teachers TK-8th. Teachers focused on the instructional scope and sequence and alignment of the principles of dual immersion (biliteracy, academic achievement and socio-cultural competence.	\$11,012.00	\$636
1.9	Supplemental Instructional Materials Provide supplemental literacy and mathematics materials and take home books/materials for students to support at school/home literacy development for students at-promise.	No	Planned	Looking into supplemental materials through Benchmark Adelante that can be purchased and at-promise students can take home.		\$2,060.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CHKS Results:	Parents: School treats all students with respect 56% School promotes respect of cultural beliefs/practices 51% Staff: Respect for diversity 42% (Strongly Agree)	Parents: School treats all students with respect: 96% (Strongly Agree/Agree) School promotes respect of cultural beliefs/practices: 88% (Strongly Agree/Agree) Staff: Respect for diversity: 36% (Strongly Agree)	Parents: School treats all students with respect: 97% School promotes respect of cultural beliefs/practices: 94% (Strongly Agree/Agree) Staff: Respect for diversity: 34% (Strongly Agree)	Students, parents and staff will take 23-24 California Healthy Kids Survey (CHKS) beginning February 5th, 2024. Survey will be available towards the end of the school year or summer.	Parents: School treats all students with respect 75% School promotes respect of cultural beliefs/practices 70% Staff: Respect for diversity 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Equity Task Force and Ethnic Studies Committee Ensure Nestor staff are represented in the Equity and Access Task Force and engage in examining systems, practices, and policies; create District and site Equity Plan, and serve as a leadership group across stakeholders. In addition, ensure Nestor representation on the District Ethnic Studies Committee.	No	Partially Implemented	Student fishbowls Student Empathy Interviews Parent Fishbowls Student Shadowing Experience	Fishbowls: will be conducted on Feb.20th, 2024. Student empathy interviews were conducted in January 2024, a total of 34 students that were identified as on the cusp of being chronically absent for the school year. Parent fishbowl was conducted in January 2024, 10 parents participated. Multi-lingual students of a variety of ELPAC assessment levels were shadowed to learn about their student experience.		
2.2	Professional Learning - Equity and Access Nestor's Principal's Advisory Committee will engage in a book study of "Cultural Proficiency: A	Yes		Books will be purchased in Marh to carry into the summer as a book study. Books were purchased	Books were purchased in 2021 & 2022.	\$567.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Manual for School Leaders." The Committee will then analyze the Equity Action Plan and make recommendations for implementation at the site. The Committee will seek to analyze the diverse needs of the entire school population.			for site leadership team in previous school years.			
2.3	Professional Learning Communities - PLC Use administration-directed PLC time to review the Equity Action Plan with staff. Also, engage in an analysis of practices through an equity lens to ensure the implementation of an equitable and responsive curriculum.	No		Staff participated in 4 PLC's per month: Teacher PLC, Admin PLC, Staff Meeting and/or District Lead.	23 PLC's have taken place this school year from grade level collaboration, staff meetings, district led professional development, administrator PLC focused on common assessments, data review and state test prep (IAB's).	\$541.00	\$0
2.4	Culturally Relevant Materials and Supplies Increase culturally relevant supplemental instructional materials which best represent the identities of students.	No Yes				\$5,150.00	

Goal 3

Goal Description

Welcoming and Safe Learning Environments

Create learning environments that support the social-emotional needs of students and foster a sense of belonging and connectedness

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Chronic Absentee Indicator	Overall: Blue Chronically Absentee Rate : 1.8% English Learners 1.5% Hispanic 1.8% Socioeconomically Disadvantaged 2.0% Students with Disabilities 0.9% White 2.4%	Due to Covid-19 related safety guidelines, chronic absenteeism increased significantly and is reflected below: Chronically Absentee Rate : 35.1% English Learners 40.8% Hispanic: 35.8% Socioeconomically Disadvantaged: 35.3% Students with Disabilities: 36.4% White: 24.4%	Due to Covid-19 related safety guidelines, chronic absenteeism increased significantly and is reflected below: Chronically Absentee Rate : 25.96% English Learners 30.9% Hispanic: 25.8% Socioeconomically Disadvantaged: 25.7% Students with Disabilities: % White: 28.6%	Chronically Absentee Rate : 18% English Learners 20.5% Hispanic: 18.8% Socioeconomically Disadvantaged: 18.8% Students with Disabilities: Pending% White: 23.9%	Maintain
California School Dashboard Suspension/Expulsion Indicator	Overall: Green Suspension Rate : 0.4% Green Performance Indicator Socioeconomically Disadvantaged 0.4% Blue Performance Indicator English Learners 0.2%	Overall: Suspension Rate : 0.2 % Socioeconomically Disadvantaged: 0% English Learners: 0% Hispanic: 0.2%	Overall: Suspension Rate : 0.86 % Socioeconomically Disadvantaged: 0.5% English Learners: 0.6 % Hispanic: 0.8%	Overall: Suspension Rate : .09% Socioeconomically Disadvantaged: % English Learners: 0% Hispanic: .09%	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Hispanic 0.3% Students with Disabilities 0% White 0%:	Students with Disabilities: .09% White: 0%:	Students with Disabilities: .1% White: 0%:	Students with Disabilities: .09% White: 0%:	
CHKS Results	<p>Students: Caring adults in school 72%</p> <p>High expectations-adults in school 90%</p> <p>Feel safe at school - no data due to distance learning</p> <p>No cyberbullying in the past 30 days 79%</p> <p>Parents: School promotes learning environment 46%</p> <p>School promotes academic success for students 54%</p> <p>School treats all students with respect 56%</p> <p>Students are motivated to complete schoolwork 28%</p> <p>Concern for child's safety at school for in-person learning 64%</p> <p>Staff: School supports caring adult relationships 47%</p> <p>Support for social emotional learning 28%</p>	<p>Students Caring adults in school: 3rd Grade: 62% 4th Grade: 83% 5th Grade: NR 6th Grade: 73% 7th Grade: 49% 8th Grade: 56%</p> <p>High expectations-adults in school: 3rd Grade: 89% 4th Grade: 89% 5th Grade: NR 6th Grade: 78% 7th Grade: 62% 8th Grade: 69%</p> <p>Feel safe at school: 3rd Grade: 78% 4th Grade: 85% 5th Grade: NR 6th Grade: 80% 7th Grade: 57% 8th Grade: 69%</p> <p>No cyberbullying in the past 30 days: 3rd Grade: 88% 4th Grade: 96% 5th Grade: NR 6th Grade: 89%</p> <p>7th Grade: 19% 8th Grade: 20%</p> <p>Parents:</p>	<p>Students Caring adults in school: 3rd Grade: 79% 4th Grade: 77% 5th Grade: 75% 6th Grade: 62% 7th Grade: 62% 8th Grade: 55%</p> <p>High expectations-adults in school: 3rd Grade: 86% 4th Grade: 88% 5th Grade: 88% 6th Grade: 85% 7th Grade: 73% 8th Grade: 68%</p> <p>Feel safe at school: 3rd Grade: 86% 4th Grade: 84% 5th Grade: 84% 6th Grade: 83% 7th Grade: 71% 8th Grade: 65%</p> <p>No cyberbullying in the past 30 days: 3rd Grade: 70% 4th Grade: 80% 5th Grade: 84% 6th Grade: 82%</p> <p>Cyberbullying: 7th Grade: 34% 8th Grade: 28%</p> <p>Parents:</p>	<p>Students, parents and staff will take 23-24 California Healthy Kids Survey (CHKS) beginning February 5th, 2024. Survey will be available towards the end of the school year or summer.</p>	<p>Students: Caring adults in school 82%</p> <p>High expectations-adults in school 90%</p> <p>Feel safe at school - 90%</p> <p>No cyberbullying in the past 30 days 89%</p> <p>Parents: School promotes learning environment 66%</p> <p>School promotes academic success for students 74%</p> <p>School treats all students with respect 76%</p> <p>Students are motivated to complete schoolwork 48%</p> <p>Concern for child's safety at school for in-person learning 75%</p> <p>Staff: School supports caring adult relationships 67%</p> <p>Support for social emotional learning 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Provides adequate counseling and support services 15%</p> <p>Fairness and rule clarity 20%</p> <p>Antibullying climate 32%</p>	<p>Student Learning Environment: 37% (strongly agree)</p> <p>School promotes academic success for students: 93%</p> <p>School treats all students with respect: 96%</p> <p>Students are motivated to complete schoolwork: 83%</p> <p>Concern for child's safety at school for in-person learning: 55% (not concerned)</p> <p>Staff: School supports caring adult relationships: 46% (strongly agree)</p> <p>Support for social emotional learning: 27% (strongly agree)</p> <p>Provides adequate counseling and support services: 6% (strongly agree)</p> <p>Fairness and rule clarity: 30% (strongly agree)</p> <p>Anti Bullying climate: 29% (strongly agree)</p>	<p>Student Learning Environment: 51% (strongly agree)</p> <p>School promotes academic success for students: 93%</p> <p>School treats all students with respect: 97%</p> <p>Students are motivated to complete schoolwork: 96%</p> <p>School is a safe place for my child: 96%</p> <p>Staff: School supports caring adult relationships: 47% (strongly agree)</p> <p>Support for social emotional learning: 30% (strongly agree)</p> <p>Provides adequate counseling and support services: 21% (strongly agree)</p> <p>Fairness and rule clarity: 25% (strongly agree)</p> <p>Anti Bullying climate: 31%(strongly agree)</p>		<p>Provides adequate counseling and support services 35%</p> <p>Fairness and rule clarity 40%</p> <p>Antibullying climate 52%</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Socio-Emotional Learning Curriculum and Professional Learning Implement a school-wide social-emotional curriculum, Sanford Harmony, and provide professional learning.	No	Fully Implemented	We have fully implemented Sanford Harmony in grade levels TK-6th grade, available in English and Spanish. We also purchased Edu Guide for middle school, grades 7th-8th. Only available in English.	TK-6th grade teachers have written in to their daily schedules 15-30 minutes at the beginning of each day to teach Sanford Harmony lessons to achieve our social-emotional goals and establish a positive classroom climate for our students. Middle school teachers, 7th-8th, teach lessons from Edu Guide to meet our social emotional goals and establish a positive classroom environment. Edu Guide is used on Wednesdays during middle school advisory class.		
3.2	School-Wide Positive Behavior Intervention Support Release Provide release time for certificated staff. The release time will be used	No	Fully Implemented	PBIS is a proactive system of support. First step was to create a support team, 1 person	As of January 28th, we have only suspended 1 student this	\$2,781.00	\$11290

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to analyze data and design an implementation plan for the SEL curriculum.			from each grade level and meet once per month to create common school wide expectations, lessons for all grade levels, review tier 1 & 2 behavior data and make decisions based on the data.	school year. We believe it's due to the proactive approaches, positive relationships with students as staff and between students and the system of student support we have on campus certificated/classified staff, psychologist, counselors and administrators. During the 22-23 school year, we were recognized with the PBIS Silver Recognition from the County of San Diego for our tier 1 implementation and systems of support.		
3.3	Family Education and Engagement Promote and provide family education opportunities through school events or online opportunities.	No	Fully Implemented	We will host a family math night during the month of March 2024. The strategies shared will be provided by staff that attended the California Mathematics Council Conference.	We are planning on inviting 3rd and 4th grade students and parents.	\$4,005.00	\$350

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	After School Enrichment - 4th-8th Grade Sports Partner with local sports organizations to provide fall, winter, and spring sports opportunities for middle school students.	Yes	Fully Implemented	Sports during the 23-24 school year (as of January 2024): Baseball Softball Cross Country Boys & Girls Basketball Boys & Girls Soccer	Students participate within the Middle School Sweetwater Athletics League.	\$24,300.00	\$310.61

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Pamela Reichert-Montiel, Assistant Superintendent, Educational Leadership
SUBJECT: Department Update: Technology

BACKGROUND INFORMATION

Our Technology Department serves all departments, sites, staff, and students to support instruction and business functions by providing consultation and technical support, student information services, and fiscal and human resource services, all through a secure network.

CURRENT CONSIDERATIONS

Under the direction of the Director, the department is made up of a Network team, an Information Systems team, a technician team, a Teacher on Special Assignment (TOSA), and an Administrative Assistant. The presentation will include a department overview, current initiatives, challenges, and future projects.

In April 2023, the Technology Department underwent an assessment by Eric Hall & Associates to receive feedback on structure, operations and focus. Educational partners provided input and Eric Hall made several recommendations to ensure security and efficiency within the department. Among others, a few of the recommendations included:

- Reviewing the impact of newer technologies supported by the Department to ensure proper staffing, knowledge, and expectations.
- Establishing guidelines around procurement and service requests.
- Providing Security training for all staff.

IMPACT ON STUDENT ACHIEVEMENT

Through collaboration, the Technology Department provides tools and services to sites and departments to ensure productivity, the safety of students and district data, which allows educators and site leaders to provide data-driven instruction.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The Technology Department is funded by the District's General Fund.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Director Jennifer Oliveira for an update on the Technology Department.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Pamela Reichert-Montiel, Assistant Superintendent, Educational Leadership
SUBJECT: District English Learner Advisory Committee Report

BACKGROUND INFORMATION

The District English Learners Advisory Committees (DELAC) is comprised of representatives from each schools' English Learner Advisory Committee (ELAC), a school-based committee required if there are more than 21 English Learners at a school. The committees' role is to advise the district on programs and services for English Learner students. DELAC has specific requirements that must be completed annually.

CURRENT CONSIDERATIONS

South Bay currently serves 2,500 multilingual learners with different learner typologies, who make up about 50% of our student population. Moreover, we currently are averaging five parents at our DELAC meetings and are seeking to increase participation by 50% or more. Our goal is to have parent/guardian representation from every school site. As we grow our parent participation at DELAC, we will simultaneously strengthen our partnerships through culturally responsive family engagement where we honor and affirm family history, values, language, culture, and input.

IMPACT ON STUDENT ACHIEVEMENT

DELAC's impact on student achievement is connected to developing South Bay's Master Plan, including policies, per the State Board of Education EL Roadmap Policy, guiding the consistent implementation of EL educational programs and services considering the SPSAs. Additionally, the DELAC conducts district-wide needs assessments, establishes goals and objectives for programs and services for Multilingual Learners, and reviews the district's reclassification procedures.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

There are no financial implications related to DELAC. However, Title III funding can provide community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Director Paola Flores for a report on the recent activities of the District English Learner Advisory Committee.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

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No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Pamela Reichert-Montiel, Assistant Superintendent, Educational Leadership
SUBJECT: VIP Village Preschool Update

BACKGROUND INFORMATION

VIP Village is a preschool campus with one Transitional Kindergarten (TK) classroom, located at VIP with students enrolled at Oneonta. The *American Families Plan* proposed universal preschool for all 3- and 4-year-olds. In December 2020, the *CDE Master Plan for Early Learning and Care* was released including four key objectives. VIP actively participates in the Quality Preschool Initiative (QPI) supported by First 5 and the San Diego County Office of Education. Universal Pre-K gives families the option once their child turns 4 years old to attend TK or to stay in preschool.

CURRENT CONSIDERATIONS

There is an interest in expanding our preschool program to provide opportunities for families who do not meet the income requirements to enroll in a for pay preschool option. Currently, families above the income cap are not able to attend VIP and either seek home daycare or private school services. Oneonta currently has vacant classrooms, which is why a TK class from Oneonta is housed on the VIP campus.

IMPACT ON STUDENT ACHIEVEMENT

Research indicates the importance of early childhood education in preparing students for the primary grades and beyond.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Financial implications are to be determined. VIP staff would work with Fiscal Services and the San Diego County Office of Education to determine appropriate fees and develop a self-sustaining budget.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Director Michelle Syverson for an update on VIP Village Preschool.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Department Update: Maintenance, Operations and Facilities

BACKGROUND INFORMATION

The department of Maintenance, Operations, and Facilities consists of numerous employees with various areas of responsibility.

CURRENT CONSIDERATIONS

The presentation will include a department overview, status of current and ongoing projects, and a description of district services.

IMPACT ON STUDENT ACHIEVEMENT

Clean and safe facilities contribute to teaching and support student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Maintaining district facilities and ensuring the safety of students, staff, and visitors has a positive impact on the district's finances.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Director Francisco Franco for an update on the Maintenance, Operation and Facilities Department.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Melissa Griffith, Executive Director, Human Resources
SUBJECT: Resolution 23-022

BACKGROUND INFORMATION

Education Code section 44949 and 44955 require action by the Governing Board in order to reduce or discontinue services and to permit the layoff of certificated employees. Due to declining enrollment and in order for the district to adequately plan and prepare for all possible scenarios for the 2024-2025 school year these actions are being recommended.

CURRENT CONSIDERATIONS

The district's intent is to recommend to the Board of Trustees consideration of and action upon Resolution 23-022 (Exhibit) regarding the release of nine (9) temporary certificated employees, three (3) classroom teachers, and one (1) vacant Teacher on Special Assignment.

IMPACT ON STUDENT ACHIEVEMENT

The action to administer a certificated layoff may carry significant impacts on staff morale.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial savings of the eliminations will be \$1,614,474.46.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend adoption of Resolution 23-022 regarding the elimination/release of thirteen (13) certificated positions and direction to notify affected employees.

SUPERINTENDENT'S RECOMMENDATION

Recommend adoption.

ATTACHMENTS:

Description	Upload Date	Type
Resolution	2/2/2024	Exhibit

**GOVERNING BOARD OF THE
SOUTH BAY UNION SCHOOL DISTRICT
SAN DIEGO COUNTY, CALIFORNIA**

RESOLUTION 23-022

**TO DECREASE THE NUMBER OF CERTIFICATED EMPLOYEES
DUE TO A REDUCTION IN PARTICULAR KINDS OF SERVICES**

WHEREAS, Education Code section 44955 permits the Governing Board to reduce or discontinue particular kinds of services not later than the beginning of the next school year;

WHEREAS, the Governing Board of the South Bay Union School District ("District") has determined that it shall be necessary to reduce or discontinue the following services of the District no later than the beginning of the 2024-2025 school year;

WHEREAS, it shall be necessary to terminate at the end of the 2023-2024 school year the employment of certain certificated employees of the District as a result of the reduction or discontinuance of particular services;

WHEREAS, the Governing Board has considered all positively assured attrition, including all deaths, resignations, retirements, non-reelections, and other permanent vacancies for 2024-2025, and, but for attrition already assured, the Governing Board has found it necessary to reduce additional services; and

WHEREAS, the Governing Board has further determined that, between employees who first rendered paid service to the District on the same date, the order of termination will be based solely on the needs of the District and students thereof.

THEREFORE, BE IT RESOLVED, by the Governing Board of the South Bay Union School District that the following services shall be reduced or discontinued no later than the beginning of the 2024-2025 school year:

PARTICULAR KINDS OF SERVICES	NUMBER OF FTE
Teacher on Special Assignment (currently vacant)	1.00
Learning and Acceleration Tutors	9.00
Virtual Academy Teachers	3.00
<u>TOTAL FTE REDUCTIONS</u>	<u>13.00</u>

BE IT FURTHER RESOLVED, that the District may deviate from terminating certificated employees in order of seniority, based on a specific need for personnel who possess special training and/or experience, or competency, necessary to teach specific courses or courses of study or to provide specific services, which others with more seniority do not possess, as follows:

1. All certificated employees who currently possess a valid single subject physical education credential or were eligible and taught 7th or 8th-grade physical education during the 2023-2024 school year.

BE IT FURTHER RESOLVED, that the Superintendent or his designated representative is directed to send appropriate notices to all employees whose positions may

be lost by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon temporary certificated employees or any other employee in addition to those specifically granted to such employees by statute.

BE IT FURTHER RESOLVED, that the Superintendent or his designated representative is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

PASSED AND ADOPTED by the Governing Board of the South Bay Union School District on February 8, 2024, by the following votes:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Cheryl Quinones, President, Governing Board

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the South Bay Union School District of San Diego County, California, adopted by said Governing Board at its meeting on February 8, 2024.

Jose Espinoza, Secretary, Governing Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Melissa Griffith, Executive Director, Human Resources
SUBJECT: Resolution 23-023

BACKGROUND INFORMATION

As District sites review their 24-25 budgets, some are recommending eliminations or reductions. Central is recommending a reduction of one (1) Instructional Assistant from 3.75 hours to 2 hours. Sunnyslope is recommending the elimination of one (1) open position of Coordinator of Community Volunteers and Resources 3.75 hours 2 days/week and the reduction of two (2) Bilingual Instructional Assistants from 3.75 hours to 2.75 hours. Emory is recommending the elimination of one (1) 3.75-hour Instructional Assistant position and one (1) 3.75-hour Behavior Intervention Assistant position. Oneonta recommending the reduction of the Coordinator of Community Volunteers and Resources position from 3.75 hours 2 days/week to 3.75 hours one day/week. Mendoza is recommending the reduction of two (2) Instructional Assistant positions from 6 hours to 3.75 hours and the elimination of two (2) 6-hour Instructional Assistant positions. Imperial Beach Charter School is recommending the elimination of one (1) 2.25-hour supervision Assistant position and the elimination of one (1) 3.75-hour vacant Custodian position.

CURRENT CONSIDERATIONS

We are recommending consideration and action upon Resolution 23-023 (Exhibit) regarding the elimination and reduction of Classified employees and direction to notify affected employees of recommendation of reduction or elimination.

Following adoption of this Resolution, the affected employees must be given a minimum of 60 days' notice of such action prior to the effective date, as applicable. The effective date for the elimination of positions proposed in Resolution 23-023 is the end of the business day on June 30, 2023. Additionally, the employees are given notice of reemployment rights, and other rights provided by Education Code Sections 45117, 45298, and 45308, and any rights provided by Board Policy and the collective bargaining agreement with CSEA, Chapter 59. Because a layoff is not a disciplinary action, classified employees are not entitled to a hearing prior to the Board taking action to eliminate/reduce positions.

Section 21.7 of the Agreement between CSEA, Chapter 59 and the Board of Trustees, South Bay Union School District, provides that the current Article 21 – LAYOFFS, REEMPLOYMENT, VOLUNTARY REDUCTION IN HOURS IN LIEU MATTERS represents the complete settlement of all issues to layoffs, reemployment, voluntary demotions in lieu of layoff, and the impacts and effects of all those matters.

IMPACT ON STUDENT ACHIEVEMENT

As we strive to right size district and school budgets and resources, it has been recommended these positions be aligned to district guidelines. Although customer service is of high priority, there is no direct correlation to student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial savings of the eliminations/reductions in hours will be a total of \$175,028.57 as follows: Custodians \$32,125.24, Supervision Assistant \$10,140.29, Coordinator of Community Volunteers and Resources \$10,692.71, Instructional Assistants \$95,967.97, Bilingual Instructional Assistants \$9,566.32, and Behavior Intervention Assistant \$16,335.36.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend adoption of Resolution 23-023 regarding the elimination and reduction of Classified positions of Custodian (IBCS), Supervision Assistant (IBCS), Coordinator of Community Volunteers and Resources (ON/SS), Instructional Assistants (EM/ME/CE), Behavior Intervention Assistant (EM); Bilingual Instructional Assistants (SS) and direction to notify affected employees of eliminations/reductions of the classified positions.

SUPERINTENDENT'S RECOMMENDATION

Recommend adoption.

ATTACHMENTS:

Description	Upload Date	Type
Resolution	1/30/2024	Exhibit

**GOVERNING BOARD OF THE
SOUTH BAY UNION SCHOOL DISTRICT
SAN DIEGO COUNTY, CALIFORNIA**

RESOLUTION 23-023

**TO DECREASE THE NUMBER OF CLASSIFIED EMPLOYEES
DUE TO LACK OF WORK AND/OR LACK OF FUNDS**

WHEREAS, due to lack of work and/or lack of funds in the South Bay Union School District, the Governing Board, under the authority of Education Code section 45114, 45115, 45117, 45298, and 45308, hereby finds it necessary and in the best interest of the District to eliminate the full-time equivalent (FTE) of the classified service as specified below:

POSITION/CLASSIFICATION	NUMBER OF POSITIONS/FTE
Instructional Assistant (Central)	1 position, .4688 reduce to, .2500
Behavior Intervention Assistant (Emory)	1 position, .4688
Instructional Assistant (Emory)	1 position, .4688
Custodian (IBCS, currently vacant)	1 position, .4688
Supervision Assistant (IBCS)	1 position, .2813
Instructional Assistant (Mendoza)	2 positions, .7501 each
Instructional Assistant (Mendoza)	2 positions, .7501 each, reduced to .4688 each
Community Coordinator of Volunteers & Resources (Oneonta)	1 position, .4688 reduced to 0.0938
Community Coordinator of Volunteers & Resources (Sunnyslope, currently vacant)	1 position, .4688
Bilingual Instructional Assistant (Sunnyslope)	2 positions, .4688 reduce to, .3438 each
<u>TOTAL FTE</u>	<u>5.0631 FTE</u>

NOW, THEREFORE, BE IT RESOLVED, that for the ensuing year (effective July 1, 2024), the classified positions set forth above shall be discontinued to the extent set forth above.

BE IT FURTHER RESOLVED, that no later than March 15, 2024, the Governing Board and all affected permanent classified employees shall be given written notice by the Superintendent or his designated representative that it has been recommended that the notice be given to the employee, stating the reasons that the employee's services will not be required for the ensuing year, and informing the employee of the employee's displacement rights, if any, and reemployment rights.

BE IT FURTHER RESOLVED, that nothing herein shall be deemed to confer any status or rights upon probationary classified employees, short-term employees, as defined in section 45103, or other employees in addition to those specifically granted to such employees by statute.

BE IT FURTHER RESOLVED, that the Superintendent or his designated representative is authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

PASSED AND ADOPTED by the Governing Board of the South Bay Union School District on February 8, 2024, by the following votes:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Cheryl Quinones, Board President

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the South Bay Union School District of San Diego County, California, adopted by said Governing Board at its meeting on February 8, 2024.

Jose Espinoza, Secretary to the Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Melissa Griffith, Executive Director, Human Resources
SUBJECT: District Fingerprinting Services

BACKGROUND INFORMATION

The Human Resources Department has been authorized by the Department of Justice to provide fingerprinting services. Fingerprinting services are conducted to process parent volunteers and to screen new employees during the onboarding process. We will charge a minimal fee of \$47 per transaction which will cover the processing fees associated with the Department of Justice.

CURRENT CONSIDERATIONS

The presentation will include an overview of the fingerprinting process.

IMPACT ON STUDENT ACHIEVEMENT

The fingerprinting services will streamline onboarding practices and support parent connection to school activities which contribute to overall student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The financial implications are unknown at this time as they are based on need.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Executive Director Melissa Griffith for a presentation on district fingerprinting services.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Board of Trustees
FROM: Jose Espinoza, District Superintendent
SUBJECT: Minutes

ATTACHMENTS:

Description	Upload Date	Type
Minutes	1/30/2024	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

MINUTES of the REGULAR
BOARD MEETING of JANUARY 18, 2024

1. PRELIMINARY – REGULAR BOARD MEETING

- CALL TO ORDER: By President Cheryl Quinones at 6:00 PM in Burress Auditorium.
- ROLL CALL: Present: Trustees Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones. Others present.
- PLEDGE OF ALLEGIANCE: President Quinones led the Pledge of Allegiance.

2. CHANGES TO THE AGENDA

Superintendent Jose Espinoza requested that Item C – *Consultation Committee* be moved to immediately follow Item A – *Annual Audit Report*.

3. APPROVAL OF MEETING AGENDA

Motion by Trustee Ellsworth to approve the January 18, 2024, Board Meeting agenda as amended. **Second by** Trustee Medina. **Vote on Motion:** Ayes-Trustees Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

4. COMMUNICATIONS TO THE BOARD OF TRUSTEES

- PTA Council President Susan Connors thanked the Board for their support of the District's PTAs. She discussed recent and upcoming events.
- Superintendent Jose Espinoza wished everyone a happy New Year. He described the Board's visit to Nestor Language Academy.

5. PUBLIC COMMENTS ON NON-AGENDA ITEMS

- Mary Doyle requested that the Board act – in the form of a letter, resolution, or proclamation – regarding the pollution issue facing the south county. The matter was referred to the Superintendent.

6. DISCUSSION/ACTION ITEMS

- Annual Audit Report
Director Joel Ryan introduced John Pita from Christy White & Associates. Mr. Pita presented information on compliance opinions and a summary of the audit report. Mr. Ryan requested acceptance of the Annual Audit Report for 2022-23.

Motion by Trustee Lopez Eguino to accept the Annual Audit Report for 2022-23. **Second by** Trustee Medina. **Vote on Motion:** Ayes-Trustees Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

- Consultation Committee
Assistant Superintendent Pamela Reichert-Montiel and Teacher Noemi Salcedo presented information on the Consultation Committee including members, sample meeting materials, and current projects.
- 2021-2024 LCAP Update
Assistant Superintendent Pamela Reichert-Montiel and Directors Susy Chavez and Paola Flores presented Dashboard indicators for South Bay, Imperial Beach Charter, and Nestor Language Academy.
- Extended School Year Waiver
Director Tom Bevilacqua requested a Public Hearing and approval to shorten the number of Extended School Year days from 20 to 14.

Public hearing called to order at 7:45 PM. There being no public comments, the public hearing adjourned at 7:46 PM.

Motion by Trustee Leiker to shorten the number of Extended School Year days from 20 to 14. **Second by** Trustee Medina. **Vote on Motion:** Ayes-Trustees Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion carried.**

7. CONSENT CALENDAR

Motion by Trustee Ellsworth to approve/ratify/accept/adopt all items on the Consent Calendar as amended and listed below. **Second by** Trustee Medina. **Vote on Motion:** Ayes-Trustees Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

- Minutes of the Regular Meetings on November 9 and December 14, 2023.
- Williams Uniform Complaint Procedures Report for Quarter 2.
- Confidential Settlement Agreement - SSID# 3114087355 Perm ID: 1109727
- School Accountability Report Cards (SARCs).
- Warrant and Check Registers
- Purchase Order Report 7.
- Agreement with the County of San Diego regarding transportation services for foster youth.
- Rejection of Claim 631838.
- Agreement with Azusa Pacific University for Internship/Student Teaching Placement.
- A minimum wage increase for Classified Substitute Employees.
- Agreement with Western Governors University for Internship/Student Teaching Placement.
- District Calendars for 2024-2025, 2025-2026, and 2026-2027.
- Classified Activity List.

8. FUTURE AGENDA ITEMS

At this time, each Trustee may suggest one topic for a future Board Meeting. The following requests were made:

- Trustee Leiker requested an update on the support being provided to the Security Residents.
- Trustee Leiker requested information on extended employee leaves and long-term substitutes.

Superintendent Jose Espinoza requested direction on the following future agenda items from the December 14, 2023, Board Meeting:

- An investigation into the process to revise the Board Bylaw so that Officer positions rotate. There was consensus to discuss this item at the next Board Working Together meeting.

9. COMMUNICATION FROM THE BOARD OF TRUSTEES

- Trustee Ellsworth congratulated Child Nutrition on the success of their new menus. She recognized the Calendar Committee for their work on the 3-year calendars.
- Trustee Medina thanked Principal Gonzalez for welcoming the Board to the Nestor Language Academy.
- Trustee Leiker thanked the presenters and the attendees.
- Trustee Lopez Eguino thanked Trustee Quinones and the presenters for a successful meeting.
- Trustee Quinones recognized Board Appreciation Month. She thanked Child Nutrition for their partnership with the veteran's association. As a reminder to the Board of the requirement to report on conference attendance, she described her participation in the CSBA Board President's training.

10. ADJOURNMENT

The Regular Board Meeting adjourned at 8:02 PM.

SUBMITTED BY:

APPROVED BY:

Jose Espinoza, Superintendent/Date

Kelly Leiker, Clerk/Date

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Warrant and Check Registers

BACKGROUND INFORMATION

The Board 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 Revenue Funds through January 31, 2023, and Revolving Cash Fund through January 31, 2023.

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. 14038092,14101338-14101340, 14101342-14101350,14102653-14102659, 14102662-14102668,14102671-14102672, 14103831-14103847,14103849-14103858, 14103860,14103862-14103866, 14103868-14103871,14103873-14103875, 14103877-14103878,14103880-14103881, 14103883-14103884,14105100-14105102, 14105105-14105111,14105113-14105116, 14105118-14105128,14105130-14105132, 14106324,14106326-14106329, 14106331-14106334,14106336-14106341, 14106343-14106350,14106352-14106359, 14106362-14106363,14107594-14107604, 14107606-14107608,14107610-14107614, 14107616,14107619,14108938-14108939, 14108941-14108943,14108945-14108947, 14108949-14108954,14108956-14108965, 14108970-14108980,14108982,14108984, 14110423-14110425,14110427-14110442, 14110444	\$2,146,436.85
Charter Nestor Language Academy	Commercial Warrant Nos. 14102655,14102660,14103845,14105103, 14105112,141005129,14105133,14106360, 14108942,14108965,14110435	\$44,571.46
Charter Imperial Beach	Commercial Warrant Nos.	\$15,500.25

Charter Imperial Beach	Commercial warrant Nos. 14101345,14105117,14106330,14106351, 14108955,14108965	\$ 15,509.25
Child Development Fund	Commercial Warrant Nos. 14101345,14102655,14103872,14106342, 14108942	\$11,817.50
Cafeteria Fund	Commercial Warrant Nos. 14101345,14102661,14102670,14103832, 14103859,14106324,14106361,14107603, 14107609,14107615,14107617,14107620, 14108944,14108948,14108954,14108965, 14108981,14108983,14110435,14110443, 1411045	\$110,511.26
Building Fund	Commercial Warrant Nos. 14101341,14103861,14105104,14108957	\$126,828.54
Capital Facilities Fund	Commercial Warrant No. 14101337	\$5,154.63
Special Revenue Fund	Commercial Warrant No. 14103876	\$353,059.94

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the school district warrant and checks as listed.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit 1	1/31/2024	Exhibit
Exhibit 2	1/31/2024	Exhibit

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/2/2024	PURCHASING CARD	14101345	225.69	0100
1/2/2024	PURCHASING CARD	14101345	582.16	0100
1/2/2024	PURCHASING CARD	14101345	81.01	0100
1/2/2024	PURCHASING CARD	14101345	117.33	0100
1/2/2024	PURCHASING CARD	14101345	34.74	0100
1/2/2024	PURCHASING CARD	14101345	33.55	0100
1/2/2024	PURCHASING CARD	14101345	84.36	0100
1/2/2024	PURCHASING CARD	14101345	634.85	0100
1/2/2024	PURCHASING CARD	14101345	280.49	0100
1/2/2024	PURCHASING CARD	14101345	122.03	0100
1/2/2024	PURCHASING CARD	14101345	1,149.85	0100
1/2/2024	PURCHASING CARD	14101345	1,800.00	0100
1/2/2024	PURCHASING CARD	14101345	28.10	0100
1/2/2024	PURCHASING CARD	14101345	299.50	0100
1/2/2024	PURCHASING CARD	14101345	2,500.00	0100
1/2/2024	PURCHASING CARD	14101345	755.00	0100
1/2/2024	PURCHASING CARD	14101345	1,000.00	0100
1/2/2024	PURCHASING CARD	14101345	549.00	0100
1/2/2024	KEENAN & ASSOC - PIPS	14101343	30,000.00	0100
1/3/2024	WAXIE	14101350	4.72	0100
1/3/2024	WAXIE	14101350	8.77	0100
1/3/2024	RIGO LARA	14101346	140.17	0100
1/3/2024	SOCO GROUP	14101342	732.55	0100
1/3/2024	SOCO GROUP	14101342	2,197.65	0100
1/3/2024	WORKED INC	14101340	90,024.00	0100
1/3/2024	STERICYCLE INC	14101349	389.52	0100
1/3/2024	LAB RATS SAN DIEGO	14101339	34,211.18	0100
1/3/2024	OTAY COMMUNICATIONS LLC	14101348	956.00	0100
1/3/2024	COX COMMUNICATIONS, INC.	14038092	-19,906.70	0100
1/3/2024	CITY HEIGHTS MUSIC SCHOOL	14101338	4,250.00	0100
1/3/2024	VALLEY INDUSTRIAL SPECIALTIES	14101347	2,127.35	0100
1/3/2024	WESTERN ENVIRON/SAFETY TECHNOLOGIES	14101344	8,879.00	0100
1/3/2024	WESTERN ENVIRON/SAFETY TECHNOLOGIES	14101344	3,975.00	0100
1/4/2024	HOME DEPOT	14102657	302.50	0100
1/4/2024	NUTRIEN AG SOLUTIONS, INC	14102664	413.25	0100
1/4/2024	FERN STREET COMMUNITY ARTS, INC	14102653	6,341.76	0100
1/4/2024	HD SUPPLY FACILITIES MAINTENANCE, LTD.	14102667	3,423.96	0100
1/5/2024	PBLWORKS	14102665	5,000.00	0100
1/5/2024	SPARKLETTTS	14102658	253.04	0100
1/5/2024	XEROX CORP	14102655	9.11	0100
1/5/2024	XEROX CORP	14102655	23.72	0100
1/5/2024	XEROX CORP	14102655	95.89	0100
1/5/2024	XEROX CORP	14102655	760.13	0100
1/5/2024	SCHOOL HEALTH CORP	14102671	17,166.02	0100
1/5/2024	RICK'S MOBILE GLASS	14102663	250.08	0100
1/5/2024	RICK'S MOBILE GLASS	14102663	134.66	0100
1/5/2024	SOUTHWEST SCHOOL SUPPLY	14102659	66.79	0100
1/5/2024	SOUTHWEST SCHOOL SUPPLY	14102659	82.97	0100
1/5/2024	SAN DIEGO GAS & ELECTRIC	14102668	5,231.91	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/5/2024	SAN DIEGO GAS & ELECTRIC	14102668	27,254.96	0100
1/5/2024	WILLYS ELECTRONIC SUPPLY	14102654	31.47	0100
1/5/2024	ULTIMATE OFFICE SOLUTIONS INC	14102662	84.17	0100
1/5/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14102672	2,600.00	0100
1/5/2024	SCHOOL INNOVATIONS & ACHIEVEMENT	14102656	8,000.00	0100
1/5/2024	SAN DIEGO APPLIED BEHAVIOR ANALYSIS, LLC	14102666	8,730.00	0100
1/8/2024	THE KOONINGS CENTER	14103875	15,063.88	0100
1/8/2024	AYA HEALTHCARE, INC.	14103838	21,750.00	0100
1/8/2024	GEARY PACIFIC SUPPLY	14103852	224.82	0100
1/8/2024	KEENAN & ASSOC - PIPS	14103856	227,414.25	0100
1/8/2024	THE GLASS COMPANY INC	14103845	1,575.00	0100
1/8/2024	THE GLASS COMPANY INC	14103845	1,450.00	0100
1/8/2024	HEALTH ADVOCATES NETWORK	14103841	27,697.50	0100
1/9/2024	T-MOBILE	14103865	16,639.95	0100
1/9/2024	SOCO GROUP	14103844	615.58	0100
1/9/2024	SOCO GROUP	14103844	1,846.75	0100
1/9/2024	LEIF WEIGEL, PLLC	14103835	9,075.00	0100
1/9/2024	STEPS TO LITERACY	14103846	1,910.42	0100
1/9/2024	COAST 2 COAST COACHING	14103863	297,869.65	0100
1/9/2024	OTAY COMMUNICATIONS LLC	14103871	180.00	0100
1/9/2024	SCHOOL SERV OF CALIFORNIA	14103880	315.00	0100
1/9/2024	HAWTHORNE EDUCATIONAL SERVIC	14103851	426.30	0100
1/9/2024	RGC GENERAL ENGINEERING, INC	14103874	5,870.00	0100
1/9/2024	EFFECTIVE SCHOOL SOLUTIONS, LLC	14103873	7,500.00	0100
1/9/2024	EPIC SPECIAL EDUCATION STAFFING	14103840	27,225.00	0100
1/9/2024	SAN DIEGO COUNTY VECTOR CONTROL	14103849	349.40	0100
1/9/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14103884	1,668.00	0100
1/9/2024	TOTAL COMPENSATION SYSTEMS, INC.	14103877	2,970.00	0100
1/9/2024	MAXIM HEALTHCARE SERVICES HOLDINGS	14103868	5,988.50	0100
1/10/2024	HOME DEPOT	14103855	79.71	0100
1/10/2024	HOME DEPOT	14103855	419.40	0100
1/10/2024	DUNN-EDWARDS	14103870	338.34	0100
1/10/2024	AT&T DATACOMM	14103857	12,727.94	0100
1/10/2024	AT&T DATACOMM	14103858	14,598.90	0100
1/10/2024	COPY LINK LLC	14103832	26.00	0100
1/10/2024	COPY LINK LLC	14103832	206.20	0100
1/10/2024	COPY LINK LLC	14103832	483.16	0100
1/10/2024	COPY LINK LLC	14103832	147.27	0100
1/10/2024	COPY LINK LLC	14103832	26.00	0100
1/10/2024	COPY LINK LLC	14103832	189.62	0100
1/10/2024	COPY LINK LLC	14103832	26.00	0100
1/10/2024	COPY LINK LLC	14105100	855.24	0100
1/10/2024	COPY LINK LLC	14105100	74.00	0100
1/10/2024	COPY LINK LLC	14105100	44.72	0100
1/10/2024	MONOPRICE INC	14103860	757.20	0100
1/10/2024	TIMAREE HUSON	14103836	29.41	0100
1/10/2024	CDW GOVERNMENT	14105111	269.91	0100
1/10/2024	CDW GOVERNMENT	14105111	3,670.00	0100
1/10/2024	CDW GOVERNMENT	14105111	935.00	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/10/2024	CITY TREASURER	14103862	2,352.19	0100
1/10/2024	ASELTINE SCHOOL	14103866	3,642.38	0100
1/10/2024	CAL-AM WATER CO	14103847	23,454.55	0100
1/10/2024	APT 4 MUSIC, LLC	14103833	33,900.00	0100
1/10/2024	ATX LEARNING LLC	14103837	6,750.00	0100
1/10/2024	BRIDGETTE BODINE	14105126	1,500.00	0100
1/10/2024	VERIZON WIRELESS	14103853	3,137.34	0100
1/10/2024	WESTERN PUMP INC	14103850	95.00	0100
1/10/2024	WESTERN PUMP INC	14103850	285.00	0100
1/10/2024	CHRISTINA GOYCOCHEA	14103839	7.86	0100
1/10/2024	OFFICECHAIRSUSA.COM	14103831	3,191.82	0100
1/10/2024	STANDARD ELECTRONICS	14103883	260.00	0100
1/10/2024	CALIF ELECTRIC SUPPLY	14103864	274.59	0100
1/10/2024	CAL PACIFIC TRUCK CENTER	14103869	228.05	0100
1/10/2024	CAL PACIFIC TRUCK CENTER	14103869	684.15	0100
1/10/2024	SAN DIEGO GAS & ELECTRIC	14103878	1,785.18	0100
1/10/2024	SAN DIEGO GAS & ELECTRIC	14103878	55,696.81	0100
1/10/2024	UNITED BEHAVIORAL HEALTH	14103854	1,047.80	0100
1/10/2024	ALSCO - AMERICAN LINEN DIV	14103881	14.14	0100
1/10/2024	ALSCO - AMERICAN LINEN DIV	14103881	42.41	0100
1/10/2024	ALSCO - AMERICAN LINEN DIV	14103881	1,603.06	0100
1/10/2024	MASONS SAW & LAWNMOWER SRVC	14103843	170.02	0100
1/10/2024	INSTITUTE FOR EFFECTIVE EDUC	14105125	7,475.80	0100
1/10/2024	BOYS & GIRLS CLUB OF IMP BEACH	14103842	65,059.00	0100
1/10/2024	MAXIM HEALTHCARE SERVICES HOLDINGS	14103868	1,450.00	0100
1/10/2024	SPECIALIZED THERAPY SERVICES, INC.	14103834	5,683.25	0100
1/11/2024	BUSWEST, LLC	14105123	69.45	0100
1/11/2024	BUSWEST, LLC	14105123	208.35	0100
1/11/2024	CITY TREASURER	14105121	109.03	0100
1/11/2024	RUSSELL SIGLER INC	14105116	1,418.88	0100
1/11/2024	SOLIAANT HEALTH, LLC	14105101	4,600.00	0100
1/11/2024	ALSCO - AMERICAN LINEN DIV	14105131	14.14	0100
1/11/2024	ALSCO - AMERICAN LINEN DIV	14105131	42.41	0100
1/11/2024	ALSCO - AMERICAN LINEN DIV	14105131	59.24	0100
1/11/2024	BENCHMARK EDUCATION COMPANY	14105109	3,552.23	0100
1/12/2024	AMY PARTON	14105102	891.42	0100
1/12/2024	HOME DEPOT	14105113	731.29	0100
1/12/2024	KIM PHIFER	14105105	912.00	0100
1/12/2024	ULINE, INC	14106347	1,718.65	0100
1/12/2024	ULINE, INC	14106347	5,341.35	0100
1/12/2024	LEDA DAVENPORT	14105132	240.88	0100
1/12/2024	DECKER EQUIPMENT	14105110	125.94	0100
1/12/2024	ENA SERVICES, LLC	14105128	7,027.53	0100
1/12/2024	SOUTH BAY FENCE INC	14105108	450.00	0100
1/12/2024	SOUTH BAY FENCE INC	14106333	450.00	0100
1/12/2024	HEINEMANN PUBLISHING	14105114	4,200.00	0100
1/12/2024	HEINEMANN PUBLISHING	14105114	396.47	0100
1/12/2024	KAPCO BOOK PROTECTION	14110432	218.74	0100
1/12/2024	THE GLASS COMPANY INC	14105106	1,135.00	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/12/2024	FRANK & SON PAVING INC	14105122	1,500.00	0100
1/12/2024	ONESOURCE DISTRIBUTORS	14105130	703.93	0100
1/12/2024	COX COMMUNICATIONS, INC.	14105124	19,906.70	0100
1/12/2024	ALSCO - AMERICAN LINEN DIV	14105131	14.14	0100
1/12/2024	ALSCO - AMERICAN LINEN DIV	14105131	42.41	0100
1/12/2024	SOUTH BAY AUTO SUPPLY INC.	14105127	298.32	0100
1/12/2024	SOUTH BAY AUTO SUPPLY INC.	14105127	160.64	0100
1/12/2024	SOUTH BAY AUTO SUPPLY INC.	14105127	26.81	0100
1/12/2024	SOUTH BAY AUTO SUPPLY INC.	14106355	155.49	0100
1/12/2024	SOUTH BAY AUTO SUPPLY INC.	14106355	83.72	0100
1/12/2024	DAVIS DEMOGRAPHICS & PLANNING	14105107	4,875.00	0100
1/12/2024	FOLLETT CONTENT SOLUTIONS, LLC	14105118	116.31	0100
1/12/2024	ALLIANCE FOR AFRICAN ASSISTANCE	14105120	835.65	0100
1/12/2024	HARTFORD GROUP BENEFITS DIVISION	14105119	2,496.23	0100
1/12/2024	ADVENTURE EDUCATION SOLUTIONS INC.	14106326	194,034.50	0100
1/12/2024	KEENAN & ASSOCIATES ADMINISTRATORS	14105115	2,669.10	0100
1/16/2024	LAB-AIDS	14106340	2,500.00	0100
1/16/2024	PROBUILD	14106343	233.19	0100
1/16/2024	HOME DEPOT	14106337	106.41	0100
1/16/2024	SOCO GROUP	14106331	462.49	0100
1/16/2024	SOCO GROUP	14106331	1,387.45	0100
1/16/2024	TOOLS4EVER	14106358	23,320.19	0100
1/16/2024	BUSWEST, LLC	14106350	31.58	0100
1/16/2024	BUSWEST, LLC	14106350	94.74	0100
1/16/2024	CAL-AM WATER CO	14106334	26,006.46	0100
1/16/2024	ATX LEARNING LLC	14106327	6,750.00	0100
1/16/2024	STEPHANIE ALLSOPP	14106341	385.43	0100
1/16/2024	CALIF STAMP COMPANY	14106332	82.10	0100
1/16/2024	AYA HEALTHCARE, INC.	14106328	21,750.00	0100
1/16/2024	FEDERAL EXPRESS CORP	14106344	301.04	0100
1/16/2024	CALIF ELECTRIC SUPPLY	14106352	274.59	0100
1/16/2024	CAL PACIFIC TRUCK CENTER	14106357	18.97	0100
1/16/2024	CAL PACIFIC TRUCK CENTER	14106357	56.90	0100
1/16/2024	COLBI TECHNOLOGIES, INC.	14108973	5,000.00	0100
1/16/2024	DEEP SPACE SPARKLE, INC.	14106354	3,941.60	0100
1/16/2024	AFFORDABLE GREASE PUMPING.	14106345	675.00	0100
1/16/2024	ALSCO - AMERICAN LINEN DIV	14106362	391.74	0100
1/16/2024	VALLEY INDUSTRIAL SPECIALTIES	14106349	363.22	0100
1/16/2024	REPUBLIC SERVICES OF SAN DIEGO	14106346	90.49	0100
1/16/2024	MODEL 1 COMMERCIAL VEHICLES, INC	14106336	342.18	0100
1/16/2024	MODEL 1 COMMERCIAL VEHICLES, INC	14106336	184.24	0100
1/16/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14106363	5,400.00	0100
1/16/2024	MAXIM HEALTHCARE SERVICES HOLDINGS	14106356	2,555.00	0100
1/16/2024	BRADY INDUSTRIES OF CALIFORNIA, LLC	14106359	269.96	0100
1/17/2024	HOME DEPOT	14107602	45.15	0100
1/17/2024	XEROX CORP	14106329	7.02	0100
1/17/2024	XEROX CORP	14106329	14.69	0100
1/17/2024	XEROX CORP	14106329	129.03	0100
1/17/2024	XEROX CORP	14106329	177.58	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/17/2024	XEROX CORP	14106329	14.24	0100
1/17/2024	XEROX CORP	14106329	874.06	0100
1/17/2024	XEROX CORP	14106329	52.45	0100
1/17/2024	ASHLEY LEYVA	14107595	26.65	0100
1/17/2024	AT&T DATACOMM	14106338	13,014.71	0100
1/17/2024	COPY LINK LLC	14106324	26.00	0100
1/17/2024	COPY LINK LLC	14106324	206.20	0100
1/17/2024	COPY LINK LLC	14106324	147.27	0100
1/17/2024	COPY LINK LLC	14106324	215.62	0100
1/17/2024	COPY LINK LLC	14106324	26.00	0100
1/17/2024	MONOPRICE INC	14107604	302.98	0100
1/17/2024	CITY TREASURER	14106348	1,228.94	0100
1/17/2024	YOLANDA FARROW	14107611	13.68	0100
1/17/2024	CAL-AM WATER CO	14106334	555.54	0100
1/17/2024	JOSE LOPEZ EGUINO	14107596	58.95	0100
1/17/2024	REVOLVING CASH FUND	14107603	413.24	0100
1/17/2024	REVOLVING CASH FUND	14107603	124.59	0100
1/17/2024	REVOLVING CASH FUND	14107603	692.67	0100
1/17/2024	SOUTH BAY FENCE INC	14106333	1,490.00	0100
1/17/2024	VIDEO COMMUNICATIONS	14106339	968.00	0100
1/17/2024	SITEONE LANDSCAPE SUPPLY	14107601	17,439.34	0100
1/17/2024	AMAZON CAPITAL SERVICES, INC.	14106353	4,655.79	0100
1/18/2024	HOME DEPOT	14107602	104.45	0100
1/18/2024	MONOPRICE INC	14107604	332.74	0100
1/18/2024	CITY TREASURER	14107610	1,323.83	0100
1/18/2024	CAL-AM WATER CO	14107600	22,130.72	0100
1/18/2024	OTAY COMMUNICATIONS LLC	14107614	199.13	0100
1/18/2024	OTAY COMMUNICATIONS LLC	14107614	597.40	0100
1/18/2024	OTAY COMMUNICATIONS LLC	14107614	150.00	0100
1/18/2024	PAMELA REICHERT-MONTIEL	14107598	25.12	0100
1/18/2024	SOUTH BAY AUTO SUPPLY INC.	14107612	20.10	0100
1/18/2024	SOUTH BAY AUTO SUPPLY INC.	14107612	10.82	0100
1/18/2024	NTH GENERATION COMPUTING, INC.	14107613	10,670.00	0100
1/18/2024	NTH GENERATION COMPUTING, INC.	14107613	47,440.00	0100
1/18/2024	REPUBLIC SERVICES OF SAN DIEGO	14107608	226.85	0100
1/19/2024	CITY TREASURER	14107610	727.59	0100
1/19/2024	CAL-AM WATER CO	14107600	975.71	0100
1/19/2024	ROMAINE ELECTRIC	14107607	100.80	0100
1/19/2024	ROMAINE ELECTRIC	14107607	302.39	0100
1/19/2024	RUSSELL SIGLER INC	14107606	362.80	0100
1/19/2024	ALEGRA LEARNING, INC.	14107597	4,000.00	0100
1/19/2024	AMIRAULT ELECTRIC CORP	14107594	9,300.00	0100
1/19/2024	UNITED REFRIGERATION INC	14108977	354.95	0100
1/19/2024	ALSCO - AMERICAN LINEN DIV	14107619	14.25	0100
1/19/2024	ALSCO - AMERICAN LINEN DIV	14107619	42.74	0100
1/19/2024	ALSCO - AMERICAN LINEN DIV	14107619	165.85	0100
1/19/2024	BOYS & GIRLS CLUB OF IMP BEACH	14107599	44,450.51	0100
1/19/2024	BOYS & GIRLS CLUB OF IMP BEACH	14107599	853.00	0100
1/19/2024	ATKINSON-ANDELSON-LOYA-RUUD-ROMO	14107616	219.00	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/22/2024	XEROX CORP	14108942	9.11	0100
1/22/2024	XEROX CORP	14108942	23.72	0100
1/22/2024	XEROX CORP	14108942	95.89	0100
1/22/2024	XEROX CORP	14108942	331.98	0100
1/22/2024	XEROX CORP	14108942	1,683.24	0100
1/22/2024	SCHOOL SPECIALTY	14108952	85.34	0100
1/22/2024	COX COMMUNICATIONS, INC.	14108964	19,337.05	0100
1/22/2024	ERIC HALL AND ASSOCIATES	14108953	1,515.00	0100
1/22/2024	ALSCO - AMERICAN LINEN DIV	14108982	60.82	0100
1/22/2024	LAKESHORE LEARNING MATERIALS	14108979	741.31	0100
1/22/2024	LAKESHORE LEARNING MATERIALS	14108979	623.87	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	63.90	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	59.76	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	0.00	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	482.85	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	316.04	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	177.07	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	3,707.55	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	1,165.58	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	-262.05	0100
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	-112.32	0100
1/22/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14108984	2,500.00	0100
1/23/2024	GRAINGER	14108976	1,212.74	0100
1/23/2024	HOME DEPOT	14108954	83.32	0100
1/23/2024	HOME DEPOT	14108954	724.92	0100
1/23/2024	SOCO GROUP	14108947	700.15	0100
1/23/2024	SOCO GROUP	14108947	2,100.45	0100
1/23/2024	1000BULBS.COM	14108971	588.54	0100
1/23/2024	MONOPRICE INC	14108956	51.22	0100
1/23/2024	THE ED LADDER	14108970	645.00	0100
1/23/2024	THE ED LADDER	14108970	690.00	0100
1/23/2024	CAL-AM WATER CO	14108951	18,913.23	0100
1/23/2024	APT 4 MUSIC, LLC	14108938	48,900.00	0100
1/23/2024	DECKER EQUIPMENT	14108950	269.76	0100
1/23/2024	RUSSELL SIGLER INC	14108957	1,123.65	0100
1/23/2024	AZTEC FIRE & SAFETY, INC.	14108939	405.00	0100
1/23/2024	AFFORDABLE GREASE PUMPING.	14108960	495.00	0100
1/23/2024	SOUTH BAY AUTO SUPPLY INC.	14108974	158.98	0100
1/23/2024	SOUTH BAY AUTO SUPPLY INC.	14108974	85.61	0100
1/23/2024	SOUTH BAY AUTO SUPPLY INC.	14108974	263.08	0100
1/23/2024	CABE SAN DIEGO SOUTH COUNTY	14108949	2,520.00	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	42.66	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	145.32	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	330.15	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	1,094.57	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	509.62	0100
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	41.46	0100
1/23/2024	WESTAIR GASES & EQUIPMENT, INC.	14108972	496.74	0100
1/23/2024	ATKINSON-ANDELSON-LOYA-RUUD-ROMO	14108978	8,110.00	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/23/2024	ATKINSON-ANDELSON-LOYA-RUUD-ROMO	14108978	3,561.25	0100
1/23/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14108984	650.00	0100
1/24/2024	WAXIE	14108980	51.97	0100
1/24/2024	WAXIE	14108980	610.94	0100
1/24/2024	WAXIE	14108980	96.46	0100
1/24/2024	WAXIE	14108980	51.93	0100
1/24/2024	XEROX CORP	14108943	26.20	0100
1/24/2024	ANIXTER INC.	14108959	68.96	0100
1/24/2024	OFFICE DEPOT	14108945	155.10	0100
1/24/2024	RUSSELL SIGLER INC	14108957	62.09	0100
1/24/2024	DANNIS WOLIVER KELLEY	14108946	9,396.00	0100
1/24/2024	DANNIS WOLIVER KELLEY	14108946	108.00	0100
1/24/2024	DANNIS WOLIVER KELLEY	14108946	6,094.10	0100
1/24/2024	COAST 2 COAST COACHING	14110433	213,373.80	0100
1/24/2024	SOUTHWEST SCHOOL SUPPLY	14108958	20.47	0100
1/24/2024	ALSCO - AMERICAN LINEN DIV	14108982	170.34	0100
1/24/2024	ALSCO - AMERICAN LINEN DIV	14110444	179.78	0100
1/24/2024	SOUTH BAY AUTO SUPPLY INC.	14108974	-12.71	0100
1/24/2024	SOUTHERN CALIF SCHOOLS VEBA	14108962	6,212.00	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	58.68	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	280.19	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	24.77	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	534.53	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	32.56	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	89.75	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	43.86	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	201.81	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	323.22	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	256.08	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	1,859.15	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	107.74	0100
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	1,381.62	0100
1/24/2024	MALLORY SAFETY AND SUPPLY LLC	14108963	240.73	0100
1/24/2024	ALLIANCE FOR AFRICAN ASSISTANCE	14108961	324.74	0100
1/24/2024	OFFICE & ERGONOMIC SOLUTIONS, INC	14108975	1,421.27	0100
1/24/2024	OLIVEWOOD GARDENS AND LEARNING CENTER	14108941	600.00	0100
1/25/2024	HOME DEPOT	14110430	725.79	0100
1/25/2024	CAL-AM WATER CO	14103847	-23,454.55	0100
1/25/2024	SOLIAANT HEALTH, LLC	14110423	3,680.00	0100
1/25/2024	AYA HEALTHCARE, INC.	14103838	-21,750.00	0100
1/25/2024	CALIF ELECTRIC SUPPLY	14110434	167.48	0100
1/25/2024	UNITED REFRIGERATION INC	14110439	7.60	0100
1/25/2024	LAKESHORE LEARNING MATERIALS	14110442	1,504.16	0100
1/25/2024	LAKESHORE LEARNING MATERIALS	14110442	3,905.95	0100
1/25/2024	AMAZON CAPITAL SERVICES, INC.	14110435	10.76	0100
1/25/2024	AMAZON CAPITAL SERVICES, INC.	14110435	97.63	0100
1/25/2024	AMAZON CAPITAL SERVICES, INC.	14110435	52.57	0100
1/25/2024	AMAZON CAPITAL SERVICES, INC.	14110435	566.10	0100
1/25/2024	ATKINSON-ANDELSON-LOYA-RUUD-ROMO	14110441	3,535.00	0100

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/25/2024	STATE WATER RESOURCES CONTROL BOARD	14110438	1,651.00	0100
1/26/2024	T-MOBILE	14110436	10,500.00	0100
1/26/2024	HOME DEPOT	14110430	163.46	0100
1/26/2024	GIRLS WHO DRONE INC	14110427	1,500.00	0100
1/26/2024	SOUTH BAY FENCE INC	14110428	885.00	0100
1/26/2024	HEINEMANN PUBLISHING	14110431	3,600.00	0100
1/26/2024	LAKESHORE LEARNING MATERIALS	14110442	6,238.20	0100
1/26/2024	LAKESHORE LEARNING MATERIALS	14110442	4,340.56	0100
1/26/2024	AMAZON CAPITAL SERVICES, INC.	14110435	122.21	0100
1/26/2024	AMAZON CAPITAL SERVICES, INC.	14110435	716.21	0100
1/26/2024	AMAZON CAPITAL SERVICES, INC.	14110435	495.76	0100
1/26/2024	AMAZON CAPITAL SERVICES, INC.	14110435	2,437.20	0100
1/26/2024	REGENTS OF THE UNIV OF CALIF.	14110429	140.00	0100
1/26/2024	EPIC SPECIAL EDUCATION STAFFING	14110424	27,225.00	0100
1/26/2024	MAXIM HEALTHCARE SERVICES HOLDINGS	14110437	875.00	0100
1/26/2024	THE LAW OFFICE OF PATRICIA PALGUTA	14110425	5,700.00	0100
1/26/2024	BRADY INDUSTRIES OF CALIFORNIA, LLC	14110440	163.76	0100
			2,146,436.85	0100
1/5/2024	XEROX CORP	14102655	47.70	0901
1/5/2024	XEROX CORP	14102655	76.23	0901
1/5/2024	MC GRAW-HILL EDUCATION, INC	14102660	873.46	0901
1/9/2024	THE GLASS COMPANY INC	14103845	1,370.00	0901
1/10/2024	ACADEMIC SUPPLIER	14105112	2,895.05	0901
1/11/2024	SAN DIEGO COUNTY SUPT OF SCHOOLS	14105133	2,000.00	0901
1/11/2024	BRADY INDUSTRIES OF CALIFORNIA, LLC	14105129	1,698.68	0901
1/12/2024	A. PREMAN ROOFING, INC.	14105103	29,245.00	0901
1/12/2024	LAKESHORE LEARNING MATERIALS	14106360	1,547.26	0901
1/12/2024	LAKESHORE LEARNING MATERIALS	14106360	4,023.37	0901
1/22/2024	XEROX CORP	14108942	45.24	0901
1/22/2024	XEROX CORP	14108942	76.04	0901
1/22/2024	AMAZON CAPITAL SERVICES, INC.	14108965	133.06	0901
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	106.66	0901
1/26/2024	AMAZON CAPITAL SERVICES, INC.	14110435	433.71	0901
			44,571.46	0901
1/2/2024	PURCHASING CARD	14101345	0.10	0902
1/2/2024	PURCHASING CARD	14101345	79.47	0902
1/3/2024	GOPHER SPORTS	14108955	253.24	0902
1/12/2024	SOUTHWEST SCHOOL SUPPLY	14105117	193.31	0902
1/16/2024	SAN DIEGO JUNIOR THEATRE	14106330	201.00	0902
1/17/2024	BSN SPORTS, INC	14106351	10,603.05	0902
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	4,179.08	0902
			15,509.25	0902
1/2/2024	PURCHASING CARD	14101345	1,926.00	1200
1/5/2024	XEROX CORP	14102655	243.87	1200
1/5/2024	XEROX CORP	14102655	402.98	1200
1/9/2024	LEARNING GENIE INC	14103872	8,356.80	1200

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
1/12/2024	SOUTHWEST SCHOOL SUPPLY	14106342	241.63	1200
1/22/2024	XEROX CORP	14108942	133.31	1200
1/22/2024	XEROX CORP	14108942	512.91	1200
			11,817.50	1200
1/2/2024	PURCHASING CARD	14101345	1,097.22	1300
1/3/2024	WAXIE	14102670	2,148.88	1300
1/4/2024	LLOYD PEST CONTROL	14102661	416.00	1300
1/5/2024	SPARKLETTES	14103859	95.73	1300
1/10/2024	COPY LINK LLC	14103832	26.00	1300
1/10/2024	COPY LINK LLC	14103832	145.92	1300
1/17/2024	COPY LINK LLC	14106324	26.00	1300
1/17/2024	COPY LINK LLC	14106324	145.92	1300
1/17/2024	GOLD STAR FOODS	14106361	5,425.82	1300
1/17/2024	GOLD STAR FOODS	14106361	6,340.35	1300
1/17/2024	GOLD STAR FOODS	14106361	3,281.12	1300
1/18/2024	ULINE, INC	14107609	1,089.38	1300
1/18/2024	GOLD STAR FOODS	14107617	302.10	1300
1/18/2024	GOLD STAR FOODS	14107617	2,635.47	1300
1/18/2024	GOLD STAR FOODS	14107617	10,544.84	1300
1/18/2024	HOLLANDIA DAIRY	14107620	6,948.53	1300
1/18/2024	HOLLANDIA DAIRY	14107620	8,153.56	1300
1/18/2024	HOLLANDIA DAIRY	14107620	7,173.31	1300
1/18/2024	REVOLVING CASH FUND	14107603	118.02	1300
1/18/2024	COMMERCIAL GAS APPLIANCE SERVICES	14110445	3,114.27	1300
1/19/2024	GOLD STAR FOODS	14107617	6,593.30	1300
1/19/2024	GOLD STAR FOODS	14107617	5,682.02	1300
1/19/2024	PJ IMPERIAL BEACH INC	14107615	3,387.25	1300
1/19/2024	PJ IMPERIAL BEACH INC	14107615	3,574.70	1300
1/19/2024	PJ IMPERIAL BEACH INC	14107615	2,787.28	1300
1/22/2024	GOLD STAR FOODS	14108981	2,788.69	1300
1/22/2024	GOLD STAR FOODS	14108981	6,764.81	1300
1/23/2024	HOME DEPOT	14108954	101.26	1300
1/23/2024	GOLD STAR FOODS	14108981	4,119.63	1300
1/23/2024	DEH/COUNTY OF SAN DIEGO	14108944	472.00	1300
1/23/2024	AMAZON CAPITAL SERVICES, INC.	14108965	-91.57	1300
1/23/2024	COMMERCIAL GAS APPLIANCE SERVICES	14108983	649.48	1300
1/23/2024	TEMPERATURE DESIGN REFRIGERATION, INC	14108948	227.68	1300
1/24/2024	AMAZON CAPITAL SERVICES, INC.	14108965	1,291.17	1300
1/25/2024	GOLD STAR FOODS	14110443	9,084.02	1300
1/25/2024	GOLD STAR FOODS	14110443	2,639.07	1300
1/25/2024	AMAZON CAPITAL SERVICES, INC.	14110435	469.37	1300
1/26/2024	GOLD STAR FOODS	14110443	742.66	1300
			110,511.26	1300
1/3/2024	TECHNET PARTNERS INC	14101341	35,363.21	2110
1/10/2024	UNITED PLUMBING HEATING AIR & ELECTRIC	14103861	13,000.00	2110
1/12/2024	A & S FLOORING	14105104	17,959.00	2110
1/22/2024	RUSSELL SIGLER INC	14108957	60,506.33	2110

Acctg Date	Supplier	Warrant #	Total Amount including Use Tax	Fund
			126,828.54	2110
1/3/2024	DAVY ARCHITECTURE, INC	14101337	5,154.63	2519
			5,154.63	2519
1/10/2024	FFP FUND III LESSEE10, LLC	14103876	42,475.66	4000
1/10/2024	FFP FUND III LESSEE10, LLC	14103876	37,594.69	4000
1/10/2024	FFP FUND III LESSEE10, LLC	14103876	199,440.50	4000
1/10/2024	FFP FUND III LESSEE10, LLC	14103876	38,115.43	4000
1/10/2024	FFP FUND III LESSEE10, LLC	14103876	35,433.66	4000

SOUTH BAY UNION SCHOOL DISTRICT
REVOLVING CASH FUND
January 2024

VENDOR	DATE	CHECK	AMOUNT	PURPOSE	FUND
Taquizas Victor	1/3/2024	15981	\$ 2,383.00	Professional Services	0100.2600000.1110.4000.5800010.500
Michelle Nelson	1/3/2024	15982	\$ 133.22	Payroll	0100.0601000.1110.1000.1100010.606
VOID	VOID	15983	VOID	VOID	VOID
VOID	VOID	15984	VOID	VOID	VOID
Ramona Ochoa	01/03/24	15985	\$ 62.66	Payroll	1200.6105000.0001.1000.1100010.013
VOID	VOID	15986	VOID	VOID	VOID
Toni May	01/03/24	15987	\$ 349.46	Payroll	0100.0601000.1110.2420.2200010.603
Melida Padilla	01/03/24	15988	\$ 108.89	Payroll	1300.5310000.0000.3700.2200010.211
Barry Preston	01/03/24	15989	\$ 468.22	Payroll	1300.5310000.0000.3700.2200010.200
Flor De Abril Aguirre	01/04/24	15990	\$ 1,052.51	Payroll	0100.3010000.1110.1000.2100010.002
Flor De Abril Aguirre	01/10/24	15991	\$ 1,052.51	Payroll	0100.3010000.1110.1000.2100010.002
Kiwanis Imperial Beach- South Bay	01/10/24	15992	\$ 160.00	Membership	0100.0625000.0000.7150.5300000.024
Concepcion Ruiz	01/16/24	15993	\$ 5,452.08	Payroll	0902.0601000.1110.1000.1100010.005
			\$ 11,222.55		

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Purchase Order Report

BACKGROUND INFORMATION

Pursuant to Education Code 17605, the 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 Board every 60 days. At South Bay, the Purchasing Department edits, processes, and approves all purchase orders and consolidate a list of all orders processed monthly. This is our presentation to the Board for authorization of payment.

CURRENT CONSIDERATIONS

Purchase Order Report 8 for 2023-24 (Exhibit) contains a listing of Purchase Orders, encumbered from January 10-30, 2024, for approval and ratification at this time.

IMPACT ON STUDENT ACHIEVEMENT

South Bay employees purchase materials, supplies, food, equipment, and services to support teaching and learning.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The total amount for Purchase Order Report 8 is \$888,453.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the Purchase Orders listed on Purchase Order Report 8.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit	1/30/2024	Exhibit

PO Number/ID	Supplier Name	PO Reference	PO Total	Location Name
0000006433	***PERSONNEL REQUEST	DEC-CUSTODIAL-NO SUB	\$ 174.00	MAINTENANCE DEPT
0000006434	***PERSONNEL REQUEST	SEP-ED SPECIALIST-OUT OF CONTR	\$ 306.00	SO BAY UNION SCH DIST - WHSE
0000006435	***PERSONNEL REQUEST	DEC-HEALTH CLERKS-TRAINING	\$ 40.00	SO BAY UNION SCH DIST - WHSE
0000006436	***PERSONNEL REQUEST	DEC-LVN-TRAINING	\$ 32.00	SO BAY UNION SCH DIST - WHSE
0000006437	***PERSONNEL REQUEST	DEC-IA-TRAINING	\$ 1,806.75	SO BAY UNION SCH DIST - WHSE
0000006438	***PERSONNEL REQUEST	DEC-IA-SPED FILES	\$ 928.00	SO BAY UNION SCH DIST - WHSE
0000006439	***PERSONNEL REQUEST	DEC-TEACHER-HOME INSTRUCTION	\$ 1,020.00	SO BAY UNION SCH DIST - WHSE
0000006440	***PERSONNEL REQUEST	NOV-TEACHER-HOME INSTRUCTION	\$ 612.00	SO BAY UNION SCH DIST - WHSE
0000006441	***PERSONNEL REQUEST	NOV-SPECIALIST-OUT OF CONTRACT	\$ 1,096.50	SO BAY UNION SCH DIST - WHSE
0000006442	***PERSONNEL REQUEST	DEC-SPECIALIST-OUT OF CONTRACT	\$ 102.00	SO BAY UNION SCH DIST - WHSE
0000006443	***PERSONNEL REQUEST	DEC-CLERICAL-ELOP OFFICE	\$ 810.00	SO BAY UNION SCH DIST - WHSE
0000006444	***PERSONNEL REQUEST	DEC-SPECIALIST-OUT OF CONTRACT	\$ 688.50	SO BAY UNION SCH DIST - WHSE
0000006445	***PERSONNEL REQUEST	DEC-IA-ELOP	\$ 5,000.00	SO BAY UNION SCH DIST - WHSE
0000006446	***PERSONNEL REQUEST	DEC-CERTIFICATED-PD	\$ 102.00	SO BAY UNION SCH DIST - WHSE
0000006447	***PERSONNEL REQUEST	DEC-ONLINE TRAINING	\$ 1.00	SO BAY UNION SCH DIST - WHSE
0000006448	***PERSONNEL REQUEST	DEC-TRAINING	\$ 53.00	SO BAY UNION SCH DIST - WHSE
0000006449	***RELEASE REQUEST (P-30)	MAY-RELEASE-CAA TESTING	\$ 3,962.00	SO BAY UNION SCH DIST - WHSE
0000006450	AMIRAULT ELECTRIC CORP	CONTRACT SERVICES	\$ 9,300.00	SO BAY UNION SCH DIST - WHSE
0000006451	A. PREMAN ROOFING, INC.	CONTRACT SERVICES	\$ 9,900.00	MAINTENANCE DEPT
0000006452	GRAYBAR ELECTRIC COMPANY, INC.	EQUIPMENT	\$ 2,116.65	SO BAY UNION SCH DIST - WHSE
0000006453	KEENAN & ASSOCIATES ADMINISTRATORS	LIABILITY CLAIMS	\$ 30,000.00	SO BAY UNION SCH DIST - WHSE
0000006454	FOLLETT CONTENT SOLUTIONS, LLC	SUPPLIES	\$ 116.31	CENTRAL SCHOOL
0000006455	ULINE, INC	OFFICE FURNITURE	\$ 1,089.38	CHILD NUTRITION (CNS)
0000006456	FRANK & SON PAVING INC	CONTRACT SERVICES	\$ 1,500.00	MAINTENANCE DEPT
0000006457	GOLD STAR FOODS	STORAGE FEES	\$ 302.10	SO BAY UNION SCH DIST - WHSE
0000006458	COMMERCIAL GAS APPLIANCE SERVICES	REPAIR	\$ 3,114.27	SO BAY UNION SCH DIST - WHSE
0000006459	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	\$ 1,700.00	SO BAY UNION SCH DIST - WHSE
0000006460	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 429.60	HUMAN RESOURCES
0000006461	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 733.60	HUMAN RESOURCES
0000006462	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 10.86	HUMAN RESOURCES
0000006463	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 146.35	SO BAY UNION SCH DIST - WHSE
0000006464	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 208.95	STUDENT SUPPORT & ACCOUNT.
0000006465	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 1,361.29	SO BAY UNION SCH DIST - WHSE
0000006466	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 188.20	SO BAY UNION SCH DIST - WHSE
0000006467	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 288.23	STUDENT SUPPORT & ACCOUNT.
0000006468	***PERSONNEL REQUEST	DEC-CERTIFICATED-ELOP INSTRUCT	\$ 140,000.00	SO BAY UNION SCH DIST - WHSE
0000006469	***PERSONNEL REQUEST	DEC-OUT OF CONTRACT	\$ 714.00	SO BAY UNION SCH DIST - WHSE
0000006470	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$ 89.75	SO BAY UNION SCH DIST - WHSE
0000006471	***PERSONNEL REQUEST	DEC-CLERICAL-ELOP OFFICE	\$ 368.50	SO BAY UNION SCH DIST - WHSE

0000006472	***PERSONNEL REQUEST	DEC-COUNSELOR-PBIS	\$	51.00	SO BAY UNION SCH DIST - WHSE
0000006473	GOLD STAR FOODS	STOCK REPLACEMENT CN	\$	36,710.19	SO BAY UNION SCH DIST -WHSE CN
0000006474	UNIPAK CORP	STOCK REPLACEMENT	\$	3,406.62	SO BAY UNION SCH DIST - WHSE
0000006475	***TRAVEL REQUEST	TRAVEL REQUEST	\$	625.00	HUMAN RESOURCES
0000006476	CALIF STAMP COMPANY	SUPPLIES	\$	82.10	HUMAN RESOURCES
0000006477	BENCHMARK EDUCATION COMPANY	CONTRACT SERVICES	\$	2,800.00	SO BAY UNION SCH DIST - WHSE
0000006478	REGENTS OF THE UNIV OF CALIF.	CONTRACT SERVICES	\$	3,360.00	SO BAY UNION SCH DIST - WHSE
0000006479	ULINE, INC	FURNITURE	\$	7,059.89	WAREHOUSE
0000006480	WEST COAST TURF	CONTRACT SERVICES	\$	26,166.40	MAINTENANCE DEPT
0000006481	COLBI TECHNOLOGIES, INC.	SOFTWARE	\$	5,000.00	PURCHASING
0000006482	TOOLS4EVER	SOFTWARE	\$	23,320.19	TECHNOLOGY SERV - SBUSD ED CTR
0000006483	GOLD STAR FOODS	STOCK REPLACEMENT CN	\$	7,396.36	SO BAY UNION SCH DIST -WHSE CN
0000006484	IMPERIAL DADE	STOCK REPLACEMENT CN	\$	3,354.19	SO BAY UNION SCH DIST -WHSE CN
0000006485	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	605.43	FISCAL SERVICES
0000006486	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	2,288.48	SO BAY UNION SCH DIST - WHSE
0000006487	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	164.16	BUSINESS SERVICES
0000006488	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	280.19	CENTRAL SCHOOL
0000006489	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	32.56	SO BAY UNION SCH DIST - WHSE
0000006490	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	752.34	CHILD NUTRITION (CNS)
0000006491	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	20.33	WAREHOUSE
0000006492	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	534.62	SO BAY UNION SCH DIST - WHSE
0000006493	***PERSONNEL REQUEST	JAN-ROAD MAP COMMITTEE	\$	636.00	SO BAY UNION SCH DIST - WHSE
0000006494	***PERSONNEL REQUEST	DEC-CLASS-CERTIFICATION COURSE	\$	460.00	SO BAY UNION SCH DIST - WHSE
0000006495	***PERSONNEL REQUEST	DEC-SUBS-DISTRICT COHORT	\$	1,587.50	HUMAN RESOURCES
0000006496	***PERSONNEL REQUEST	DEC-HEALTH CLERK-ICAN MEETINGS	\$	32.00	SO BAY UNION SCH DIST - WHSE
0000006497	***PERSONNEL REQUEST	DEC-RSP-IEP MEETINGS	\$	106.00	SO BAY UNION SCH DIST - WHSE
0000006498	***PERSONNEL REQUEST	DEC-PSYCHOLOGIST-IEP MEETINGS	\$	185.50	SO BAY UNION SCH DIST - WHSE
0000006499	***RELEASE REQUEST (P-30)	JAN-RELEASE-PRINCIPAL MEETINGS	\$	1,415.00	SO BAY UNION SCH DIST - WHSE
0000006500	***RELEASE REQUEST (P-30)	JAN-RELEASE-EQUITY PD	\$	282.00	NESTOR LANGUAGE ACADEMY
0000006501	***RELEASE REQUEST (P-30)	JAN-RELEASE-PD	\$	564.00	NESTOR LANGUAGE ACADEMY
0000006502	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	262.00	SO BAY UNION SCH DIST - WHSE
0000006503	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	262.00	SO BAY UNION SCH DIST - WHSE
0000006504	***PERSONNEL REQUEST	DEC-SPED IA-INTERVIEW PANEL	\$	33.00	SO BAY UNION SCH DIST - WHSE
0000006505	***RELEASE REQUEST (P-30)	JAN-RELEASE-PD	\$	1,272.00	SO BAY UNION SCH DIST - WHSE
0000006507	ACE ELECTRIC, INC	CONTRACT SERVICES	\$	130,000.00	MAINTENANCE DEPT
0000006509	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	36.22	SO BAY UNION SCH DIST - WHSE
0000006510	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	313.94	TRANSPORTATION DEPT
0000006511	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	35.88	SO BAY UNION SCH DIST - WHSE
0000006512	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	24.77	EMORY SCHOOL
0000006513	AMAZON CAPITAL SERVICES, INC.	BOOKS	\$	256.08	SO BAY UNION SCH DIST - WHSE
0000006514	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	716.20	SO BAY UNION SCH DIST - WHSE

0000006515	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	21.53	NESTOR LANGUAGE ACADEMY
0000006516	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	362.72	SO BAY UNION SCH DIST - WHSE
0000006517	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,152.99	SO BAY UNION SCH DIST - WHSE
0000006518	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	94.08	PENCE SCHOOL
0000006519	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,028.59	SO BAY UNION SCH DIST - WHSE
0000006520	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,084.66	SO BAY UNION SCH DIST - WHSE
0000006521	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,080.94	SO BAY UNION SCH DIST - WHSE
0000006522	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,019.00	HUMAN RESOURCES
0000006523	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	549.46	SO BAY UNION SCH DIST - WHSE
0000006524	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	606.78	SO BAY UNION SCH DIST - WHSE
0000006525	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,642.32	MAINTENANCE DEPT
0000006526	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	2,394.00	SO BAY UNION SCH DIST - WHSE
0000006527	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	28.01	SO BAY UNION SCH DIST - WHSE
0000006528	***PERSONNEL REQUEST	JAN-SPECIAL & LSH-IEP TRAINING	\$	636.00	WAREHOUSE
0000006529	***PERSONNEL REQUEST	JAN-PROFESSIONL DEVELOPMENT	\$	53.00	SO BAY UNION SCH DIST - WHSE
0000006530	***PERSONNEL REQUEST	JAN-ELPAC TRAINING	\$	113.95	SO BAY UNION SCH DIST - WHSE
0000006531	***RELEASE REQUEST (P-30)	FEB-RELEASE-PROF DEVELOPMENT	\$	564.00	SO BAY UNION SCH DIST - WHSE
0000006532	***RELEASE REQUEST (P-30)	JAN-RELEASE-PROF DEVELOPMENT	\$	564.00	SO BAY UNION SCH DIST - WHSE
0000006533	***RELEASE REQUEST (P-30)	JAN-RELEASE-CONFERENCE	\$	564.00	SO BAY UNION SCH DIST - WHSE
0000006534	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	1,010.43	WAREHOUSE
0000006535	AMAZON CAPITAL SERVICES, INC.	CNS KITCHEN SUPPLIES	\$	1,589.80	CHILD NUTRITION (CNS)
0000006536	AMAZON CAPITAL SERVICES, INC.	NURSE OFFICE SUPPLIES	\$	829.16	NESTOR LANGUAGE ACADEMY
0000006537	DEH/COUNTY OF SAN DIEGO	CNS FOOD PROCESSING PERMIT	\$	472.00	CHILD NUTRITION (CNS)
0000006538	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIR	\$	227.68	CHILD NUTRITION (CNS)
0000006539	REGENTS OF THE UNIV OF CALIF.	CONTRACT SERVICES	\$	3,360.00	SO BAY UNION SCH DIST - WHSE
0000006540	HOME DEPOT	SUPPLIES	\$	101.26	CHILD NUTRITION (CNS)
0000006541	HEINEMANN PUBLISHING	INSTRUCTIONAL MATERIALS	\$	1,548.00	SO BAY UNION SCH DIST - WHSE
0000006542	SOFTCHOICE CORPORATION	SOFTWARE RENEWAL	\$	65,177.59	SO BAY UNION SCH DIST - WHSE
0000006543	WAXIE	CUSTODIAL SUPPLIES	\$	610.94	SO BAY UNION SCH DIST - WHSE
0000006544	COMMERCIAL GAS APPLIANCE SERVICES	REPAIR	\$	649.48	CHILD NUTRITION (CNS)
0000006545	SAN DIEGO COUNTY SUPT OF SCHOOLS	SOFTWARE	\$	649.48	SO BAY UNION SCH DIST - WHSE
0000006547	WAXIE	CUSTODIAL SUPPLIES	\$	103.94	PENCE SCHOOL
0000006548	WAXIE	CUSTODIAL SUPPLIES	\$	1,756.33	BUSINESS SERVICES
0000006549	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	461.76	SO BAY UNION SCH DIST - WHSE
0000006550	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,527.34	SO BAY UNION SCH DIST - WHSE
0000006551	CABE SAN DIEGO SOUTH COUNTY	CONFERENCE	\$	2,520.00	SO BAY UNION SCH DIST - WHSE
0000006552	IMPERIAL DADE	STOCK REPLACEMENT CN	\$	4,598.23	SO BAY UNION SCH DIST -WHSE CN
0000006553	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	131.85	PENCE SCHOOL
0000006554	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	122.21	TECHNOLOGY SERV - SBUSD ED CTR
0000006555	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	186.98	HUMAN RESOURCES
0000006556	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	469.37	CHILD NUTRITION (CNS)

0000006557	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	337.34	SO BAY UNION SCH DIST - WHSE
0000006558	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	135.84	HUMAN RESOURCES
0000006559	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	260.56	SO BAY UNION SCH DIST - WHSE
0000006560	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	685.24	HUMAN RESOURCES
0000006561	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	197.18	HUMAN RESOURCES
0000006562	***PERSONNEL REQUEST	JAN-CLERICAL-SAFETY BINDERS	\$	800.00	MAINTENANCE DEPT
0000006563	***PERSONNEL REQUEST	DEC-IMRT-CERTIFICATION COURSE	\$	740.00	SO BAY UNION SCH DIST - WHSE
0000006564	***PERSONNEL REQUEST	DEC-DRIVER-SPECIAL EVENT	\$	635.25	SO BAY UNION SCH DIST - WHSE
0000006565	***PERSONNEL REQUEST	JAN-EQUIPMENT INVENTORY	\$	38.00	SO BAY UNION SCH DIST - WHSE
0000006566	***PERSONNEL REQUEST	DEC-CUSTODIAL-EXTRA TIME	\$	174.00	MAINTENANCE DEPT
0000006567	***RELEASE REQUEST (P-30)	JAN-RELEASE-CONFERENCE	\$	282.00	NESTOR LANGUAGE ACADEMY
0000006568	***RELEASE REQUEST (P-30)	JAN-RELEASE-TITLE 1 GRADE LVL	\$	846.00	SO BAY UNION SCH DIST - WHSE
0000006569	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	372.00	SO BAY UNION SCH DIST - WHSE
0000006570	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	334.00	SO BAY UNION SCH DIST - WHSE
0000006571	ARBORPOINT TREE CARE SERVICES LLC	CONTRACT SERVICES	\$	12,411.00	MAINTENANCE DEPT
0000006572	PACIFIC PLAY SYSTEMS, INC.	SUPPLIES	\$	3,342.00	MAINTENANCE DEPT
0000006573	SOUTH BAY FENCE INC	BLANKET PO FOR FENCING SUPPLIE	\$	5,000.00	MAINTENANCE DEPT
0000006574	TUFF SHED INC	SHEDS	\$	58,906.08	SO BAY UNION SCH DIST - WHSE
0000006575	WESTERN ENVIRON/SAFETY TECHNOLOGIES	CONTRACT SERVICES	\$	19,645.00	MAINTENANCE DEPT
0000006576	FACTS EDUCATION SOLUTIONS, LLC	CONTRACT SERVICES	\$	1,265.00	SO BAY UNION SCH DIST - WHSE
0000006577	STATE WATER RESOURCES CONTROL BOARD	FEES	\$	1,651.00	SO BAY UNION SCH DIST - WHSE
0000006578	BDJ TECH	SUPPLIES	\$	2,321.20	SO BAY UNION SCH DIST - WHSE
0000006579	GC FENCE CORP	CONTRACT SERVICES	\$	21,680.00	MAINTENANCE DEPT
0000006580	SCHOOL NURSE SUPPLY	SUPPLIES	\$	836.58	PENCE SCHOOL
0000006581	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	\$	7,500.00	WAREHOUSE
0000006582	WESTERN ENVIRON/SAFETY TECHNOLOGIES	CONTRACT SERVICES	\$	3,760.00	SO BAY UNION SCH DIST - WHSE
0000006584	GOLD STAR FOODS	STOCK REPLACEMENT CN	\$	16,791.48	SO BAY UNION SCH DIST -WHSE CN
0000006585	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	179.51	SO BAY UNION SCH DIST - WHSE
0000006586	AMAZON CAPITAL SERVICES, INC.	BOOKS	\$	6,562.60	SO BAY UNION SCH DIST - WHSE
0000006587	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	1,098.30	VIP - MAIN CAMPUS
0000006588	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	559.55	SO BAY UNION SCH DIST - WHSE
0000006589	***PERSONNEL REQUEST	JAN-SLP & PSYCHOL-IEP TRAINING	\$	2,862.00	WAREHOUSE
0000006590	***PERSONNEL REQUEST	DEC-DRIVER-EXTRA HELP	\$	2,007.50	WAREHOUSE
0000006591	***RELEASE REQUEST (P-30)	MAR-RELEASE-PLC	\$	564.00	SO BAY UNION SCH DIST - WHSE
0000006592	***RELEASE REQUEST (P-30)	MAY-RELEASE-PLC	\$	1,692.00	SO BAY UNION SCH DIST - WHSE
0000006593	***PERSONNEL REQUEST	NOV-SPED-INTERVIEW PANEL	\$	639.00	SO BAY UNION SCH DIST - WHSE
0000006594	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	155.84	SO BAY UNION SCH DIST - WHSE
0000006595	DIVAD CORPORATION	CONTRACT SERVICES	\$	1,203.64	TECHNOLOGY SERV - SBUSD ED CTR
0000006596	THE LAW OFFICE OF PATRICIA PALGUTA	SETTLEMENT AGREEMENT	\$	5,700.00	SPECIAL EDUCATION
0000006597	AMERICAN TIME AND SIGNAL COMPANY	SUPPLIES	\$	3,733.66	SO BAY UNION SCH DIST - WHSE
0000006598	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	3,970.11	SO BAY UNION SCH DIST - WHSE

0000006599	RUSSELL SIGLER INC	HVAC EQUIPMENT SUPPLIES	\$	19,491.00	MAINTENANCE DEPT
0000006600	GIRLS WHO DRONE INC	CONTRACT SERVICES	\$	1,500.00	SPECIAL EDUCATION
0000006601	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	321.10	SO BAY UNION SCH DIST - WHSE
0000006602	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	1,077.39	SO BAY UNION SCH DIST - WHSE
0000006603	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	1,066.48	SO BAY UNION SCH DIST - WHSE
0000006604	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	900.65	SO BAY UNION SCH DIST - WHSE
0000006605	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	964.28	SO BAY UNION SCH DIST - WHSE
0000006606	LAKESHORE LEARNING MATERIALS	INSTRUCTIONAL MATERIALS	\$	199.30	SO BAY UNION SCH DIST - WHSE
0000006607	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	210.38	SO BAY UNION SCH DIST - WHSE
0000006608	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	769.50	SO BAY UNION SCH DIST - WHSE
0000006609	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	1,245.32	NICOLOFF SCHOOL - SOUTH
0000006610	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	194.96	FISCAL SERVICES
0000006611	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	236.05	IB CHARTER - MAIN CAMPUS
0000006612	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	817.73	SPECIAL EDUCATION
0000006613	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	173.78	IB CHARTER - MAIN CAMPUS
0000006614	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	163.30	FISCAL SERVICES
0000006615	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	1,243.26	VIP - MAIN CAMPUS
0000006616	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	281.68	NICOLOFF SCHOOL - SOUTH
0000006617	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	409.37	STUDENT SUPPORT & ACCOUNT.
0000006618	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	58.29	SO BAY UNION SCH DIST - WHSE
0000006619	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	183.69	SPECIAL EDUCATION
0000006620	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	65.23	SO BAY UNION SCH DIST - WHSE
0000006621	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	300.08	IB CHARTER - MAIN CAMPUS
0000006622	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	103.28	SO BAY UNION SCH DIST - WHSE
0000006623	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	41.80	NESTOR LANGUAGE ACADEMY
0000006624	***PERSONNEL REQUEST	JAN-IREADY TK OUT OF CONTRACT	\$	51.00	SO BAY UNION SCH DIST - WHSE
0000006625	***PERSONNEL REQUEST	DEC-SPED IA-TRAINING	\$	870.00	SO BAY UNION SCH DIST - WHSE
0000006626	***RELEASE REQUEST (P-30)	FEB-RELEASE-DATA ANALYSIS	\$	340.00	SO BAY UNION SCH DIST - WHSE
0000006627	***RELEASE REQUEST (P-30)	MAY-RELEASE-SST DAY	\$	564.00	SO BAY UNION SCH DIST - WHSE
0000006628	***RELEASE REQUEST (P-30)	MAY-RELEASE-SCIENCE TESTING	\$	3,948.00	WAREHOUSE
0000006629	***RELEASE REQUEST (P-30)	MAR-RELEASE-SCIENCE TESTING	\$	1,974.00	WAREHOUSE
0000006630	***RELEASE REQUEST (P-30)	JAN-RELEASE-SCIENCE TESTING	\$	1,974.00	WAREHOUSE
0000006631	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	1,253.04	SO BAY UNION SCH DIST - WHSE
0000006632	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	333.05	SO BAY UNION SCH DIST - WHSE
0000006633	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	598.88	SO BAY UNION SCH DIST - WHSE
0000006634	PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	\$	449.35	SO BAY UNION SCH DIST - WHSE
0000006635	SOUTHPAW ENTERPRISES	SPED EQUIPMENT	\$	227.67	SPECIAL EDUCATION
0000006636	THE GLASS COMPANY INC	CONTRACT SERVICES	\$	4,760.00	MAINTENANCE DEPT
0000006637	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIR	\$	1,250.00	CHILD NUTRITION (CNS)
0000006638	CDW GOVERNMENT	MONITOR	\$	242.30	SUPERINTENDENT
0000006639	CALIF ASSN OF SCHOOL TRANSP OFFICIALS	CONFERENCE	\$	619.00	SO BAY UNION SCH DIST - WHSE

0000006640	DIGITAL PROMISE	MEMBERSHIP	\$	3,000.00	SUPERINTENDENT
0000006641	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	268.30	SO BAY UNION SCH DIST - WHSE
0000006642	WAXIE	CUSTODIAL SUPPLIES	\$	489.94	NESTOR LANGUAGE ACADEMY
0000006643	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIR	\$	156.00	CHILD NUTRITION (CNS)
0000006644	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	1,115.98	SO BAY UNION SCH DIST - WHSE
0000006645	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	1,064.44	SO BAY UNION SCH DIST - WHSE
0000006646	LAKESHORE LEARNING MATERIALS	SUPPLIES	\$	1,068.54	SO BAY UNION SCH DIST - WHSE
0000006647	LAKESHORE LEARNING MATERIALS	FURNITURE	\$	25,940.15	IB CHARTER - MAIN CAMPUS
0000006648	OLIVEWOOD GARDENS AND LEARNING CENTER	CONTRACT SERVICES	\$	200.00	SO BAY UNION SCH DIST - WHSE
0000006649	BRADY INDUSTRIES OF CALIFORNIA, LLC	STOCK REPLACEMENT	\$	16,651.67	SO BAY UNION SCH DIST - WHSE
0000006650	SOUTHWEST SCHOOL SUPPLY	STOCK REPLACEMENT	\$	3,874.86	SO BAY UNION SCH DIST - WHSE
0000006651	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	242.38	SO BAY UNION SCH DIST - WHSE
0000006652	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	198.96	IB CHARTER - MAIN CAMPUS
0000006653	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	\$	943.84	CHILD NUTRITION (CNS)
0000006654	TEMPERATURE DESIGN REFRIGERATION, INC	REPAIR	\$	156.00	CHILD NUTRITION (CNS)
0000006655	***PERSONNEL REQUEST	JAN-TEACHERS-OUT OF CONTRACT	\$	918.00	SO BAY UNION SCH DIST - WHSE
0000006656	***RELEASE REQUEST (P-30)	APR-RELEASE-PLC MEETINGS	\$	846.00	SO BAY UNION SCH DIST - WHSE
0000006657	***RELEASE REQUEST (P-30)	APR-RELEASE-PLC MEETINGS	\$	1,128.00	SO BAY UNION SCH DIST - WHSE
0000006658	***RELEASE REQUEST (P-30)	APR-RELEASE-PLC MEETINGS	\$	846.00	SO BAY UNION SCH DIST - WHSE
0000006659	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	769.50	SO BAY UNION SCH DIST - WHSE
0000006660	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	100.00	SO BAY UNION SCH DIST - WHSE
0000006661	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	100.00	SO BAY UNION SCH DIST - WHSE
0000006662	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	100.00	SO BAY UNION SCH DIST - WHSE
0000006663	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	100.00	SO BAY UNION SCH DIST - WHSE
0000006664	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	\$	262.00	SO BAY UNION SCH DIST - WHSE
			\$	888,453.00	

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: 2024 Comprehensive School Safety Plan Update

BACKGROUND INFORMATION

California Education Code 32288 requires that each school district annually approve their Comprehensive School Safety Plan. The Code also requires that each School Site Council develop and approve the Plan. Additionally, each Plan must contain specific action plans as well as clearly stated school safety strategies to meet the requirements of Education Code Section 32282 (a), including school safety, child abuse reporting procedures, discrimination/harassment policies, and student discipline among others.

CURRENT CONSIDERATIONS

As part of our yearly process, updates to the Comprehensive School Safety Plan have been made and provided to each site. Schools are encouraged to add information to the plan specific to their site. The schools have reviewed and received approval of their plans from their Site Councils and/or Safety Committees. A list of all revised sections is attached as an Exhibit. The Comprehensive School Safety Plan is available for review in the Business Services office.

IMPACT ON STUDENT ACHIEVEMENT

Safe learning environments are critical to 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 approval of the Comprehensive School Safety Plan.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit	1/25/2024	Exhibit

South Bay Union School District

Emergency Binder - Comprehensive School Safety Plan & Disaster Response Revision List

January 2024

✓	Section Tab or Number Tab		Tactical Binder	Non-Tactical Binder
	Cover Page	Updated School Year - School Information, SSC Meeting Date and Revision date. Board Approval date to be added later (Feb date)	Yes	Yes
	Signature Page	Updated School Year - Principal's Signature and Date Signatures of stakeholders listed, School Site Council member for parent signature	Yes	Yes
	Tab 2	Updated: Community Support Phone Numbers (4 pages)	Yes	Yes
	Tab 5	Updated: District and School Emergency #'s (5 pages)	Yes	NO
	Tab 6	Updated Employee Staff List - Provided by HR (Each school reviewed list and made changes if needed)	Yes	Yes
	Tab 7	Updated: Phone Tree (6 pages)	Yes	NO
	Tab 8	Utility Shut-Off Maps - Revised or Review Date Added	Yes	NO
	Tab 9	School Command System Flow Chart - Fill out both pages. Each school revised specific to their site	Yes	NO- Use a Blank form without names
	Tab 11	Emergency Maps -Incident Staging Areas - Revised or Review Date Added	Yes	NO
	Tab 14	Teacher Buddy List – Each school revised specific to their site	Yes	NO-Blank form without
	Tab 16	Emergency Action Drills – Updated	Yes	Yes
	Tab 17	Site Emergency Procedures for Special Needs Students – Each school revised specific to their site	Yes	NO-Blank form without
	Tab 23	Updated: Emergency Action – Take Cover	Yes	Yes
	Tab 25	Evacuation Maps - Revised or Review Date Added	Yes	NO
	Tab 31	Updated: AED Guidelines	Yes	Yes
	Tab 37	Emergency Response – Bomb Threat (New Bomb Threat Guidance & Procedure/Checklist Brochures downloaded from Homeland Security Website)	Yes	Yes
	Tab 38	Updated: Bus Emergency Response (7 pages)	Yes	NO
	(F) TAB School-Wide Dress Code	Updated: 5132 Regulation and Policy revised 1/23/2020 by CSBA		
	(G)TAB Safe Ingress and Egress	Safe Ingress and Egress maps – All school principals reviewed and updated if needed	Yes	NO
	(H)TAB Safe & Orderly Environment	Local Crime Data Updated	Yes	Yes
CSSP Emergency Binder Check off 22.23.doc				

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Notice of Completion

BACKGROUND INFORMATION

On April 21, 2021, the Notice to Proceed for assessment of our ventilation systems was granted to Jackson & Blanc. In preparation for schools re-opening with increased health precautions, we asked Jackson & Blanc to perform an assessment of our ventilation systems. The Board approved the ventilation assessment of all schools and the addition of CO2 monitors. Additionally, the ventilation assessment was in response to AB841, *Guidelines School Re-Opening Ventilation, Energy Efficiency Verification and Repair Program Guidelines*. South Bay recently received the AB841, CalSHAPE Ventilation Program Grant in the amount of \$671,850.00.

CURRENT CONSIDERATIONS

The Work has been completed and all the documentation has been submitted to the CalSHAPE Grant to comply with and finalize this project.

IMPACT ON STUDENT ACHIEVEMENT

Air quality is an important part of maintaining safe facilities for students, staff, and the community. Ensuring quality ventilation systems is a critical component of student achievement.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The initial cost of the ventilation assessment was \$449,350. Change order 1, which included VIP Village, was \$29,850 and the addition of CO2 monitors was \$432,282. Change order 2 added filter media change for \$28,275, which increased the total cost to \$939,757.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the Notice of Completion for the assessment of ventilation systems and AB841 CalSHAPE Grant acceptance.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Donations

BACKGROUND INFORMATION

Citizens, local community groups, businesses, and parent/teacher associations occasionally make donations of money, materials, or equipment to South Bay. The donations are given to the district to use at its discretion, or the donor may stipulate a specific use.

CURRENT CONSIDERATIONS

The following items have been donated to the District:

RECIPIENT	DONOR	VALUE
Vip Village	Socal Investment Group, LLC	\$116.80
Nicoloff	PTA	\$1,610.00
	Shutterfly LLC	\$134.85
	Parent Donation	\$150.00
	4 th Grade Teachers/ Mrs. Roberts and Ms. Valencia	\$262.00
Nestor	The Blackbaud Giving Fund	\$120.00
	Front Stream	\$48.00
	Box Tops ED.	\$62.40
Emory	PTA	\$5111.38
	Shutterfly LLC	\$124.49
	Parent Donations	\$265.00
Central	Shutterfly LLC	\$74.36
Oneonta	Survivors Trust Created Under J.W & A.G Mitchell Family Trust	\$5500.55
Imperial Beach Charter	Chipotle	\$327.20
Business Services	Micheal Taylor	\$500.00
	Total	14,407.03

IMPACT ON STUDENT ACHIEVEMENT

Donations are used to support the educational program for our students.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

Donations increase the ability of schools and the district to offer services and have a positive financial impact.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend acceptance of the donations.

SUPERINTENDENT'S RECOMMENDATION

Recommend acceptance.

ATTACHMENTS:

Description

No Attachments Available

Upload Date Type

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Rigo Lara, Assistant Superintendent, Business Services
SUBJECT: Emergency Determination

BACKGROUND INFORMATION

Following the sudden and unexpected emergency event at the Emory Academy of Global Leadership and Empowerment (“Emory”) during winter 2023, the Board approved Resolution 23-021 pursuant to Public Contract Code sections 1102, 22035, and 22050, determining that an emergency exists at Emory and authorizing emergency repair work. Public Contract Code section 22050 requires that the Board review its emergency determination and repair work authorization at each regular board meeting and determine, by a four-fifths (4/5) vote, that there is a need to continue the emergency determination. This review must continue until the Board determines the emergency determination and emergency repair work authorization are terminated.

CURRENT CONSIDERATIONS

After completion of the modernization projects at Emory, the San Diego Fire Department determined that the installed partial wireless fire alarm system was operative but not functioning to District needs and not compliant. Thus, the Fire Marshall called for an immediate resolution to the existing fire alarm system and deemed this a Fire, Life, & Safety issue (the “emergency event”).

District staff determined the quick and dependable resolution of the emergency event at Emory is to replace the wireless fire alarm system with a hard-wired fire alarm system, throughout the school. Because of their work of the modernization of the Emory, Ace Electric is familiar with both the facilities infrastructure and the established blueprints of the updated electrical infrastructure at the school. Further, Standard Electronics is a reliable fire alarm installation company located locally within the County with the ability and skills to complete the final connections of the replacement fire alarm systems to align with Ace Electric’s infrastructure and plans.

On December 14, 2023, the Board approved Resolution 23-021 (Exhibit) determining that an emergency exists and authorizing repair work at Emory, including, but not limited to proceeding with “the work proposed by Ace Electric and Standard Electronics ... without delay for competitive bidding in order to respond to the emergency event, and to: (1) Bring Emory up to compliance with the Fire Marshall as soon as possible; (2) Minimize as quickly as possible the potential health and safety impact on staff, visiting students, teachers, and the general public; (3) Mitigate any potential damage and risk at Emory; and (4) Permit the continuance of classes and programs at Emory in a safe and compliant manner.

Given these circumstances and the continued need for Ace Electric to complete preparing the building infrastructure for hard wired fire alarm systems at Emory, then to allow Standard Electronics to perform the final connections of the replacement fire alarm systems, staff recommends the Board determines that the emergency identified within Resolution 23-021 and the emergency determination and emergency repair work authorization continue.

IMPACT ON STUDENT ACHIEVEMENT

Completing the emergency repair work at Emory without delay for competitive bidding is necessary to (1) bring the school to compliance as soon as possible; (2) minimize as quickly as possible the potential health and safety impact on District staff, visiting students, teachers, and the general public; (3) mitigate any potential damage and risk at the school; and (4) permit the continuance of classes and programs at the school in a safe and compliant manner.

FINANCIAL IMPLICATIONS AND FUNDING SOURCE

The cost of the contract with Ace Contractor is \$130,000. The cost of the contract with Standard Electronics is \$39,400.10. Total not to exceed contract price for the emergency repair work at Emory is \$169,400.10.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend that, based on continued emergency circumstances at Emory requiring ongoing repair work, the Board determine that the emergency identified within Resolution 23-021 and the emergency repair work authorized therein continue.

SUPERINTENDENT'S RECOMMENDATION

Recommend determination to continue.

ATTACHMENTS:

Description	Upload Date	Type
Resolution	1/30/2024	Exhibit

**GOVERNING BOARD RESOLUTION DETERMINING THAT AN EMERGENCY
EXISTS AND AUTHORIZING REPAIR WORK AT THE EMORY SCHOOL**

**South Bay Union School District
Resolution 23-021**

On Motion of Member Ellsworth, seconded by Member Medina, the following resolution is adopted by 4/5th vote of the Governing Board of the South Bay Union School District:

WHEREAS, Public Contract Code section 1102 defines an emergency as a sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services.

WHEREAS, various scopes of work for the modernization project at Emory Academy of Global Leadership and Empowerment ("Emory School") were completed on or around Winter 2022. Installation of wireless fire alarm systems by Ace Electric was included as a scope of work for the modernization project at the Emory School.

WHEREAS, a recent inspection conducted by the San Diego Fire Department determined that the Emory School's partial wireless fire alarm system is operative, but not functioning to meet District needs and is not compliant with Fire Codes, and the Fire Marshall called for an immediate resolution to the existing fire alarm system at Emory School, deeming this a Fire, Life, and Safety issue (collectively, the "emergency event").

WHEREAS, District staff determined the quick and dependable resolution of the emergency event at Emory School is to replace the wireless fire alarm system with a hard-wired fire alarm system, throughout the school.

WHEREAS, Ace Electric is familiar with both the facilities infrastructure of Emory School, and also the established blueprints of the updated electrical infrastructure at the school. Further, Standard Electronics is a reliable fire alarm installation company located locally within the County. Bringing in different contractors to repair and replace the existing fire alarm systems at Emory School may risk voiding the existing warranties for the systems.

WHEREAS, after reviewing the emergency event and the issues with the wireless fire alarm system, Ace Electric proposed repairing the existing wireless systems by first preparing the building infrastructure for hard wired fire alarm systems, thereafter, Standard Electronics will complete the final connections of the replacement fire alarm systems with hard wired equipment in accordance with Ace Electric's recommended building infrastructure.

WHEREAS, the District is subject to the California Uniform Public Construction Cost Accounting Act (Pub. Contract Code §22000, et seq., "CUPCAA"), which requires that construction contracts of \$60,000 or more be informally bid.

WHEREAS, an exception to Public Contract Code section 22000 and the

CUPCCAA bidding requirements exists in cases of emergency when repair and/or replacements are necessary.

WHEREAS, in cases of emergency, the District's Governing Board may proceed pursuant to CUPCCAA to immediately replace or repair any public facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts (Pub. Contract Code § 22035).

WHEREAS, emergency work under section 22035 must be done pursuant to the terms of Public Contract Code section 22050, which requires, in relevant part, that the following steps be taken:

- (1) Pursuant to a four-fifths (4/5) vote of the Board, the District may repair or replace a public facility, take any directly related and immediate action required by that emergency, and procure the necessary equipment, services, and supplies for those purposes, without giving notice for bids to let contracts;
- (2) Before taking any action pursuant to paragraph (1), the Board shall make a finding, based on substantial evidence set forth in the minutes of its meeting, that the emergency will not permit a delay resulting from a competitive solicitation for bids, and that the action is necessary to respond to the emergency;
- (3) If the Board orders any action specified above, the Board shall review the emergency action at its next regularly scheduled meeting and at every regularly scheduled meeting thereafter until the action is terminated to determine, by a four-fifths vote, that there is a need to continue the action; and
- (4) When the Board reviews the emergency action, it shall terminate the action at the earliest possible date that conditions warrant so that the remainder of the emergency action may be completed by giving notice for bids to let contracts.

WHEREAS, the work proposed by Ace Electric and Standard Electronics is necessary to be completed without delay for competitive bidding in order to respond to the emergency event, and to:

- (1) Bring Emory School up to compliance with the Fire Marshall as soon as possible;
- (2) Minimize as quickly as possible the potential health and safety impact on District staff, visiting students, teachers, and the general public;
- (3) Mitigate any potential damage and risk at the Emory School; and
- (4) Permit the continuance of classes and programs at the Emory School in a

safe and compliant manner.

NOW, THEREFORE BE IT RESOLVED, DETERMINED, AND FOUND by the Board of Trustees of the South Bay Union School District:

Section 1. That the above recitals are true and correct.

Section 2. That the foregoing facts constitute an emergency event at the Emory School as defined by applicable statute(s).

Section 3. That the Board hereby finds that the proposed work to respond to the emergency event is immediately required which work otherwise may be delayed from a competitive bidding process, and that approval of this Resolution is necessary to respond to the emergency event.

Section 4. That based on the foregoing, it would be incongruous, futile, and unavailing to attempt to bid the work and/or goods encompassed within the proposed work with Ace Electric and Standard Electronics to rectify and respond to the emergency event.

Section 5. That the Board authorizes the Superintendent, or designee, to enter into one or more agreements, contracts, and purchase orders, and take all other action necessary, to perform all necessary work to remedy and respond to the emergency event at the Emory School without advertising for bids, and to take all steps and perform all actions necessary to execute and implement the terms under those agreements, contracts, or purchase orders.

Section 6. That the Board shall review the status of this emergency event at its next regularly scheduled meeting and at every regularly scheduled meeting thereafter until the action is terminated to determine, by a four- fifths vote, that there is a need to continue the action.

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PASSED AND ADOPTED by at least 4/5th vote of the members of the Governing Board of the South Bay Union School District this 14th day of December 2023, by the following vote:

AYES: Ellsworth, Leiker, Lopez Eguino, Medina, and Quinones
NOES: None
ABSENT: None

STATE OF CALIFORNIA)
)ss
COUNTY OF SAN DIEGO)

I, Jose Espinoza, Secretary of the Governing Board of the South Bay Union School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

Jose Espinoza, Secretary of the Governing Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Jose Espinoza, District Superintendent
FROM: Melissa Griffith, Executive Director, Human Resources
SUBJECT: Activity Lists

ATTACHMENTS:

Description	Upload Date	Type
Classified	1/30/2024	Exhibit
Certificated	2/2/2024	Cover Memo
Classified Addendum	2/8/2024	Exhibit
Certificated Addendum	2/8/2024	Exhibit

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – FEBRUARY 8, 2024
CLASSIFIED PERSONNEL ACTIVITY LIST**

Approve/Ratify Employment - Substitutes/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date
Aleman, Maricela	Substitute Clerical	\$17.90 per hour	1/29/2024
Arechiga, David	Substitute Custodian	\$19.05 per hour	1/24/2024
Becerra, Josue	Substitute Clerical	\$17.90 per hour	12/14/2024
Chavez, Maria	Substitute Supervision Assistant	\$16.30 per hour	1/24/2024
Montiel, Noelia	Substitute Instructional Assistant	\$17.00 per hour	1/18/2024
Young, Joan	Substitute Instructional Assistant	\$17.00 per hour	1/23/2024

Approve/Ratify Promotion

Name	Position	Site	Salary	Effective Date
Acuna, Alicia	Child Nutrition Assistant Breakfast	Bayside	17/8	02/09/2024
Aguirre, Flor	Special Education Instructional Assistant	Berry	22/3	02/09/2024
Martinez, Stephanie	Breakfast Program Supervisor	Berry	15/7	02/09/2024
Mota, Giselle	Child Nutrition Assistant Lunch	Nicoloff	15/1	02/09/2024
Sinquimani, Jennifer	Attendance Secretary	Oneonta	26/3	02/09/2024

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Gonzalez, Sandra	Bilingual Instructional Assistant	Nestor	01/29/2024	01/29/2024	07/01/2024(RT)
Lopez, Carmen	Attendance Secretary	Berry	01/18/2024	01/18/2024	02/01/2024(RT)
Moreno, Alma	Child Nutrition Assistant Lunch	Oneonta	01/24/2024	01/24/2024	01/26/2024 (RS)
Parsons, Deborah Dee	Attendance Secretary	Mendoza	01/26/2024	01/26/2024	07/01/2024 (RT)

Transfers, Lateral Transfers, and other Personnel Actions (For Information Only)

Name	Action	Effective Date
Hinkel, Guillermo	Lateral Custodian to MOF	02/09/2024
Martinez, Ramona	Lateral Child Nutrition Assistant- Lunch to ME	02/09/2024

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – FEBRUARY 8, 2024
CERTIFICATED PERSONNEL ACTIVITY LIST**

Approve/Ratify Employment - Guest Teachers/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date
Anema, Rachael	Substitute Teacher	\$225 per day	1/23/2024
Arreola, Fabiola	Substitute Teacher	\$225 per day	1/24/2024
Cardoza, Paul	Substitute Teacher	\$225 per day	1/12/2024

Approve/Ratify Employment - Temporary Contract

Name	Position	Salary	Effective Date	
Rodriguez, Gabrielle	Learning Acceleration Tutor	Nestor	VI/4	02/09/2024

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Medina, Evelin	Principal	Nicoloff	01/31/2024	01/31/2024	07/01/2024 (RS)
Nava, Gema Izamar	School Counselor	Nestor	1/17/2024	1/17/2024	07/01/2024(RS)

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – FEBRUARY 8, 2024, **ADDENDUM**
CLASSIFIED PERSONNEL ACTIVITY LIST**

Approve/Ratify Employment - Substitutes/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date
Aleman, Maricela	Substitute Clerical	\$17.90 per hour	1/29/2024
Arechiga, David	Substitute Custodian	\$19.05 per hour	1/24/2024
Becerra, Josue	Substitute Clerical	\$17.90 per hour	12/14/2024
Chavez, Elsy	Substitute Supervision Assistant	\$16.30 per hour	1/24/2024
Gonsalves, Nicole	Substitute Instructional Assistant	\$17.00 per hour	2/6/2024
Montiel, Noelia	Substitute Instructional Assistant	\$17.00 per hour	1/18/2024
Saldana, Cristina	Substitute Clerical	\$17.90 per hour	2/2/2024
Young, Joan	Substitute Instructional Assistant	\$17.00 per hour	1/23/2024

Approve/Ratify Employment

Name	Position	Site	Salary	Effective Date
Gonzalez, Samantha	Supervision Assistant	Mendoza	13/1	02/12/2024
Theodore, Stephanie	Supervision Assistant	Berry	13/1	02/09/2024

Approve/Ratify Promotion

Name	Position	Site	Salary	Effective Date
Acuna, Alicia	Child Nutrition Assistant Breakfast	Bayside	17/8	02/09/2024
Aguirre, Flor	Special Education Instructional Assistant	Berry	22/3	02/09/2024
Bower, Lewis R	Custodian	Nestor	25/2	02/12/2024

Martinez, Stephanie	Breakfast Program Supervisor	Berry	15/7	02/09/2024
Mota, Giselle	Child Nutrition Assistant Lunch	Nicoloff	15/2	02/09/2024
Sinquimani, Jennifer	Attendance Secretary	Oneonta	26/3	02/09/2024

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Almaraz, Cheryl L	Special Education Instructional Assistant	Oneonta	02/5/2024	02/05/2024	02/05/2024(RT)
Ayala, Jessica	Special Education Instructional Assistant	Oneonta	02/05/2024	02/05/2024	02/16/2024(RS)
Gonzalez, Sandra	Bilingual Instructional Assistant	Nestor	01/29/2024	01/29/2024	07/01/2024(RT)
Jasmond, Connie	Supervision Assistant	Sunnyslope	01/29/2024	01/29/2024	01/30/2024 (RS)
Lopez, Carmen	Attendance Secretary	Berry	01/18/2024	01/18/2024	02/01/2024(RT)
Moreno, Alma	Child Nutrition Assistant Lunch	Oneonta	01/24/2024	01/24/2024	01/26/2024 (RS)
Parsons, Deborah Dee.	Attendance Secretary	Mendoza	01/26/2024	01/26/2024	07/01/2024 (RT)

Transfers, Lateral Transfers, and other Personnel Actions (For Information Only)

Name	Action	Effective Date
Barrera, Maria	39-Month Rehire List	02/15/2024
Hinkel, Guillermo	Lateral Custodian to MOF	02/09/2024
Marentes, Elizabeth	39-Month Rehire List	02/14/2024
Martinez, Ramona	Lateral Child Nutrition Assistant- Lunch to ME	02/09/2024
Reynolds, Katrina	Transfer Breakfast Program Supervisor to EM	02/09/2024

Reynolds, Katrina	Transfer Supervision Assistant to EM	02/09/2024
Sanchez, Danielle	Transfer Supervision Assistant to BE	02/09/2024

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – FEBRUARY 8, 2024, **ADDENDUM**
CERTIFICATED PERSONNEL ACTIVITY LIST**

Approve/Ratify Employment - Guest Teachers/Extra Help - Day-to-Day

Name	Position	Salary	Effective Date
Anderson, Clinton	Substitute Teacher	\$225 per day	2/6/2024
Anema, Rachael	Substitute Teacher	\$225 per day	01/23/2024
Arreola, Fabiola	Substitute Teacher	\$225 per day	01/24/2024
Bautista, Diego	Substitute Teacher	\$225 per day	2/2/2024
Bell, Nicholas	Substitute Teacher	\$225 per day	2/8/2024
Cardoza, Paul	Substitute Teacher	\$225 per day	01/12/2024
Ruiz, Tiffany	Substitute Teacher	\$225 per day	2/8/2024

Approve/Ratify Employment - Temporary Contract

Name	Position	Salary	Effective Date	
Rodriguez, Gabrielle	Learning Acceleration Tutor	Nestor	VI/6	02/09/2024

Approve/Ratify Employment- Probationary Contract

Name	Position	Site	Salary	Effective Date
Armas, Karen	School Nurse	Student Services	V/10	02/20/2024

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Lamm, Kilee Jo	Teacher	Central	01/30/2024	01/30/2024	02/09/2024(RS)
Medina, Evelin	Principal	Nicoloff	01/31/2024	01/31/2024	07/01/2024(RS)
Nava, Gema Izamar	School Counselor	Nestor	01/17/2024	01/17/2024	07/01/2024(RS)

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

February 8, 2024

TO: Board of Trustees
FROM: Jose Espinoza, District Superintendent
SUBJECT: Future Agenda Items Follow-up

BACKGROUND INFORMATION

At their meeting on January 18, 2024, Board Members requested future agenda items.

CURRENT CONSIDERATIONS

We are requesting direction on next steps for the following:

- An update on the status of the Security Residents.
- Information on extended employee leaves and long-term substitutes.

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 provide direction on next steps on future agenda items from the January 18, 2024, Board Meeting.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available