

South Bay Union School District Board of Trustees Meeting

Thursday
November 8, 2018
Burruss Auditorium

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. 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."

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

Burress Auditorium

November 8, 2018

Agenda

1. CLOSED SESSION - 5:15 PM, BOARD CONFERENCE ROOM

- Pledge of Allegiance.
- Public Comments.
- Pending Litigation - Government Code Section 54956.9 (b)(3)(C) Governmental Tort Claim - One Case
 - Vote on Government Claim Offer of Settlement for resigned employee 6953.
- Adjournment.

REGULAR BOARD MEETING - 6:00 PM, BURRESS AUDITORIUM

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

Call to order by President Ellsworth at ____ PM.

Roll Call:

Melanie Ellsworth, President	Present ____ Absent ____
Elvia Aguilar, Clerk	Present ____ Absent ____
Barbara Elliott-Sanders, Member	Present ____ Absent ____
Cheryl Quinones, Member	Present ____ Absent ____

Pledge of Allegiance

Recognize **Principals Jennifer Grondek and Kevin Coordt** who will introduce students Shelsee Gutierrez, Sherlyn Gutierrez, and Rotsen Mose to lead the flag

salute.

3. **SCHOOL REPORT**

School Report - Emory School

Recognize **Principal Jen Grondek** for a presentation on the educational experience at Emory School.

School Report - Bayside STEAM Academy

Recognize **Principal Kevin Coordt** for a presentation on the educational experience at the Bayside STEAM Academy.

4. **ACCLAMATIONS FROM THE BOARD OF TRUSTEES (1 minute limit per Trustee)**

5. **REPORT OF ACTION TAKEN IN CLOSED SESSION**

6. **CHANGES IN THE AGENDA**

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

7. **APPROVAL OF MEETING AGENDA**

Approve the November 8, 2018 Regular Board Meeting Agenda after determining any changes to the Order of Business.

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

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

Five Minute Limit per Group

- Educational and Student Services
 - District English Language Learner Advisory Committee (DELAC)
 - Reachout to Families Coordinating Council
 - Military Parent Council
- South Bay PTA Council
- South Bay Union School District Education Foundation
- California School Employees Association, Chapter 59 (CSEA)
- Southwest Teachers Association (SWTA)
- District Superintendent

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

10. **DISCUSSION/ACTION ITEMS**

GENERAL FUNCTIONS

A. Annual Organizational Meeting

Recognize **Superintendent Katie McNamara** and **approve** the date, time, and place of the South Bay Union School District Annual

Organization Meeting as December 13, 2018 at 6:00 PM in Burress Auditorium.

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

B. Amendments to Employment Agreement - Superintendent

Recognize **Superintendent Katie McNamara** and **approve** the Amendments to the Employment Agreement with Katie McNamara.

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

C. New Job Description - Deputy Superintendent

Recognize **Superintendent Katie McNamara** and **approve** the new Job Description for Deputy Superintendent.

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

D. Employment Agreement - Deputy Superintendent

Recognize **Superintendent Katie McNamara** and **approve** the Deputy Superintendent Employment Agreement with Cynthia Wagner.

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

E. Amendments to Employment Agreement - Assistant Superintendent, Human Resources

Recognize **Superintendent Katie McNamara** and **approve** the Amendments to the Employment Agreement with Kim Phifer.

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

F. League of Innovative Schools

Recognize **Superintendent Katie McNamara** and **Coordinator Jen Oliveira** for a report on the Digital Promise League of Innovative Schools.

G. California School Boards Association Delegate Assembly Nominations

Recognize **Superintendent Katie McNamara** and request the Board **nominate** governing board members from CSBA member boards in Region 17 as candidates for election to the CSBA Delegate Assembly.

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

EDUCATIONAL LEADERSHIP

H. California School Dashboard Local Indicators

Recognize **Assistant Superintendent Cindy Wagner** for a presentation on the California School Dashboard Local Indicators.

I. Single Plans for Student Achievement

Recognize **Assistant Superintendent Cindy Wagner** and **approve** the Single Plan For Student Achievement, including Site Council approval, for Bayside, Berry, Central, Emory, Mendoza, Nicoloff, Oneonta, Pence, and Sunnyslope Schools.

Motion _____ Second _____ Vote _____

HUMAN RESOURCES

J. Employee of the Year Selection Committees

Recognize **Assistant Superintendent Kim Phifer** and **select** two community members to serve on the Employee of the Year selection committees; one for the Classified Employee of the Year and one for the Certificated Employee of the Year.

Motion _____ Second _____ Vote _____

CONSENT CALENDAR

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

Motion _____ Second _____ Vote _____

GENERAL FUNCTIONS

K. Minutes

Approve the minutes of the Regular Board Meeting on October 18, 2018.

L. Contract for Marketing Campaign

Approve contract with Target River for the 2019 marketing campaign.

EDUCATIONAL LEADERSHIP

M. Williams Uniform Complaint Procedures Reporting

Accept Williams Uniform Complaint Procedures Report for the 1st Quarter.

N. Resolution 18-052

Adopt Resolution 18-052 to enter into an amended local agreement with the California Department of Education for Child Development Service for the 2018-2019 school year.

BUSINESS SERVICES

O. Purchase Order Report 5

Approve/ratify the Purchase Orders listed on Purchase Order Report 5.

P. Warrant and Check Registers

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

HUMAN RESOURCES

Q. Activity Lists

Approve the Certificated and Classified Activity Lists.

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

Meeting adjourned by President Ellsworth at ____ PM.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Jen Grondek, Principal, Emory School
SUBJECT: School Report - Emory School

BACKGROUND INFORMATION

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

- Learning and Achievement for ALL - Implement and assess a rigorous, standards-aligned, 21st century educational program that promotes the development of the whole child.
- Positive School Culture for ALL - Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.
- Parent and Community Engagement to Support Student Achievement - Ensure ongoing, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.
- Basic Services to Support Student Achievement - Provide basic services aligned to district budget and goals in order to ensure facilities, high quality staff, and transportation systems benefit students.

Each school site develops a Single Plan for Student Achievement (SPSA) aligned to the District LCAP. The SPSA identifies the actions and services at the site level to support the District LCAP goals and site specific needs.

School reports to the Board provide an opportunity for sites to highlight one or two key focus areas that illustrate the mission and vision of the school as well as specific action steps aimed at school improvement.

CURRENT CONSIDERATIONS

In alignment with the Board's priorities and LCAP, Emory School has focused our efforts in the following areas in order to increase student achievement and provide an engaging and positive school environment:

Emory's highest instructional priority this school year is to continue refining our balanced literacy program. We maintain our affiliate partnership with Teachers College Reading and Writing Project, a research and professional development organization at Columbia University. This partnership allows us to provide high quality professional development opportunities for Emory teachers and supports the implementation of reading and writing workshop. Through the combination of student choice, stamina development and small group interventions, our students strengthen their love for reading and writing.

In our efforts to engage and empower our students, Emory will launch the Emory Academy of Global Leadership and Empowerment this school year. Based upon input from stakeholders,

Emory has captured and enhanced what makes Emory great; leadership development for students and their opportunities to positively impact the world.

IMPACT ON STUDENT ACHIEVEMENT

To date, our greatest progress has been in the area of mathematics. The 2017 California School Dashboard indicates that there was a 4.8 point increase in the distance from standard met on the Smarter Balanced/CAASPP Mathematics assessment. Additionally, the 2017 California School Dashboard indicates a 5.3 percent increase in the percentage of students reclassifying as proficient in English within 5 years.

The area of greatest need indicated by data is English/Language Arts. The 2017 California School Dashboard indicates that there was a 4.8 point decline in the distance from standard met on the Smarter Balanced/CAASPP English Language Arts assessment. Specific action steps being taken to address this need include our partnership with Teachers College to refine balanced literacy instructional practices, our continued adaptations to our special education service model and our enhancements to our tier two interventions.

Through stakeholder engagement it has been determined that overall stakeholders are pleased with Emory School. The LCAP Student Survey showed two areas of strength: “my teachers believe I can succeed” and “my school is preparing me to be successful in the future”. An area of refinement for our students was “in my school we talk about ways to solve problems or arguments respectfully”. Areas of strength on the LCAP Parent Survey are: “my child’s school makes me feel welcome” and “my child’s school provides opportunities for me as a parent to be involved”. An area for refinement for our families is “my child has nutritious and appealing lunch options”.

Specific action steps being taken as a school to address this feedback include the continued modification to our Positive Behavior Interventions and Supports system. This year Emory primary grade teachers are utilizing a social emotional learning curriculum to explicitly teach conflict resolution and self-control. Our upper grade teachers will be facilitating Restorative Circles to model proactive resolution to conflicts as well as build community. Emory will continue our partnership with the South Bay Union School District Child Nutrition Department to educate families, elicit input for menu design and clarify federal regulations regarding school meal programs.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Principal Jen Grondek for a presentation on the educational experience at Emory School.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Kevin Coordt, Principal, Bayside STEAM Academy
SUBJECT: School Report - Bayside STEAM Academy

BACKGROUND INFORMATION

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

- Learning and Achievement for ALL - Implement and assess a rigorous, standards-aligned, 21st century educational program that promotes the development of the whole child.
- Positive School Culture for ALL - Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.
- Parent and Community Engagement to Support Student Achievement - Ensure ongoing, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.
- Basic Services to Support Student Achievement - Provide basic services aligned to district budget and goals in order to ensure facilities, high quality staff, and transportation systems benefit students.

Each school site develops a Single Plan for Student Achievement (SPSA) aligned to the District LCAP. The SPSA identifies the actions and services at the site level to support the District LCAP goals and site specific needs.

School reports to the Board provide an opportunity for sites to highlight one or two key focus areas that illustrate the mission and vision of the school as well as specific action steps aimed at school improvement.

CURRENT CONSIDERATIONS

In alignment with the Board's priorities and LCAP, Bayside STEAM Academy has focused our efforts in the following areas Teacher's College (TC) reading/writing workshop programs, STEAM programs, and strengthening school culture.

IMPACT ON STUDENT ACHIEVEMENT

To date, our greatest progress has been in the area of English Language Arts. Student reading assessments data indicates that over that past three years the percent of students proficient in reading has grown from 21% in 2015 to 51% in 2018. However, according to the latest 2018 SBAC results, the percent of students reaching ELA proficiency has remained flat at roughly 21%.

While at the same time, the area of greatest need indicated by State testing data continues to be mathematics and language arts. According to the 2018 SBAC assessments results, 21% of our students in grade 3-6 are reading at grade level, while only 17% of our students are achieving grade-level proficiency in mathematics.

Specific action steps being taken to address this need include continual professional development in the Teacher's College (TC) reader's and writer's workshop models. Bayside teachers participated in a 2-day math lab site training in October and we have planned several mathematics focused workshops, facilitated by expert Teachers on Special Assignment (TOSAs), in the months ahead. In addition, all Bayside teachers receive training, including data analysis and review, from the principal and the District Language Arts TOSA throughout the year during weekly collaboration.

Bayside scholars are continuing to develop their critical thinking, collaboration, and creativity skills engaging in year-round STEAM activities and programs including: engineering, science, math application, art studio, coding, and a wide variety of exploration electives.

Through stakeholder engagement it has been determined the greatest area of need at Bayside is improved school **culture** and continuing to develop Bayside's STEAM programs. Specific action steps being taken as a school to address this feedback include Stanford Harmony (Social Emotional Program), morning meetings, morning buddy ups, restorative practice, weekly PBIS and Social Emotional Learning (SEL) classroom lessons, and ongoing SEL training from our Sanford Harmony coach during monthly staff meeting.

The 2018 Student LCAP Climate Survey (235 students) indicates specific strengths in the following areas:

- My school is preparing me to be successful in the future.
- Adults in my school treat students with respect.
- My teachers believe I can learn and succeed.

Areas that need improvement are:

- I have been made fun of, teased or insulted more than once in my school.
- My school and classroom are clean and well maintained.
- School culture

The 2018 Parent LCAP Climate Survey (55 parents) indicates specific strengths in all areas including the following the areas:

- My child comes home from school excited about school.
- My child's school promotes academic success for all students.
- My child's school keeps me well informed.
- Results were equal to or better than the district average in all categories.

Areas that need improvement are:

- My child has nutritious and appealing lunch options.
- School culture

The 2018 Teacher LCAP Climate Survey (20 teachers) indicates specific strengths in the following areas:

- Teachers support the mission of the school.
- Leaders take time to praise teachers who perform well.

- The school mission provides a clear sense of direction for teachers.
- Disagreements over instructional practice are voiced and openly discussed.

Areas that need improvement are:

- Teachers spend considerable amount of time planning together.
- Teachers are willing to help out whenever there is a problem.

Overall the 2018 LCAP survey was very positive, and for the most part, the results are a significant improvement on last year's results, with the exception being our student LCAP results.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Principal Kevin Coordt for a presentation on the educational experience at the Bayside STEAM Academy.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Annual Organizational Meeting

BACKGROUND INFORMATION

Education Code sections 35143 and 72000 provide that the governing board of each school district shall hold an annual organizational meeting for the 2018-19 school year between December 7-21, 2018, inclusive. Education Code also provides that the day and time of the annual organizational meeting shall be selected by the Board at its regular meeting held immediately prior to December 7, 2018. If a governing board fails to select a day and time for the annual organizational meeting, the county superintendent of schools shall designate the date and time of the meeting and notify all members in writing.

CURRENT CONSIDERATIONS

The next regularly scheduled Board meeting is December 13, 2018. As this date falls within the dates specified by Education Code, it is recommended that the Board of Trustees establish the annual organizational meeting for December 13, 2018 at 6:00 PM in Burress Auditorium located at 601 Elm Avenue, Imperial Beach, California.

IMPACT ON STUDENT ACHIEVEMENT

The Board of Trustees annually elects Board officers, establishes Board meeting dates, and renews *BB 9271 – Code of Ethics*. The Board is responsible for making decisions related to student learning, approving funding, and establishing goals that support teaching and learning.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Board of Trustees approve December 13, 2018 at 6:00 PM in the Burress Auditorium as the date, time and place for the South Bay Union School District Annual Organizational Meeting.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Amendments to Employment Agreement - Superintendent

BACKGROUND INFORMATION

The employment agreement with Superintendent Katie McNamara was established on July 1, 2013.

CURRENT CONSIDERATIONS

The Superintendent Employment Agreement has been updated to reflect changes to sections 1 (Term), 2 (Salary), and 16 (Governing Law). The Amendments to Employment Agreement is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

The Superintendent and Board serve together as the Governance Team that sets vision, goals and policies that affect the direction of the schools in order to positively impact student learning. In addition, the Superintendent serves as the Chief Executive Officer of the District and has the responsibility to assure that the organization is focused on student achievement in an environment of fiscal responsibility and positive relationships.

FINANCIAL IMPLICATIONS

The financial implications of the item are detailed in the Exhibit.

RECOMMENDATION

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the Amendments to the Employment Agreement with Katie McNamara.

ATTACHMENTS:

Description	Upload Date	Type
Amendments	10/10/2018	Exhibit

AMENDMENTS TO EMPLOYMENT AGREEMENT
BETWEEN THE
BOARD OF TRUSTEES OF
THE SOUTH BAY UNION SCHOOL DISTRICT
AND
DR. CATHERINE MCNAMARA, SUPERINTENDENT
NOVEMBER 8, 2018

These Amendments to Agreement is entered into between the Board of Trustees (hereinafter referred to as the "Board") of the South Bay Union School District (hereinafter referred to as "District") and Dr. Catherine McNamara (hereinafter referred to as "Superintendent").

Section 1 TERM

The term of Agreement for the Superintendent shall be from July 1, 2019 until June 30, 2022 and shall be subject to the terms and conditions hereinafter set forth. The Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this Agreement, excluding vacations, holidays, sick leave, and approved leaves.

Section 2 SALARY

Add the following:

The Superintendent shall receive a four percent (4%) salary step advancement effective July 1, 2020. In addition, the Superintendent's salary shall be increased by the same percentage increase granted to other certificated management employees, effective for the 2019-2020 and 2020-2021 school years.

Section 16 GOVERNING LAW:

16.2 Provisions Required by Government Code Section 53260, et seq.

Regardless of the term of this Agreement, if it is terminated with or without cause, the maximum cash settlement that the Superintendent may receive shall be an amount equal to her monthly salary multiplied by the number of months remaining on the unexpired term of this Agreement. However, if the unexpired term is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of the Superintendent multiplied by twelve (12). Any cash settlement shall not include any other non-cash items except health and welfare benefits, which may be continued for the same duration of time as covered in the settlement, or until the Superintendent finds other employment, whichever comes first. Again, however, if the unexpired term is greater than twelve

(12) months, the maximum time for continued health and welfare benefits paid for by the District shall be twelve (12) months.

Notwithstanding the above, if the Board terminates its contract of employment with the Superintendent, the Board may not provide a cash or non-cash settlement to the Superintendent in any amount if the Board believes, and subsequently confirms pursuant to an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The intent of this section is to satisfy the requirements in Government Code sections 53260-53264, and this Agreement shall be interpreted consistent with these statutes.

16.3 Provisions Required by Government Code Sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides paid leave salary offered by the local agency to the officer or employee pending an investigation, shall require that any salary provided for that purpose be fully reimbursed if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides funds for the legal criminal defense of an officer or employee shall require that any funds provided for that purpose be fully reimbursed to the local agency if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract of employment between an employee and a local agency employer shall include a provision which provides that, regardless of the term of the contract, if the contract is terminated, any cash settlement related to the termination that an employee may receive from the local agency shall be fully reimbursed to the local agency if the employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, if a local agency provides, in the absence of a contractual obligation, for any of the payments described in this article, then the employee or officer receiving any payments provided for those purposes shall fully reimburse the local agency that provided those payments in the event that the employee or officer is convicted of a crime involving the abuse of his or her office or position.

For purposes of this article, "abuse of office or position" means either of the following:

- An abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority.

- A crime against public justice, including, but not limited to, a crime described in Title 5 (commencing with Section 67), Title 6 (commencing with Section 85) or Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

The intent of this section is to satisfy the requirements in Government Code sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4, and this Agreement shall be interpreted consistent with these statutes.

IN WITNESS WHEREOF, the parties have entered into these Amendments to Agreement on the date hereinafter set forth.

BOARD OF TRUSTEES OF THE
SOUTH BAY UNION SCHOOL
DISTRICT

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

Acceptance

I hereby accept these Amendments to Employment Agreement and agree to comply fully with each and every condition thereof, and to fulfill faithfully all of the duties of employment as Superintendent of South Bay Union School District.

Dated: November 8, 2018

By: _____
Katie McNamara

These Amendments were approved in open session by the Board of Trustees of the South Bay Union School District at a regular public meeting duly scheduled and held on November 8, 2018, at Imperial Beach, California.

Attest: _____
Elvia Aguilar, Clerk of the Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: New Job Description - Deputy Superintendent

BACKGROUND INFORMATION

The scope of the Assistant Superintendent of Educational Leadership position has expanded to include additional responsibilities, including the Technology Department, the Teachers on Special Assignment, and the VAPA/STEM instructional team. In addition, the role of the Assistant Superintendent of Educational Leadership now includes facilitating professional development, managing and monitoring the District's Local Control Accountability Plan, and serving as the Chief Educational Officer.

CURRENT CONSIDERATIONS

A new Job Description for Deputy Superintendent (Exhibit) has been developed to include expanded areas of responsibility, including the existing duties of the Assistant Superintendent of Educational Leadership/Chief Instructional Officer (Exhibit).

IMPACT ON STUDENT ACHIEVEMENT

The Deputy Superintendent serves as the Chief Educational Officer of the District and has the responsibility to assure that the organization is focused on student achievement.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the new Job Description for Deputy Superintendent.

ATTACHMENTS:

Description	Upload Date	Type
Assist Sup - Educational Leadership	10/31/2018	Exhibit
Deputy Superintendent	10/31/2018	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
CERTIFICATED JOB DESCRIPTION

JOB TITLE: ASSISTANT SUPERINTENDENT, EDUCATIONAL LEADERSHIP

Job Purpose Statement/s: The Assistant Superintendent, Educational Leadership shall serve as the Chief Instructional Officer of the District. The job of Assistant Superintendent, Educational Leadership is done for the purpose/s of providing leadership in establishing and achieving the District's educational goals. Further, it is done for the purpose of providing supervision, leadership and coaching to site administrators in the areas of instructional leadership and in the implementation of the District curriculum. The Assistant Superintendent shall supervise and direct the departments within the division of Educational Leadership. The Assistant Superintendent shall provide information to the Board, superintendent, staff and public; ensure compliance to established policies, procedures, and/or codes; and provide leadership in a variety of administrative needs and processes.

Essential Job Functions:

- Coaches school principals and assistant principals in instructional leadership, school operations, and in the implementation of District curriculum for the purpose of ensuring effective instructional practices; maximum student achievement; compliance with established policies, procedures, and or education codes;
- Supervises department heads in Educational Services and Pupil Personnel Services for the purpose of managing assigned operations in accordance with Board and school policies; to support them in the completion of their work activities; and to evaluate their performance.
- Support the Superintendent of Schools for the purpose of providing assistance with the administrative functions of the district.
- Provides leadership for the development and implementation of Districtwide curriculum, effective instructional practices and professional development for the purpose of ensuring compliance with established policies, procedures, and/or education codes and to support maximum student achievement for every student.
- Oversees a continuing program of professional development for Management Team members in curriculum, instructional leadership, and meeting requests of the Superintendent.
- Recommends new administrative employees to the Superintendent for hire in the Educational Leadership division for the purpose of filling open positions.
- Recommends solutions to a variety of complex issues (i.e. instructional programs/materials, etc.) for the purpose of addressing general needs and responsibilities of the District.
- Researches various information (i.e. education code, legal decisions, district practices) for the purpose of analyzing potential implications, making recommendations and/or addressing a variety of other administrative needs.
- Supports and monitors the activities of appropriate Districtwide committees for the purpose of communicating information and/or gaining feedback.
- Provides opportunities for staff, Board, parents, community members, and students to participate in decisions related to the instructional program for the purpose of gathering and providing information to the Superintendent, the Board of Trustees, other staff and the public.

- Maintains open communication with District personnel and Administrators from surrounding districts for the purpose of communicating information and/or gaining feedback.
- Develops programs, policies and procedures for the purpose of fulfilling state education code requirements and Board policies and meeting requests of the Superintendent.
- Prepares and submits to the Superintendent all recommendations related to the administrative activities of the District that require approval and/or Board of Trustee action for the purpose of fulfilling education codes, employee agreements, Board Policies, and meeting requests of the Superintendent.
- Attends appropriate meetings as assigned for the purpose of conveying and/or gathering information required to perform the essential functions of this position.

Other Job Functions:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Performs other related duties and assignments as required.

Job Requirements – Qualifications:

- **Experience Required:** Prior job related experience with increasing levels of responsibility in a school district.
- **Skills, Knowledge and/or Abilities Required:**
Skills to manage personnel and programs, communicate effectively, problem solve.
Knowledge of curriculum, education code, district policies.
Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, effectively communicate with individuals of varied cultural and education backgrounds, communicate in oral and written form. Significant physical abilities include reading/handling/fingering, talking/hearing conversations, near visual acuity/visual accommodation.
- **Licenses, Certification, Bonding, and/or Testing Required:**
Administrative Credential or equivalent, valid Driver's License and evidence of insurability, Criminal Justice Fingerprint Clearance.

Salary Range:	Pay Group	To be determined based on experience and qualifications
		Top Salary = \$126,317
	Contract Days	245 Days; Vacation = 25 Days
	Stipends:	\$1,000 annually for Doctorate

Board Approval Date:

SOUTH BAY UNION SCHOOL DISTRICT CERTIFICATED JOB DESCRIPTION

JOB TITLE: DEPUTY SUPERINTENDENT

Job Purpose/Statement: Under the direction of the Superintendent, the Deputy Superintendent acts for, represents, and exercises the authority of the Superintendent in directing the implementation of plans, policies, instructional programs, services and general operation. On a day to day basis, the Deputy Superintendent shall oversee/coordinate the activities of District Administration/Senior Management for the effective and efficient operation of all campuses and offices. The Deputy Superintendent shall also serve as the Chief Educational Officer of the District and shall perform the duties described in the job description of Assistant Superintendent-Educational Leadership, as well as other duties as assigned.

Essential Job Functions:

- Plan, organize, control and direct the work of the District employees except those specific areas reserved by the Superintendent.
- Provide administrative coordination for the District's overall operations and related support activities; provide leadership for implementation and monitoring of services; support assessment and tracking of progress towards goal achievement and plan implementation to accomplish District objectives.
- Serve as a member of the Executive Team and provide support and assistance to the other members of the team as needed. Convey Executive Team decisions and actions to employees, as appropriate.
- Advise the Superintendent on various subject matters, issues, and problems to establish priorities and to create and implement solutions.
- Represent the Superintendent as her designee, when necessary.
- Serve as the Chief Educational Officer of the District. Provide leadership in establishing and achieving the District's educational goals.
- Promote and assist in strategic planning efforts including the Local Control Accountability Plan. Support the Superintendent in implementation of the goals, priorities, and action steps in the Local Control Accountability Plan.
- Provide supervision, leadership, and coaching to, and evaluation of, site administrators in the areas of instructional leadership and in the implementation of District programs.

- Collect data by observing teaching and learning and provide feedback to enhance improvement of instructional leadership and District professional learning.
- Supervise and direct the departments within the division of Educational Leadership.
- Provide information to the Board, superintendent, employees and public; ensure compliance with established policies, procedures, and/or statutes and regulations; Provide leadership in a variety of administrative needs and processes.

Other Job Functions:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Performs other related duties and assignments as required.

Job Requirements/Qualifications:

- **Experience Required:** Prior job related experience as a certificated employee with increasing levels of responsibility in a school district.
- **Skills, Knowledge and/or Abilities Required:**
Skills to manage personnel and programs, communicate effectively, problem solve.
Knowledge of curriculum, education code, district policies.
Abilities to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, effectively communicate with individuals of varied cultural and education backgrounds, communicate in oral and written form. Significant physical abilities include reading/handling/fingering, talking/hearing conversations, near visual acuity/visual accommodation.
- **Licenses, Certification, Bonding, and/or Testing Required:** California Administrative Credential, valid Driver's License and evidence of insurability, Criminal Justice Fingerprint Clearance.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Employment Agreement - Deputy Superintendent

BACKGROUND INFORMATION

Given the expanded responsibilities of the Assistant Superintendent of Educational Leadership role, it was determined that a new position description and title were necessary to encompass and recognize these additional duties.

CURRENT CONSIDERATIONS

Following approval of the new Job Description, the Deputy Superintendent Employment Agreement (Exhibit) with Cynthia Wagner is submitted for approval.

IMPACT ON STUDENT ACHIEVEMENT

The Deputy Superintendent serves as the Chief Educational Officer of the District.

FINANCIAL IMPLICATIONS

The financial implications of the item, including term, salary, and benefits are detailed in the Exhibit.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the Deputy Superintendent Employment Agreement with Cynthia Wagner.

ATTACHMENTS:

Description	Upload Date	Type
Employment Agreement	10/31/2018	Exhibit

EMPLOYMENT AGREEMENT
BETWEEN
THE BOARD OF TRUSTEES OF
THE SOUTH BAY UNION SCHOOL DISTRICT
AND
CYNTHIA WAGNER, DEPUTY SUPERINTENDENT

This Agreement is entered into between the Board of Trustees, hereinafter referred to as the "Board," of the South Bay Union School District, hereinafter referred to as the "District," and Cynthia Wagner, Deputy Superintendent of the South Bay Union School District, hereinafter referred to as the "Deputy Superintendent."

1. TERM

The term of Agreement for the Deputy Superintendent shall be from December 1, 2018 until June 30, 2022 and shall be subject to the terms and conditions hereinafter set forth. The Deputy Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this Agreement, excluding vacations, holidays, sick leave, and approved leaves.

The Deputy Superintendent's work year shall be 220 days. To determine the Deputy Superintendent's daily rate of pay, the Deputy Superintendent's annual base salary shall be divided by her work days.

2. SALARY

The salary of the Deputy Superintendent shall be two hundred six thousand six hundred thirty six dollars (\$206,636) per year, beginning December 1, 2018, payable in twelve (12) equal monthly installments. The Deputy Superintendent shall receive a three percent (3%) salary step advancement effective July 1, 2020 and July 1, 2021. In addition, the Deputy Superintendent's salary shall be increased by the same percentage increase granted to other certificated management employees for the 2019-2020 and 2020-2021 school years.

3. HEALTH AND WELFARE BENEFITS

Deputy Superintendent shall be entitled to receive those District-paid health and welfare benefits which are received by other District certificated management employees. The District's contribution for premiums for such benefits shall be the same as provided to other District certificated management employees.

4. DUTIES AND RESPONSIBILITIES

Under the direction of the Superintendent, the Deputy Superintendent acts for, represents, and exercises the authority of the Superintendent in directing the implementation of plans, policies, instructional programs, services and general operation. On a day to day basis, the Deputy Superintendent shall oversee/coordinate the activities of District Administration/Senior Management for the effective and efficient operation of all campuses

and offices. The Deputy Superintendent shall also serve as the Chief Educational Officer of the District in accordance with the job description for Deputy Superintendent and also shall perform the duties described in the job description of Assistant Superintendent-Educational Leadership, as well as other duties as assigned.

5. EVALUATION

The Deputy Superintendent shall be formally evaluated by the Superintendent on an annual basis. Such evaluation shall be completed by June 30 of each year of employment. Such evaluation shall be conducted consistent with established Board policies. Prior to July 1 of any year, the Superintendent shall report to the Board regarding the performance of the Deputy Superintendent.

6. OUTSIDE PROFESSIONAL ACTIVITIES

The Deputy Superintendent may utilize vacation time to perform consultative work or other related work. Such work shall be subject to the approval of the Superintendent and shall not interfere with the functioning of the District. With prior approval, the Deputy Superintendent may use up to an average of one (1) day per month in trade time; allowing flexible use of weekends and holidays for work in trade for regular work days.

7. VACATION AND HOLIDAYS

The Deputy Superintendent shall be entitled to twenty-five (25) working days annual vacation with pay, and in addition will receive holidays defined in Section 37220 of the Education Code provided these days are determined to be holidays by the Board. Vacation days shall accrue at the rate of 2.083 days per month. The Deputy Superintendent shall not accrue more than twenty-five (25) days of vacation without the prior written approval of the Superintendent. It is further stipulated that no fewer than twelve (12) vacation days must be taken during the year in which earned, except by special agreement with the Superintendent. The Deputy Superintendent shall be entitled to full compensation for earned but unused vacation and shall be paid off any unused vacation, up to thirteen (13) days, in June of each year, and the total vacation balance shall be paid immediately upon termination, resignation or retirement.

8. LEAVES

The Deputy Superintendent shall be entitled to all leave benefits which are provided to the District's certificated management employees. Sick leave benefits shall be computed in the same method as other certificated management employees.

9. PROFESSIONAL OBLIGATIONS AND RELATED EXPENSES

The Deputy Superintendent shall endeavor to maintain and improve her professional competence by all available means, including but not limited to, reading of professional periodicals, membership in professional organizations, attending professional meetings, conferences, and seminars. Out of state conferences shall be subject to prior approval of the Superintendent. The District shall pay the annual dues for ACSA and one additional professional organization for the Deputy Superintendent.

10. OTHER EMPLOYMENT

The Deputy Superintendent shall immediately notify the Superintendent should the Deputy Superintendent seek other employment during the term of this agreement.

11. AMENDMENT OF AGREEMENT

This Agreement may be amended at any time by mutual written agreement of the parties.

12. BUSINESS RELATED EXPENSES

The Deputy Superintendent shall be reimbursed by the District for all actual and necessary travel and related expenses incurred and paid by the Deputy Superintendent within the course and scope of her duties. This includes mileage reimbursement at the current IRS rate for all business related travel when the Deputy Superintendent uses her personal automobile. This does not include reimbursement for mileage from the Deputy Superintendent's residence to the District Office and return from the District Office to the Deputy Superintendent's residence.

13. TERMINATION OF AGREEMENT

13.1 The District and the Deputy Superintendent may, by mutual written agreement, terminate this Agreement at any time. It is provided, however, any mutual agreement of the parties is subject to the restrictions set forth in California Government Code Section 53260, which restricts a maximum cash settlement equal to the then monthly salary times twelve (12) months or the monthly salary for the remaining term of the Agreement, whichever is less. Pursuant to Government Code Section 53261, health and welfare benefits may be paid pursuant to the same limitations as provided in Government Code Section 53260 or until the Deputy Superintendent finds other employment, whichever period of limitation occurs first.

13.2 Termination For Cause

The Board may terminate Deputy Superintendent for: (1) acts done in bad faith to the detriment of the District; (2) refusals or failures to act in accordance with specific provisions of this Agreement or Board directives; (3) material breach of this Agreement; (4) unsatisfactory performance; (5) misconduct or dishonest behavior; or (6) conviction of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the parties under this Agreement. If such cause exists, the Board shall meet with Deputy Superintendent and shall submit a written statement of the grounds for termination and copies of written documents the Board believes support the termination. If the Deputy Superintendent disputes the charges, the Deputy Superintendent shall then be entitled to a conference before the Board in a closed session meeting. The Deputy Superintendent and the Board shall each have the right to be represented by counsel at their own expense. The Deputy Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Deputy Superintendent with a written decision. The decision of the Board shall be final. Deputy Superintendent's conference before the Board shall be deemed to satisfy the Deputy Superintendent's entitlement to due process of law and shall be the Deputy Superintendent's exclusive right to any conference or hearing otherwise

required by law. The Deputy Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts Deputy Superintendent's administrative remedies.

13.3 Termination without Cause

The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay to Deputy Superintendent the remainder of any salary due under this Agreement or twelve (12) month's salary, whichever is less. Payment to the Deputy Superintendent shall be made in a lump sum. The calculation for the purpose of the payment shall be based on the rate of salary in effect on the date of termination.

13.4 Disability of Deputy Superintendent

If the Deputy Superintendent is unable to perform the essential functions of her position, with or without reasonable accommodation as defined by applicable law, as a result of a physical or mental disability established through an examination of Deputy Superintendent by a licensed physician, then this Agreement may be terminated by the Board on: 1) six months written notice; or 2) Deputy Superintendent obtaining STRS disability benefits, whichever occurs first. Deputy Superintendent shall apply for and take all appropriate steps to obtain STRS disability benefits immediately upon receipt of a physician's report indicating Deputy Superintendent's inability to perform the essential functions of her position. During the pendency of the six-month termination notice or the STRS determination, Deputy Superintendent shall exhaust all accumulated sick leave and other paid leaves and shall remain entitled to District-provided health and welfare benefits consistent with the terms of this Agreement.

13.5 Non-Renewal of Agreement

Notwithstanding any other provisions of this Agreement or the policies and regulations of the Board, the Board may elect not to renew this Agreement, and/or not to reemploy the Deputy Superintendent upon the expiration of the term of this Agreement pursuant to Education Code section 35031. Under current law, the Board must act and provide the Deputy Superintendent with notice of non-renewal at least 45 days prior to the expiration of this Agreement.

14. GOVERNING LAW

14.1 This Agreement is subject to all applicable laws of the State of California and the lawful rules and regulations of the Board as well as the regulations of the California State Board of Education. Such laws, rules and regulations, or subsequent amendments thereof, are hereby made a part of the terms and conditions of this Agreement.

14.2 Provisions Required by Government Code Section 53260, et seq.

Regardless of the term of this Agreement, if it is terminated with or without cause, the maximum cash settlement that the Deputy Superintendent may receive shall be an amount equal to her monthly salary multiplied by the number of months remaining on the unexpired term of this Agreement. However, if the unexpired term is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of the Deputy Superintendent multiplied by twelve (12). Any cash settlement shall not include any other non-cash items except health and welfare benefits, which may be continued for the same

duration of time as covered in the settlement, or until the Deputy Superintendent finds other employment, whichever comes first. Again, however, if the unexpired term is greater than twelve (12) months, the maximum time for continued health and welfare benefits paid for by the District shall be twelve (12) months.

Notwithstanding the above, if the Board terminates its contract of employment with the Deputy Superintendent, the Board may not provide a cash or non-cash settlement to the Deputy Superintendent in any amount if the Board believes, and subsequently confirms pursuant to an independent audit, that the Deputy Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The intent of this section is to satisfy the requirements in Government Code sections 53260 53264, and this Agreement shall be interpreted consistent with these statutes.

14.3 Provisions Required by Government Code Sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides paid leave salary offered by the local agency to the officer or employee pending an investigation, shall require that any salary provided for that purpose be fully reimbursed if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides funds for the legal criminal defense of an officer or employee shall require that any funds provided for that purpose be fully reimbursed to the local agency if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract of employment between an employee and a local agency employer shall include a provision which provides that, regardless of the term of the contract, if the contract is terminated, any cash settlement related to the termination that an employee may receive from the local agency shall be fully reimbursed to the local agency if the employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, if a local agency provides, in the absence of a contractual obligation, for any of the payments described in this article, then the employee or officer receiving any payments provided for those purposes shall fully reimburse the local agency that provided those payments in the event that the employee or officer is convicted of a crime involving the abuse of his or her office or position.

For purposes of this article, "abuse of office or position" means either of the following:

- An abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority.
- A crime against public justice, including, but not limited to, a crime described in Title 5 (commencing with Section 67), Title 6 (commencing with Section 85) or Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

The intent of this section is to satisfy the requirements in Government Code sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4, and this Agreement shall be interpreted consistent with these statutes.

15. SAVINGS

If any provision of this Agreement is held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue in full force and effect.

16. COMPLETE AGREEMENT

This Agreement is the full and complete agreement between the parties hereto. Any amendment, modification, or variation from the terms of this Agreement shall be in writing and shall be effective only upon approval of such amendment, modification, or variation by the Board and the Deputy Superintendent.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the date hereinafter set forth.

BOARD OF TRUSTEES OF THE
SOUTH BAY UNION SCHOOL DISTRICT

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

Acceptance

I hereby accept this Employment Agreement and agree to comply fully with each and every condition thereof, and to fulfill faithfully all of the duties of employment as Deputy Superintendent of the South Bay Union School District.

Dated: November 8, 2018

By: _____
Cynthia Wagner

This Agreement was approved in open session by the Board of Trustees of the South Bay Union School District at a regular public meeting duly scheduled and held on November 8, 2018, at Imperial Beach, California.

Attest: _____
Elvia Aguilar, Clerk of the Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Amendments to Employment Agreement - Assistant Superintendent, Human Resources

BACKGROUND INFORMATION

The employment agreements with Assistant Superintendent Kimberly Phifer was established upon her hire date and has been modified by the Board in the past to incorporate changes in work days, health benefit changes, among others.

CURRENT CONSIDERATIONS

The Assistant Superintendent Employment Agreement has been updated to reflect changes to sections 1 (Term), 2 (Salary), and 16 (Governing Law). The Amendments to Employment Agreements is attached as an Exhibit.

IMPACT ON STUDENT ACHIEVEMENT

Each member of South Bay's Executive Team is passionately committed to the District's mission, the Board goals, and the highest possible measures of academic achievement working to lead efforts in excellence, interdependence, and respect and dignity for all.

FINANCIAL IMPLICATIONS

The financial implications of the item are detailed in the Exhibit.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the Amendments to the Employment Agreement with Kim Phifer.

ATTACHMENTS:

Description	Upload Date	Type
Phifer	10/10/2018	Exhibit

AMENDMENTS TO EMPLOYMENT AGREEMENT
BETWEEN THE
BOARD OF TRUSTEES OF
THE SOUTH BAY UNION SCHOOL DISTRICT
AND
KIMBERLY PHIFER, ASSISTANT SUPERINTENDENT
NOVEMBER 8, 2018

These Amendments to Agreement is entered into between the Board of Trustees (hereinafter referred to as the "Board") of the South Bay Union School District (hereinafter referred to as "District") and Kimberly Phifer (hereinafter referred to as "Assistant Superintendent").

Section 1 TERM

A new term of Agreement for the Assistant Superintendent shall be from July 1, 2019 until June 30, 2022 and shall be subject to the terms and conditions hereinafter set forth. The Assistant Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this Agreement, excluding vacations, holidays, sick leave, and approved leaves.

Section 2 SALARY

The Assistant Superintendent shall receive a three percent (3%) salary step advancement effective July 1, 2020 and July 1, 2021. In addition, the Assistant Superintendent's salary shall be increased by the same percentage increase granted to other certificated management employees effective for the 2019-2020 and 2020-2021 school years.

Section 14 GOVERNING LAW:

14.2 Provisions Required by Government Code Section 53260, et seq.

Regardless of the term of this Agreement, if it is terminated with or without cause, the maximum cash settlement that the Assistant Superintendent may receive shall be an amount equal to her monthly salary multiplied by the number of months remaining on the unexpired term of this Agreement. However, if the unexpired term is greater than twelve (12) months, the maximum cash settlement shall be an amount equal to the monthly salary of the Assistant Superintendent multiplied by twelve (12). Any cash settlement shall not include any other non-cash items except health and welfare benefits, which may be continued for the same duration of time as covered in the settlement, or until the Assistant Superintendent finds other employment, whichever comes first. Again, however, if the unexpired term is greater than twelve (12) months, the maximum time for

continued health and welfare benefits paid for by the District shall be twelve (12) months.

Notwithstanding the above, if the Board terminates its contract of employment with the Assistant Superintendent, the Board may not provide a cash or non-cash settlement to the Assistant Superintendent in any amount if the Board believes, and subsequently confirms pursuant to an independent audit, that the Assistant Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The intent of this section is to satisfy the requirements in Government Code sections 53260-53264, and this Agreement shall be interpreted consistent with these statutes.

14.3 Provisions Required by Government Code Sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides paid leave salary offered by the local agency to the officer or employee pending an investigation, shall require that any salary provided for that purpose be fully reimbursed if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract executed or renewed between a local agency and an officer or employee of a local agency that provides funds for the legal criminal defense of an officer or employee shall require that any funds provided for that purpose be fully reimbursed to the local agency if the officer or employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, any contract of employment between an employee and a local agency employer shall include a provision which provides that, regardless of the term of the contract, if the contract is terminated, any cash settlement related to the termination that an employee may receive from the local agency shall be fully reimbursed to the local agency if the employee is convicted of a crime involving an abuse of his or her office or position.

On or after January 1, 2012, if a local agency provides, in the absence of a contractual obligation, for any of the payments described in this article, then the employee or officer receiving any payments provided for those purposes shall fully reimburse the local agency that provided those payments in the event that the employee or officer is convicted of a crime involving the abuse of his or her office or position.

For purposes of this article, "abuse of office or position" means either of the following:

- An abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority.

- A crime against public justice, including, but not limited to, a crime described in Title 5 (commencing with Section 67), Title 6 (commencing with Section 85) or Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

The intent of this section is to satisfy the requirements in Government Code sections 53243, 53243.1, 53243.2, 53243.3, and 53243.4, and this Agreement shall be interpreted consistent with these statutes.

IN WITNESS WHEREOF, the parties have entered into these Amendments to Agreement on the date hereinafter set forth.

BOARD OF TRUSTEES OF THE
SOUTH BAY UNION SCHOOL
DISTRICT

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

By: _____
Date: November 8, 2018

Acceptance

I hereby accept these Amendments to Employment Agreement and agree to comply fully with each and every condition thereof, and to fulfill faithfully all of the duties of employment as Assistant Superintendent of South Bay Union School District.

Dated: November 8, 2018

By: _____
Kimberly Phifer

These Amendments were approved in open session by the Board of Trustees of the South Bay Union School District at a regular public meeting duly scheduled and held on November 8, 2018, at Imperial Beach, California.

Attest: _____
Elvia Aguilar, Clerk of the Board

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: League of Innovative Schools

BACKGROUND INFORMATION

Digital Promise is a nonprofit organization that builds powerful networks of researchers, entrepreneurs, and educators. The mission of the organization is to ensure that all people have access to learning experiences that help them acquire the knowledge and skills they need to thrive and continuously learn in an ever-changing world.

the League of Innovative Schools, a national coalition of forward-thinking school districts organized by Digital Promise, focuses on accelerating innovation in education and improving the opportunity to learn for all through technology and research.

CURRENT CONSIDERATIONS

In June 2018, South Bay submitted an application to join the League of Innovative Schools. In July, we were notified that we had been selected as a new member district. As part of the new member orientation, Superintendent Katie McNamara and Coordinator Jennifer Oliveira attended the League of Innovative Schools Fall Meeting in Park City, Utah, on October 10-12, 2018. The presentation to the Board will include information on the League, a summary of the Fall Meeting, and next steps.

IMPACT ON STUDENT ACHIEVEMENT

The League of Innovative Schools is a national network of education leaders who are working to improve outcomes for students, use their collective voice to advance positive change in public education, and partner with entrepreneurs, researchers, and leading education thinkers on new approaches to teaching and learning.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board recognize Superintendent Katie McNamara and Coordinator Jen Oliveira for a report on the Digital Promise League of Innovative Schools.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: California School Boards Association Delegate Assembly Nominations

BACKGROUND INFORMATION

The South Bay Union School District Board of Trustees is a member in good standing of the California School Boards Association (CSBA). The Association's purposes are:

- Promoting and advancing public education by seeking citizen and legislative support for public schools.
- Providing education information and assistance to Board members.
- Cooperating with persons and organizations whose interests and purposes are for the betterment of education/students.

CSBA is a non-profit organization under the non-profit public-benefit corporate law.

CURRENT CONSIDERATIONS

Annually CSBA, in accordance with its bylaws, begins the process of developing the membership of its Delegate Assembly. These Delegate Assembly nominations must be made by Governing Boards within their geographical sub-regions or areas. Nominees must be members of CSBA member boards within that sub-region or area. Before mailing the letter of nomination to CSBA, the Board must contact the nominee(s) for permission to place his or her name into nomination. The Board may nominate as many individuals as it chooses. A letter from Mike Walsh, CSBA President, is attached as an Exhibit for your reference.

Region 17, San Diego County, has seven non-appointed vacancies. The second Exhibit is the list of Region 17 Delegate Assembly members whose terms expire in 2019. Delegate Assembly members are elected at large from all of the nominations received by the sub-regions or areas. Nominations are to be submitted by January 7, 2019 and those elected will serve from April 1, 2019 through March 31, 2021.

IMPACT ON STUDENT ACHIEVEMENT

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

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Board of Trustees, in accordance with CSBA bylaws, nominate governing board members from CSBA member boards in Region 17 as candidates for election to the CSBA Delegate Assembly.

ATTACHMENTS:

Description	Upload Date	Type
Letter	10/29/2018	Exhibit



California School Boards Association

October 26, 2018

MEMORANDUM

To: CSBA Member Boards
From: Mike Walsh, CSBA President
Re: Call for Nominations to CSBA's Delegate Assembly

DEADLINE: Monday, January 7, 2019

IF NOMINATING, BOARD ACTION REQUIRED

Please deliver to all governing board members. See envelope label for Region/Subregion number or visit

<https://www.csba.org/About/Leadership/CSBARegions>

Each year, member boards elect representatives to the California School Boards Association's Delegate Assembly. The Delegate Assembly is a vital link in the Association's governance and sets the general policy direction. Working with member boards, the Board of Directors, and Executive Committee, Delegates ensure that the Association promotes the interests of California's school districts and county offices of education.

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Monday, January 7, 2019**. Nomination instructions are listed below:

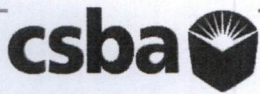
- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- A member board may nominate as many individuals as it chooses, but only one nomination form per nominee.
- All nominees must serve on a CSBA member boards and must give their approval prior to being nominated.
- All nominees must submit a **one-page, single-sided**, candidate biographical sketch form.
- An optional one-page, one-sided résumé may also be submitted, but cannot be substituted for the biographical sketch form.
- It is the nominee's responsibility to confirm that all nomination materials have been received deadline. Late submissions will not be accepted.
- The nomination form, candidate biographical sketch form, and optional resume may be returned by Monday, January 7, 2019, via the following methods. Please choose only one method:

- E-mail to nominations@csba.org by 11:59 p.m.
- Fax to (916) 371-3407 by 11:59 p.m.
- Postmarked by U.S.P.S. no later than January 7, 2019.

Elected Delegates serve a two-year term beginning April 1, 2019 through March 31, 2021. There are two required Delegate Assembly meetings each year. In 2019, the dates are May 18-19 in Sacramento and November 4-5 in San Diego. *District eligible to appoint a member of their board to the Delegate Assembly will receive a separate communication from CSBA.* However, districts that appoint may also nominate board members to run for the Delegate Assembly.

The nomination form and current list of CSBA Delegates with their expiration terms are attached. Terms that end in 2019 are up for election. All materials related to the nomination process for elected Delegates are available to download at www.csba.org/ElectionToDA. For more information, please contact the Executive Office at (800) 266-3382. Thank you.

Enclosures: Nomination Form, Candidate Biographical Sketch Form, Delegate Assembly Roster
S:\EO\Nominations & Elections\DA\For 2019 elections\Nominations\nominations memo.docx



**DELEGATE ASSEMBLY with 2019 & 2020 terms. Only 2019
seats are up for election | ♦ = District appointment**

REGION 1 – 4 Delegates (4 elected)

Director: Jennifer Owen (Fort Bragg USD)

Subregion 1-A (Del Norte, Humboldt)

Donald McArthur (Del Norte County USD), 2019

Lisa Ollivier (Eureka City SD), 2020

Subregion 1-B (Lake, Mendocino)

Sandy Tucker (Middletown USD), 2020

Region 1 County:

David Browning (Lake COE), 2019

REGION 2 – 4 Delegates (4 elected)

Director: Sherry Crawford (Siskiyou COE)

Subregion 2-A (Modoc, Siskiyou, Trinity)

Gregg Gunkel (Siskiyou Union HSD), 2019

Subregion 2-B (Shasta)

Teri Vigil (Fall River Joint USD), 2019

Subregion 2-C (Lassen, Plumas)

Dwight Pierson (Plumas County & USD), 2020

Region 2 County:

Brenda Duchi (Siskiyou COE), 2020

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Subregion 3-A (Sonoma)

Ron Kristof (Santa Rosa City Schools), 2019

Jeremy Brott (Bennett Valley Union SD), 2020

Subregion 3-B (Napa)

Indira Lopez (Calistoga Joint USD), 2019

Subregion 3-C (Solano)

Diane Ferrucci (Benicia USD), 2019

David Isom (Fairfield-Suisun USD), 2019

Michael Kitzes (Vacaville USD), 2020

Subregion 3-D (Marin)

Barbara Owens, (Tamalpais Union HSD) 2020

Region 3 County

Herman Hernandez (Sonoma COE), 2019

REGION 4 – 8 Delegates (8 elected)

Director: Paige Stauss (Roseville Joint Union HSD)

Subregion 4-A (Glenn, Tehama)

Rod Thompson (Red Bluff Jt. Union HSD), 2020

Subregion 4-B (Butte)

Judith Peters (Paradise USD), 2019

Subregion 4-C (Colusa, Sutter, Yuba)

Jim Flurry (Marysville Joint USD), 2020

Vacant, 2019

Subregion 4-D (Nevada, Placer, Sierra)

Julann Brown (Auburn Union ESD), 2019

Linda Campbell (Nevada Joint Union HSD), 2019

Renee Nash (Eureka Union SD), 2020

Region 4 County

June McJunkin (Sutter COE), 2020

REGION 5 – 10 Delegates (7 elected/3 appointed ♦)

Director: Alisa MacAvoy (Redwood City ESD)

Subregion 5-A (San Francisco)

Emily Murase (San Francisco County USD) ♦, 2019

Rachel Norton (San Francisco County USD) ♦, 2019

Vacant (San Francisco County USD) ♦, 2020

Subregion 5-B (San Mateo)

Davina Drabkin (Burlingame ESD), 2019

Carrie Du Bois (Sequoia Union HSD), 2019

Amy Koo (Belmont-Redwood Shores SD), 2020

Clayton Koo, (Jefferson ESD), 2020

Kevin Martinez (San Bruno Park ESD), 2019

Kalimah Salahuddin (Jefferson Union HSD), 2020

Region 5 County

Beverly Gerard (San Mateo COE), 2019

REGION 6 – 19 Delegates (12 elected/7 appointed ♦)

Director: Darrel Woo (Sacramento City USD)

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), 2020

Subregion 6-B (Sacramento)

Michael A. Baker (Twin Rivers USD) ♦, 2019

Pam Costa (San Juan USD) ♦, 2019

Craig DeLuz (Robla ESD), 2020

John Gordon (Galt Joint Union ESD), 2019

Jay Hansen (Sacramento City USD) ♦, 2019

Susan Heredia (Natomas USD), 2019

Lisa Kaplan (Natomas USD), 2019

Ramona Landeros (Twin Rivers USD), 2020

Crystal Martinez-Alire (Elk Grove USD) ♦, 2019

Mike McKibbin (San Juan USD) ♦, 2020

Christina Pritchett (Sacramento City USD) ♦, 2020

JoAnne Reinking (Folsom-Cordova USD), 2020

Rebecca Sandoval (Twin Rivers USD), 2019

Edward (Ed) Short (Folsom-Cordova USD), 2019

Bobbie Singh-Allen (Elk Grove USD) ♦, 2020

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), 2020

Suzanna George (Rescue Union ESD), 2019

Region 6 County

Shelton Yip (Yolo COE), 2020

REGION 7 – 20 Delegates (15 elected/5 appointed ♦)

Director: Yolanda Peña Mendrek (Liberty Union HSD)

Subregion 7-A (Contra Costa)

Elizabeth (Liz) Bettis (Walnut Creek ESD), 2019

Elizabeth Block (West Contra Costa USD) ♦, 2020

Laura Canciamilla (Pittsburg USD), 2020

Madeline Kronenberg (West Contra Costa USD), 2020

Linda K. Mayo (Mt. Diablo USD) ♦, 2019

Marina Ramos (John Swett USD), 2019

Richard Severy (Moraga ESD), 2019

Raymond Valverde (Liberty Union HSD), 2020

Delegate Assembly List as of 10-15-18

Subregion 7-B (Alameda)

Valerie Arkin (Pleasanton USD), 2020
Ann Crosbie (Fremont USD) ♦, 2019
Beatriz Leyva-Cutler (Berkeley USD), 2019
Jody London (Oakland USD) ♦, 2019
William McGee (Hayward USD), 2019
Amy Miller (Dublin USD), 2020
Diana J. Prola (San Leandro USD), 2019
Nina Senn (Oakland USD) ♦, 2020
Nancy Thomas (Newark USD), 2019
Annette Walker (Hayward USD), 2020
Anne White (Livermore Valley Joint USD), 2020

Region 7 County

Fatima Alleyne (Contra Costa COE), 2019

REGION 8 – 14 Delegates (12 elected/2 appointed) ♦

Director: Matthew Balzarini (Lammersville Joint USD)

Subregion 8-A (San Joaquin)

Kathleen Garcia (Stockton USD) ♦, 2019
Kathy Howe (Manteca USD), 2020
George Neely (Lodi USD), 2019
Christopher (Kit) Oase (Ripon USD), 2019
Angela Phillips (Stockton USD) ♦, 2020
Stephen J. Schluer (Manteca USD), 2020
Jenny Van De Pol (Lincoln USD), 2020

Subregion 8-B (Amador, Calaveras, Tuolumne)

Zerrall McDaniel (Calaveras USD), 2019

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD), 2020
Cynthia (Cindi) Lindsey (Sylvan Union ESD), 2019
Paul Wallace (Neman-Crows Landing USD), 2019

Subregion 8-D (Merced)

Adam Cox (Merced City ESD), 2019
John Medearis (Merced Union HSD), 2020

Region 8 County

Juliana Feriani (Tuolumne COE), 2020

REGION 9 – 8 Delegates (8 elected)

Director: Tami Gunther (Atascadero USD)

Subregion 9-A (San Benito, Santa Cruz)

Phil Rodriguez (Soquel Union ESD), 2020
Deborah Tracy-Proulx (Santa Cruz City Schools), 2020
George Wylie (San Lorenzo Valley USD), 2019

Subregion 9-B (Monterey)

Lila Cann (Salinas Union HSD), 2019
Rita Patel (Carmel USD), 2020

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), 2020
Vicki Meagher (Lucia Mar USD), 2019

Region 9 County

Janet Wohlgemuth (Monterey COE), 2019

REGION 10 – 15 Delegates (11 elected/4 appointed) ♦

Director: Susan Markarian (Pacific Union ESD)

Subregion 10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), 2019

Delegate Assembly List as of 10-15-18

Subregion 10-B (Fresno)

Daniel Babshoff (Kerman USD), 2019
Connie Brooks (Kings Canyon Joint USD), 2020
Darrell Carter (Washington USD), 2020
Gilbert Coelho (Firebaugh-Las Deltas USD), 2020
Valerie Davis (Fresno USD) ♦, 2019
Brian Heryford (Clovis USD) ♦, 2019
William (Bill) Johnson (Clay ESD), 2019
Marcy Masumoto (Sanger USD), 2019
Carol Mills (Fresno USD) ♦, 2020
Elizabeth (Betsy) Sandoval (Clovis USD) ♦, 2020
Norman Saude (Sierra USD), 2020
Kathy Spate (Caruthers USD), 2019

Subregion 10-C (Kings)

Teresa Carlos-Contreras (Kings River-Hardwick Union ESD), 2020

Region 10 County

Sara Wilkins (Madera COE), 2020

REGION 11 – 9 Delegates (9 elected)

Director: Suzanne Kitchens (Pleasant Valley SD)

Subregion 11-A (Santa Barbara)

Jack C. Garvin (Santa Maria Joint Union HSD), 2020
Luz Reyes-Martin (Goleta Union SD), 2019

Subregion 11-B (Ventura County and Las Virgenes USD)

William Daniels (Simi Valley USD), 2020
Vianey Lopez (Hueneme ESD), 2020
Veronica Robles-Solis (Oxnard SD), 2020
Kelsey Stewart (Santa Paula USD), 2020
Christina (Tina) Urias (Santa Paula USD), 2019
John Walker (Ventura USD), 2019

Region 11 County

Mark Lisagor (Ventura COE), 2019

REGION 12 – 14 Delegates (11 elected/3 appointed) ♦

Director: Bill Farris (Sierra Sands USD)

Subregion 12-A (Tulare)

Peter Lara, Jr. (Porterville USD), 2020
Cathy Mederos (Tulare Joint Union HSD), 2019
Dean Sutton (Exeter USD), 2019
Lucia Vazquez (Visalia USD), 2020

Subregion 12-B (Kern)

Pamela (Pam) Baugher (Bakersfield City SD), 2019
Jeff Flores (Kern Union HSD) ♦, 2019
Pamela Jacobsen (Standard SD), 2020
Tim Johnson (Sierra Sands USD), 2019
Phillip Peters (Kern Union HSD) ♦, 2020
Geri Rivera (Arvin Union SD), 2019
Gaby Schmidt (Lakeside Union ESD), 2020
Lillian Tafoya (Bakersfield City SD) ♦, 2020
Keith Wolaridge (Panama-Buena Vista Union SD), 2019

Region 12 County

Donald P. Cowan (Kern COE), 2020

REGION 15 – 26 Delegates (18 elected/8 appointed) ♦

Director: Meg Cutuli (Los Alamitos USD)

County: Orange

Alfonso Alvarez (Santa Ana USD) ♦, 2019

Dana Black (Newport-Mesa USD), 2020
 Lauren Brooks (Irvine USD), 2020
 Carrie Buck (Placentia-Yorba Linda USD), 2019
 Bonnie Castrey (Huntington Beach Union HSD), 2019
 Jeff Cole (Anaheim ESD), 2019
 Ian Collins (Fountain Valley ESD), 2019
 Lynn Davis (Tustin USD), 2020
 Karin Freeman (Placentia-Yorba Linda USD), 2019
 Ira Glasky (Irvine USD) ♦, 2020
 Patricia Holloway (Capistrano USD) ♦, 2019
 Al Jabbar (Anaheim Un. HSD), 2019
 Candice (Candi) Kern (Cypress ESD), 2020
 Martha McNicholas (Capistrano USD) ♦, 2020
 Lan Nguyen (Garden Grove USD) ♦, 2020
 John Palacio (Santa Ana USD) ♦, 2020
 Annemarie Randle-Trejo (Anaheim Union HSD) ♦, 2020
 Teri Rocco (Garden Grove USD) ♦, 2019
 Rosemary Saylor (Huntington Beach City ESD), 2020
 Francine Scinto (Tustin USD), 2020
 Michael Simons (Huntington Beach Union HSD), 2020
 Robert A. Singer (Fullerton Joint Union HSD), 2019
 Suzie R. Swartz (Saddleback Valley USD), 2019
 Sharon Wallin (Irvine USD), 2020
 Dolores Winchell (Saddleback Valley USD), 2019

Region 15 County

John (Jack) Bedell (Orange COE), 2019 ♦

REGION 16 – 20 Delegates (15 elected/5 appointed) ♦

Director: Karen Gray (Silver Valley USD)

Subregion 16-A (Inyo)

Susan Patton (Lone Pine USD), 2019

Subregion 16-B (San Bernardino)

Christina Cameron-Otero (Needles USD), 2020
 Tom Courtney (Lucerne Valley USD), 2019
 Barbara J. Dew (Victor Valley Union HSD), 2020
 Gwen Dowdy-Rodgers (San Bernardino City USD) ♦, 2019
 Barbara Flores (San Bernardino City USD) ♦, 2020
 Peter Garcia (Fontana USD) ♦, 2019
 Cindy Gardner (Rim of the World USD), 2020
 Margaret Hill (San Bernardino City USD), 2019
 Shari Megaw (Chaffey Joint Union HSD), 2019
 Jim O'Neill, (Redlands USD), 2020
 Sylvia Orozco (Chino Valley USD) ♦, 2019
 Caryn Payzant (Alta Loma ESD), 2020
 Barbara Schneider (Helendale SD), 2020
 Matt Slowik (Fontana USD) ♦, 2020
 Wilson So (Apple Valley USD), 2019
 Mark Sumpter (San Bernardino COE), 2020
 Eric Swanson (Hesperia USD), 2019
 Kathy A. Thompson (Central ESD), 2019
 Donna West (Redlands USD), 2020

Region 16 County

Laura A. Mancha (San Bernardino COE), 2020

REGION 17 – 24 Delegates (18 elected/6 appointed) ♦

Director: Katie Dexter (Lemon Grove SD)

County: San Diego

Elvia Aguilar (South Bay Union SD), 2020

Delegate Assembly List as of 10-15-18

Barbara Avalos (National SD), 2020
 Richard Barrera, (San Diego USD) ♦, 2019
 Leslie Ray Bunker (Chula Vista ESD), 2019
 Brian Clapper (National SD), 2020
 Eleanor Evans (Oceanside USD), 2020
 Al Guerra (Alpine Union SD), 2019
 Beth Hergesheimer (San Dieguito Union HSD), 2019
 Laurie Humphrey (Chula Vista ESD), 2020
 Claudine Jones (Carlsbad USD), 2020
 Michael McQuary (San Diego USD) ♦, 2020
 Tamara Otero (Cajon Valley Union SD), 2019
 Dawn Perfect (Ramona USD), 2019
 Barbara Ryan (Santee SD), 2019
 Elva Salinas (Grossmont Union HSD), 2020
 Debra Schade (Solana Beach ESD), 2020
 Nicholas Segura (Sweetwater Union HSD) ♦, 2020
 Charles Sellers (Poway USD) ♦, 2019
 Louis Smith (Coronado USD), 2019
 Arturo Solis (Sweetwater Union HSD) ♦, 2019
 Marla Strich (Encinitas Union ESD), 2020
 Cipriano Vargas, (Vista USD), 2020
 Sharon Whitehurst-Payne (San Diego USD) ♦, 2019

Region 17 County

Guadalupe Gonzalez (San Diego COE), 2019 ♦

REGION 18 – 21 Delegates (16 elected/5 appointed) ♦

Director: Wendy Jonathan (Desert Sands USD)

Subregion 18-A (Riverside)

Alfredo Andrade (Banning USD), 2019
 Kenneth Dickson (Murrieta Valley USD), 2019
 Robert Garcia (Jurupa USD), 2019
 Madonna Gerrell (Palm Springs USD), 2019
 Blanca T. Hall (Coachella Valley USD), 2020
 Tom Hunt (Riverside USD) ♦, 2019
 Cleveland (CJ) Johnson (Moreno Valley USD) ♦, 2019
 Marla Kirkland (Val Verde USD), 2020
 Susie Lara (Beaumont USD), 2020
 Patricia Lock-Dawson (Riverside USD) ♦, 2020
 David Nelissen (Perris Union HSD), 2020
 Bill Newberry (Corona-Norco USD) ♦, 2020
 Kristi Rutz-Robbins (Temecula Valley USD), 2019
 Victor Scavarda (Hemet USD), 2020
 Susan (Sue) Scott (Lake Elsinore USD), 2020
 Mary Helen Ybarra (Corona-Norco USD) ♦, 2019
 Vacant, 2019

Subregion 18-B (Imperial)

Ralph Fernandez (Brawley Union HSD), 2019
 Diahna Garcia-Ruiz (Heber ESD), 2019
 Gloria Santillan (Brawley ESD), 2020
County: Wendel W. Tucker (Riverside COE), 2020

REGION 20 – 12 Delegates (11 elected/1 appointed) ♦

Director: Albert Gonzalez (Santa Clara USD)

County: Santa Clara

Frank Biehl (East Side Union HSD), 2020
 Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD), 2020
 Danielle Cohen (Campbell Union SD), 2019
 Pamela Foley (San Jose USD) ♦, 2019

Bonnie Mace (Evergreen ESD), 2019
Joe Mitchner (Mountain View-Los Altos Un. HSD), 2020
Jodi Muirhead, (Santa Clara USD), 2020
Reid Myers (Sunnyvale SD), 2019
Andres Quintero (Alum Rock Union ESD), 2019
George Sanchez (Franklin-McKinley ESD), 2019
Vacant, 2019
County: Rosemary Kamei (Santa Clara COE), 2020

REGION 21 – 7 Delegates (0 elected/ 7 appointed) ♦
Director: Kelly Gonez (Los Angeles USD) ♦, 2022

County: *Los Angeles*

Monica Garcia (Los Angeles USD) ♦, 2021
George McKenna (Los Angeles USD) ♦, 2020
Nick Melvoin (Los Angeles USD) ♦, 2022
Ref Rodriguez (Los Angeles USD) ♦, 2020
Scott Schmerelson (Los Angeles USD) ♦, 2020
Richard Vladovic (Los Angeles USD) ♦, 2020

Region 18 County

Douglas Boyd (Los Angeles COE) ♦, 2020

REGION 22 – 6 Delegates (6 elected)
Director: Keith Giles (Lancaster ESD)

Los Angeles County: *North Los Angeles*

John Curiel (Westside Union ESD), 2019
Steven DeMarzio (Westside Union ESD), 2020
Stacy Dobbs (Castaic Union SD), 2020
R. Michael Dutton (Antelope Valley Union HSD), 2019
Nancy Smith (Palmdale ESD), 2020
Steven M. Sturgeon (William S. Hart Union HSD), 2019

REGION 23 – 15 Delegates (13 elected/2 Appointed) ♦
Director: Helen Hall (Walnut Valley USD)

Los Angeles County: *San Gabriel Valley & East Los Angeles*

Subregion 23-A

Suzie Abajian (South Pasadena USD), 2019
Adele Andrade-Stadler (Alhambra USD), 2019
Kimberly Kenne (Pasadena USD), 2020
Gregory Krikorian (Glendale USD), 2020
Gary Scott (San Gabriel USD), 2020

Subregion 23-B

Jessica Ancona (El Monte City SD), 2019
Anthony Duarte (Hacienda La Puente USD), 2020
Gino (J.D.) Kwok (Hacienda La Puente USD) ♦, 2020
Larry Redinger (Walnut Valley USD), 2019

Subregion 23-C

Cory Ellenson (Glendora USD), 2020
Steven Llanusa (Claremont USD), 2020
Christina Lucero (Baldwin Park USD), 2019
Eileen Miranda Jimenez (West Covina USD), 2019
Roberta Perlman (Pomona USD) ♦, 2019
Paul Solano (Bassett USD), 2020

REGION 24 – 16 Delegates (14 elected/2 Appointed) ♦
Director: Donald E. LaPlante (Downey USD)

Los Angeles County: *Southwest Crescent*

Darryl Adams (Norwalk-La Mirada USD), 2019
Leighton Anderson (Whittier Union HSD), 2020
Jan Baird (South Whittier ESD), 2019
Maggie Bove-LaMonica (Hermosa Beach City ESD), 2020
Diana Craighead (Long Beach USD) ♦, 2020
Paul Gardiner (East Whittier City ESD), 2020
Vivian Hansen (Paramount USD), 2019
Megan Kerr (Long Beach USD) ♦, 2019
Eugene Krank (Hawthorne SD), 2020
Jose Lara (El Rancho USD), 2019
Sylvia V. Macias (South Whittier ESD), 2020
Karen Morrison (Norwalk-La Mirada USD), 2020
Ann M. Phillips (Lawndale ESD), 2020
Jesse Urquidi, (Norwalk-LaMirada USD), 2020
Ana Valencia (Norwalk-La Mirada USD), 2019
Satra Zurita, (Compton USD), 2019

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Cindy Wagner, Assistant Superintendent, Educational Leadership
SUBJECT: California School Dashboard Local Indicators

BACKGROUND INFORMATION

The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

The California School Dashboard reports on both State Indicators and Local Indicators. The State Indicators allow for comparisons across schools and districts:

- Academic Performance
- Suspension Rate
- English Learner Progress
- Preparation for College/Career Chronic Absenteeism
- High School Graduation Rate

Local Indicators are based on information collected by school districts, county offices of education, and charter schools:

- Basic Conditions
 - Teacher Qualifications
 - Safe and Clean Buildings
 - Textbooks for all Students
- Implementation of Academic Standards
- School Climate Surveys
- Parent Involvement and Engagement

Districts receive one of three performance levels on the four Local Indicators based on whether they have collected and reported local data:

- Met
- Not Met
- Not Met for Two or More Years

CURRENT CONSIDERATIONS

South Bay has completed the requirement for the Local Indicators. This requirement includes the reporting of data analysis, Williams visits, classroom observations, and instructional materials. Information was self-reported on the California School Dashboard and all Local Indicators were met.

The California School Dashboard, with all current State and Local Indicators, will be released to the public in December 2018.

IMPACT ON STUDENT ACHIEVEMENT

The California School Dashboard is the state accountability reporting system and communicates district progress on identified indicators to all stakeholders.

FINANCIAL IMPLICATIONS

There are no financial implications related to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend recognition of Assistant Superintendent Cindy Wagner for a presentation on the California School Dashboard Local Indicators.

SUPERINTENDENT'S RECOMMENDATION

Recommend recognition.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Cindy Wagner, Assistant Superintendent, Educational Leadership
SUBJECT: Single Plans for Student Achievement

BACKGROUND INFORMATION

California SB 374 requires each school to consolidate all plans required by the consolidated application program into a single plan for student achievement. The plans are to meet the content requirements of amended Education Code Section 64001 (effective January 2002) for a single school plan for pupil achievement. Such a plan must be developed at each school that operates any programs funded through the Consolidated Application. Accordingly, the plan must:

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

The Single Site Plan for Student Achievement is a flexible document for student achievement in an ongoing process that ensures alignment between District LCAP, LEA Plan and site goals. The corresponding action steps and fiscal allocations ensure student achievement, community involvement, and needed accountability. In addition, the site plan provides vital information to the California Department of Education during the Federal Program Monitoring (FPM) review process in which South Bay is a participant.

CURRENT CONSIDERATIONS

As a District, it is critical that each site's student achievement plan align with the LEA student achievement plan developed in 2008 and revised in 2014 as part of the corrective action process under program improvement. It is also important to ensure that site fiscal allocations and expenditures are fully aligned to the District LCAP.

Superintendent Katie McNamara and Assistant Superintendent Cindy Wagner meet regularly with

Principals to monitor and support implementation of the student achievement plans. Principals participate in goal setting, coaching, classroom observations and data collection with both Dr. McNamara and Ms. Wagner throughout the year. The Single Plans for Student Achievement for these sites are attached (Exhibits) and are available for review in the Superintendent's Office.

IMPACT ON STUDENT ACHIEVEMENT

The purpose of the Single Plan for Student Achievement is to align the key leverage strategies for focused student achievement as outlined in the Every Student Succeeds Act (ESSA) with budgetary funding. In addition, alignment to the California School Dashboard is essential to ensure a comprehensive approach to student achievement and success in multiple areas.

FINANCIAL IMPLICATIONS

The District will receive approximately \$12,429,159 in state and federal categorical funds during the 2018-19 school year.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval of the Single Plan For Student Achievement, including Site Council approval, for Bayside, Berry, Central, Emory, Mendoza, Nicoloff, Oneonta, Pence, and Sunnyslope Schools.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval.

ATTACHMENTS:

Description	Upload Date	Type
Bayside	10/31/2018	Exhibit
Berry	10/31/2018	Exhibit
Central	10/31/2018	Exhibit
Emory	10/31/2018	Exhibit
Mendoza	10/31/2018	Exhibit
Nicoloff	10/31/2018	Exhibit
Oneonta	10/31/2018	Exhibit
Pence	10/31/2018	Exhibit
Sunnyslope	10/31/2018	Exhibit

The School Plan for Student Achievement

School: Bayside STEAM Academy
CDS Code: 37-68395-6040463
District: South Bay Union
Principal: Kevin Coordt
Revision Date: October 15, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kevin Coordt
Position: Principal
Phone Number: (619) 628-2500
Address: 490 Emory Street
Imperial Beach, CA 91932
E-mail Address: Kcoordt@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Bayside STEAM Academy's Vision and Mission Statements

Vision:

Academic/Intellectual

We promote students who are intellectually well rounded. Graduates are competent in reading, writing and math. They master viable standards and are fluent English proficient.

Social/Emotional

Students will be respectful and responsible peacebuilders who are motivated and eager to learn.

Global/Community

We embrace cultural differences, and students know that their actions impact the community. Success today leads to choices and greatness in the future.

Mission:

We teach for college and career readiness! Every day we build off our students strengths, passions and dreams so they can achieve their goals by having the skills they need to succeed in an ever changing world.

We believe that continuous improvement and self reflection are critical elements needed to provide our students with fun and engaging instruction. We continually strive for academic and social excellence from our students.

We model for our students how to be courageous, respectful, responsible, successful, and compassionate. Students believe in themselves because we believe in and advocate for each and every one of them.

School Profile

Bayside STEAM Academy (grades TK through 6th) is located in Imperial Beach, California. Our student enrollment is approximately 530 students. The School Action Plan is the result of a coordinated effort involving the Bayside STEAM Academy faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. Together we have examined student achievement data trends and the culture at our school to identify actions/strategies/goals to ensure that all students are making academic gains. Additionally, we also collect and analyze classroom visitation data to determine professional development support for teachers to fully and effectively implement the California State Standards in English Language Arts and Mathematics.

Bayside Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 81%. Other ethnicities include 10% White, 5% African American, and 4% Asian, Filipino, or Pacific Islander. 208 of our students are classified as English Language Learners representing approximately 40% of our student body. (Our unduplicated percentage is 87%.)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	66	78	75	60	69	75	60	69	88.2	90.9	88.5
Grade 4	75	79	68	72	75	63	72	75	63	96	94.9	92.6
Grade 5	74	68	85	70	67	78	70	67	78	94.6	98.5	91.8
Grade 6	79	68	69	74	67	69	74	67	69	93.7	98.5	100
All Grades	313	281	300	291	269	279	291	269	279	93	95.7	93

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.9	2356.2	2372.3	12	5.00	11.59	20	10.00	8.70	29	26.67	24.64	39	58.33	55.07
Grade 4	2402.4	2398.4	2399.2	3	8.00	6.35	19	16.00	9.52	25	16.00	22.22	53	60.00	61.90
Grade 5	2424.1	2430.5	2444.8	4	2.99	7.69	13	13.43	17.95	26	22.39	23.08	57	61.19	51.28
Grade 6	2468.1	2462.2	2451.8	0	1.49	1.45	26	28.36	18.84	32	17.91	23.19	42	52.24	56.52
All Grades	N/A	N/A	N/A	5	4.46	6.81	20	17.10	13.98	28	20.45	23.30	47	57.99	55.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	8.33	7.25	52	31.67	39.13	33	60.00	53.62
Grade 4	3	10.67	6.35	35	33.33	36.51	63	56.00	57.14
Grade 5	1	4.48	10.26	27	38.81	39.74	71	56.72	50.00
Grade 6	4	4.48	5.80	41	46.27	31.88	55	49.25	62.32
All Grades	6	7.06	7.53	39	37.55	36.92	55	55.39	55.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	5.00	10.29	49	36.67	30.88	41	58.33	58.82
Grade 4	13	12.00	8.06	43	36.00	32.26	44	52.00	59.68
Grade 5	11	8.96	10.26	34	34.33	44.87	54	56.72	44.87
Grade 6	8	5.97	4.48	42	41.79	32.84	50	52.24	62.69
All Grades	10	8.18	8.36	42	37.17	35.64	47	54.65	56.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	6.67	8.70	65	46.67	65.22	25	46.67	26.09
Grade 4	11	2.67	9.52	61	48.00	55.56	28	49.33	34.92
Grade 5	1	2.99	5.13	53	50.75	56.41	46	46.27	38.46
Grade 6	5	4.48	5.80	68	61.19	56.52	27	34.33	37.68
All Grades	7	4.09	7.17	62	51.67	58.42	31	44.24	34.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	8.33	11.59	57	48.33	46.38	33	43.33	42.03
Grade 4	4	6.67	6.35	50	48.00	53.97	46	45.33	39.68
Grade 5	9	2.99	14.10	51	50.75	44.87	40	46.27	41.03
Grade 6	12	5.97	17.39	62	50.75	44.93	26	43.28	37.68
All Grades	9	5.95	12.54	55	49.44	47.31	36	44.61	40.14

Conclusions based on this data:

1. 21% of students in grades 3-6 met or exceeded the standards in ELA in 2018 (representing a 1 point decrease from prior year.)
2. However, this represents a 6+ point gain in distance from standard (DFS). Going from -72.7 DFS to -66 DFS. Resulting in our Dashboard color improving from red to yellow.
3. Cohort mean scaled scores have improved for a 3 year period.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	66	78	77	63	74	76	63	74	90.6	95.5	94.9
Grade 4	75	79	68	72	74	64	72	74	64	96	93.7	94.1
Grade 5	74	68	85	73	68	78	73	68	78	98.6	100	91.8
Grade 6	79	68	69	75	67	68	75	67	68	94.9	98.5	98.6
All Grades	313	281	300	297	272	284	296	272	284	94.9	96.8	94.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2414.4	2406.7	2388.7	13	6.35	5.41	34	31.75	22.97	26	26.98	25.68	26	34.92	45.95
Grade 4	2409.2	2420.7	2420.7	1	6.76	1.56	13	13.51	15.63	31	32.43	37.50	56	47.30	45.31
Grade 5	2414.9	2420.1	2439.1	0	2.94	1.28	4	5.88	10.26	23	22.06	30.77	73	69.12	57.69
Grade 6	2437.3	2423.2	2427.6	0	0.00	2.94	5	2.99	5.88	27	31.34	25.00	68	65.67	66.18
All Grades	N/A	N/A	N/A	4	4.04	2.82	14	13.24	13.73	27	28.31	29.58	55	54.41	53.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	15.87	14.86	36	47.62	29.73	36	36.51	55.41
Grade 4	4	13.51	7.81	28	21.62	31.25	68	64.86	60.94
Grade 5	1	7.35	3.85	15	11.76	32.05	84	80.88	64.10
Grade 6	1	1.49	4.41	20	20.90	19.12	79	77.61	76.47
All Grades	9	9.56	7.75	25	25.00	28.17	66	65.44	64.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	7.94	9.46	51	53.97	40.54	36	38.10	50.00
Grade 4	1	9.46	6.25	43	40.54	45.31	56	50.00	48.44
Grade 5	0	2.94	2.56	25	27.94	32.05	75	69.12	65.38
Grade 6	0	0.00	5.88	25	29.85	29.41	75	70.15	64.71
All Grades	4	5.15	5.99	36	37.87	36.62	60	56.99	57.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	11.11	17.57	61	53.97	44.59	18	34.92	37.84
Grade 4	3	9.46	4.69	39	37.84	42.19	58	52.70	53.13
Grade 5	0	2.94	3.85	26	30.88	46.15	74	66.18	50.00
Grade 6	1	0.00	2.94	41	47.76	35.29	57	52.24	61.76
All Grades	6	5.88	7.39	42	42.28	42.25	52	51.84	50.35

Conclusions based on this data:

1. 17% of students in grades 3-6 met or exceeded the grade level standards in math in 2018. (2018 Distance From Standard, DFS, in math is -80.)
2. This represents a 3 point improvement in DFS in math.
3. The mean scaled score for grade level cohorts has increased over the past 3 years in math. However, the mean scaled score for third grade has declined over the past 3 years.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.	Related State and/or Local Priorities: 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access Local (Specify): Title I Schoolwide
Identified Need :	Based on 2018 SBAC results, 79% of students in grades 3-6, were not meeting or exceeding grade level standards in ELA (21% were meeting the standard representing a DFS (distance from standard) of -66 an improvement of 6 points) and 83% of students were not reaching grade level standards in Math (17% of students are meeting standards representing a DFS -80 an improvement of 3 points.)	
Goal Applies to:	Grade/Department/Other: all Applicable Pupil Subgroups: all	
SPSA Year : 2018-19		
Expected Annual Measurable Outcomes:	By June 2019, we will improve our DFS in ELA by 4 points from -66 to -62 as measured by SBAC summative assessment in May 2019. (Current baseline data from 2018 SBAC indicates a -66 DFS.) By June 2019, we will improve our DFS in Math by 11 points from -80 to -69 as measured by SBAC assessment in May 2019. (Current baseline data from 2018 SBAC indicates a -80 DFS.)	
Actions/Services	Pupils to be Served	Description Object Funding Source Amount
1.1 Assess all students 3 times a year with Fountas and Pinnell reading assessment and monitor and track data throughout the year	X All Students	Reading Assessments None Specified None Specified 0
1.2 Purchase new books for school library, school materials such as software licenses in order to improve to improve reading. (6300)	X All Students	New library books, classroom supplies, and software licenses. 4000-4999: Books And Supplies Lottery: Instructional Materials 11,631
1.3 Purchase Educational Software for targeted Instruction (ESGI) for at-risk TK/K reading assessment software (3010)	X Other Subgroups: (Specify) at-risk TK and Kinder	Supplemental Reading assessment tool 4000-4999: Books And Supplies Title I 1,400

1.4 Purchase technology: 20 chromebooks for use by at-risk students in K-2 in order to improve reading skills and conceptual understanding of math (0455)	X All Students X Low Income Pupils X English Learners	technology	4000-4999: Books And Supplies	Unrestricted	6,000
1.5 Release time for teachers for PD in ELA and Math, assessments, intervention planning, training to meet the needs of at-risk learners (3010)	X All Students X Low Income Pupils X English Learners	Teacher release time for 42 hours Payroll Taxes for release time	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	846 224
1.6 Purchase additional leveled reading books for classroom libraries (0603)	X All Students	Leveled Reading Books	4000-4999: Books And Supplies	Unrestricted	8,219
1.7 Fund IA (instructional aide) to provide additional support for at-risk student in ELA in grades K-3 (3010)	X All Students X Other Subgroups: (Specify) Additional ELA support K-3	K-3 IA for additional ELA support for at-risk students	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	9,450 4,050
1.8 Weekly grade level Wednesday collaborations focused on Literacy, Math, RTI, and ELD	X All Students	Weekly Teacher PLCs	None Specified	District Funded	0
1.9 Hire LLI reading intervention impact teacher to support at-risk students including EL's in grades K-3, 90 days: Oct 29-April 19 (3010)	X Low Income Pupils X English Learners X Other Subgroups: (Specify) At-risk student K-3	LLI teacher to push-in and work with our at risk and EL students who struggle with reading Payroll taxes for LLI teacher	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	13,082 3,478
1.10 Hire LLI reading intervention impact teacher to support at-risk EL students in grades 4-6, 66 days: Nov 26-March 21 (4203)	X English Learners	LLI teacher to push-in and work with our at risk EL students who struggle with reading Payroll taxes for LLI teacher	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III Title III	9,594 2,550
1.11 Fund after school supplemental tutoring classes for students at-risk: 96 days/1 hr per day (3010) and (4203)	X All Students X Low Income Pupils X English Learners X Foster Youth	Fund teachers for running after school tutoring classes (96 hours total) payroll taxes for out of contract teacher pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	1,580 420

		Fund teachers for running after school tutoring classes (96 hours total) payroll taxes for out of contract teacher pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III Title III	1,403 373
1.12 Fund additional instructional assistant hours to support for at-risk behaviors (3010)	X Low Income Pupils	Fund additional IA support for at-risk behaviors	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	2,675 735
1.13 District to provide 2 days of math professional development for all teachers (math labsite)	X All Students	District to provide 2 full math focused PD days			0

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2: Positive School Culture for All: Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive. Bayside will provide a positive school culture for all students by reducing student conflicts, increasing student supervision, increasing attendance, increasing student engagement during less structured times, and by further developing as a STEAM Academy.		Related State and/or Local Priorities: 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify): STEAM outcome: a specific focus on science, technology, engineering, art, and math			
Identified Need :	Bayside has low average daily attendance at 93.85%, a high number of office referrals (averaging 6 per week), and parent, teacher, student LCAP survey data that indicate a need for an improved school culture and a desire to further develop Bayside STEAM Academy in 2018-2019.				
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All				
SPSA Year : 2018-19					
Expected Annual Measurable Outcomes:	By June of 2019, we will increase student attendance by .5% to 94+%. We will have 4 or less office referrals per week (average) and 5 or less out of school suspensions per year. Current baseline data (from 2017-2018) on student conflict and classroom disruptions is an average of 6 office referrals a week and 8 out of school suspensions per year.				
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Purchase additional recess/PE equipment (0916)	X All Students X Low Income Pupils	Recess/PE equipment (0916)	4000-4999: Books And Supplies	Unrestricted	2,558
2.2 Fund additional 2 instructional aides to support at-risk TK/K students for first 2 weeks of school (3010)	X Other Subgroups: (Specify) TK/K students	additional instructional support in TK/K for 2 weeks Payroll taxes for additional instructional support	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	700 300

2.3 Research and purchase trainings and assemblies on restorative practices and anti-bullying to address at-risk behaviors (0503)	X All Students	Anti-bullying materials and training/Assembly	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Unrestricted	850 1,000
2.4 Research and purchase STEAM related materials and supplies, PD, transportation, conferences, drones, oceanlab, submersibles, robotics, and consulting time (0455)	X All Students X Low Income Pupils	Teacher release STEAM materials/supplies Consulting	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Unrestricted Unrestricted	4,503 22,200 1500
2.5 Motivate and encourage more student involvement in our Bayside Student Council and on campus with a goal of giving a larger voice to students	X All Students	Payroll taxes for teacher release Transportation increase student involvement on student council	3000-3999: Employee Benefits 0000: Unrestricted	Unrestricted Unrestricted	1,197 1,500 0
2.6 Continue to develop our Bayside Bungalow for students who need an alternative recess (a calm place to play board games) to the less structured outside recess time, purchase board games (0100)	X All Students	Alternative Recess games	4000-4999: Books And Supplies	Donations	350
2.7 Purchase Lap-tracker school running program to improve student health and wellbeing of at-risk students (0455)	X All Students X Low Income Pupils	School running program	4000-4999: Books And Supplies	Unrestricted	1,100
2.8 Purchase Bayside STEAM T-shirts to promote attendance and improve student behavior (0455)	X All Students X Low Income Pupils X English Learners X Foster Youth	Incentives to promote attendance and awards assemblies	4000-4999: Books And Supplies	Unrestricted	2,000

2.9 Extra morning supervision (.75 hours) for at-risk students with behavior concerns before school (0503)	X All Students	fund additional supervisor Payroll taxes for additional yard supervisor	2000-2999: Classified Personnel Salaries 3000-3999: Employee LCFF - Base Benefits	1,400 600
2.10 Implement and train all staff in Social Emotional Learning (SEL) curriculum, including ongoing training from SEL coach throughout the year	X All Students	Implement SEL curriculum		0
2.11 Research and offer positive parenting classes to our community in open portables on campus plus childcare will be provided	X Other Subgroups: (Specify) parents	Classes offered through County of San Diego Health and Human Services		0
2.12 Research, promote, and support several lunchtime student clubs				

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement: Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.		Related State and/or Local Priorities: 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify): Title I Schoolwide
Identified Need :	2017-18 LCAP survey data indicates a need to improve school culture and increase parent involvement at Bayside. 50% of parents attended Back to School Night (BTSN) 91% of families attended parent teacher conferences, and SSC averaged 2 active parent members per meeting.		
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All		

SART (School Attendance Review Team) parent meetings (0503)		Payroll taxes for extra clerical	3000-3999: Employee Benefits	Unrestricted	1,050
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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4: Basic Services to Support Student Achievement: Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students. Our Bayside goal is to continue to provide a safe, clean, inviting school environment with high quality teachers.		Related State and/or Local Priorities: 1 X Basic 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access Local (Specify):				
Identified Need :		In August 2018, we earned a 95.86% on the Williams FIT assessment, representing a 1% increase from the previous year. LCAP parent survey indicated a well-maintained campus was an area of need.				
Goal Applies to:		Grade/Department/Other: All Applicable Pupil Subgroups: All				
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:		By August 2019, we will increase our rating by 1% to 96.86%+ rating as measured by the FIT assessment as conducted by the annual Williams visit. (baseline FIT score August 2018 was 95.86%)				
Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Ensure all teacher evaluations are completed in timely manner (9 evaluations per year)		X All Students	Teacher Evaluations occurring for each teacher every 3 years			0
4.2 Continue to ensure campus is safe, clean, and functional by working closely with maintenance, custodial, and transportation departments		X All Students	Safe clean campus			0
4.3 Technology repairs (0504)		X All Students	Use carryover funds to fix and repair broken technology devices (0504)	4000-4999: Books And Supplies	Unrestricted	2,700

4.4 Purchase innovative furniture for flexible seating and working spaces in classrooms (0505)	X All Students	Purchase flexible seating options for students (0505)	4000-4999: Books And Supplies	Unrestricted	4,666
4.5 Continue to develop our school environmental club "Green Team" to help keep campus clean (Donations: 0100)	X All Students	Purchase additional and pick-up sticks	4000-4999: Books And Supplies	Donations	200
4.6 Provide all basic school and custodial supplies (0503)	X All Students	Operation costs	5000-5999: Services And Other Operating Expenditures	Unrestricted	39,048
4.7 Conduct monthly campus walk-throughs with head custodian	X All Students	Admin walk through with head custodian			0

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP.
	Approved On 05/13/2013
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$51,393
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$0
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0
Total amount of state categorical funds allocated to this school		\$51,398

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$61,030	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$13,920	
Total amount of federal categorical funds allocated to this school		\$74,950	

Total amount of state and federal categorical funds allocated to this school	\$126,348
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Bayside STEAM Academy

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	53,825	7,205	61,030	18,560	40,000	1,400	1070	61,030
Title III	13,920	0	13,920	13,920	0	0	0	13,920
State Programs								
LCFF (Base) 0503	39,442	11,956	51,398	0	5,500	45,898	0	51,398
Additional Funding								
0504 Technology Repair	0	2,700	2,700	0	0	2,700	0	2,700
0505 Small Furniture	2,665	2,001	4,666	0	0	4,666	0	4,666
0603 Classroom Library	5,863	2,356	8,219	0	0	8,219	0	8,219
0647 Attendance Incentive	0	15	15	0	0	15	0	15
0916 Physical Education	1,599	959	2,558	0	0	2,558	0	2,558
Total	117,314	27,192	144,506	32,480	45,500	65,456	1,070	144,506

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Christensen		X			
Angie Swader				X	
Fabiola Rojas				X	
Nadia Cordova			X		
Kayne Kuenzi		X			
Mike Lopez**				X	
Leslie Sandez		X			
Cloretta Banks*				X	
Jazmin Rivera				X	
Kevin Coordt	X				
*President					
**Vice President					
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee
Neryda Romero
Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Neryda Romero
Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 15, 2018.

Attested:

Kevin Coordt

Typed Name of School Principal

Signature of School Principal

Date

Clorinda Banks Mike Lopez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 1. Have all 3rd graders reading at grade level and keep them there through 6th grade.
 2. School-wide focus on achieving grade level standards in math for all students.
 3. Continuing STEAM Implementation including Exploration Time, Creator's Lab, and Engineering Lab.
 4. Improve school culture
- Identify the major expenditures supporting these priorities.
Professional Development, Release time, Materials, Technology, Parent Volunteer Coordinator, LLI Impact Teachers (2), Instructional Aides

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

Fountas and Pinnell (F&P) Reading Assessments 3 times a year
School PBIS committee researched and selected new SEL program for school
Purchased thousands of classroom and bookroom books
Professional Development for Teachers in TC workshop models
Release time for student assessments, SBAC and F&P
LLI Impact Teacher worked with at-risk readers in K-3
Release time to visit other STEAM Schools, attend STEAM Conferences, compete in STEAM Competitions
Purchased STEAM related materials and accompanied professional development
A2A Attendance letters
Implemented Teacher's College Writer's and Reader's workshop models
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Implementing Restorative Practices school-wide with fidelity
Anti-bullying assemblies from outside sources

Math number talks to build conceptual understanding for students

Communicating with chronically absent families more frequently to improve attendance

- What specific actions related to those strategies were eliminated or modified during the year?
-We transitioned to our third SEL program in 3 years and trained 75% of teachers in restorative practices. Our school PBIS committee investigated other school-wide SEL programs and selected Sanford Harmony in May 2018. We made the decision to move away from the "clip chart" philosophy in July 2018.
- Identify barriers to full or timely implementation of the strategies identified above.
-Scheduling and availability of SDCOE courses, sufficient training in new Sanford Harmony SEL program
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
-We planned ahead this year to train the remaining teachers in the 2017-2018 school year, and implemented A2A attendance program
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
-We were able to reduce our classroom disruptions and office referrals, but not to the extent we had planned for. Our attendance remained flat during the 2017-2018 school year at approximately 94%.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Building more capacity in our reading assessment program- Fountas & Pinnell
- Continue to build teachers' capacity of Teacher's College Reader's/Writer's workshop philosophy and program
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Getting students to improve their conceptual understanding around math concepts
- Not using number talks consistently as part of our math block
- Classroom management strategies which relied on clip charts and consequences
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
- Unfortunately, Math was not a school priority or focus in the 2017-18 year, and as a result our math scores stayed flat
- Unfortunately, our positive ELA results with our F&P reading assessments were not mirrored in the 2018 SBAC assessments.

One possible strategy that could be the reason, was insufficient frequency of small group instruction sessions and individual conferring with students during ELA workshop

- Lack of timely implementation
yes
- Limited or ineffective professional development to support implementation
The TC PD was effective, possibly more time is needed to fortify the instructional strategies.
- Lack of effective follow-up or coaching to support implementation
yes
- Not implemented with fidelity
yes
- Not appropriately matched to student needs/student population
n/a
- Other:
- Based on the analysis of this practice, would you recommend:
 - Implementing ST math, an online math program that increases students' conceptual understanding of math concepts
 - Consistently including number talks during every math block in all classrooms
 - Implementing all components of Teacher's College Writer's and Reader's workshops everyday with fidelity
Provide more specific feedback to teachers via ELA coach, fellow teachers, district personnel, and site principal
 - Eliminating it from next year's plan
-No, we're adding it to next year's plan
- Yes, introduce the new math program and improve our focus on students' conceptual understanding of math and implementing the workshop models
- Yes, provide more specific and frequent feedback regarding workshop models
 - Continuing it with the following modifications:

Involvement/Governance

- How was the SSC involved in development of the plan?

-Our SSC was very involved in creating, reviewing, approving, and revising our SPSA throughout the year

- How were advisory committees involved in providing advice to the SSC?
-ELAC, PTA, and Title I parents were also involved and provided input
- How was the plan monitored during the school year?
-Our SPSA was reviewed and monitored at bimonthly SSC meetings, goals, data, and budgets
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
-Continue to seek input from all school stakeholders and include contributions from SSC, ELAC, PTA, Teachers, and Students

Outcomes

- Identify any goals in the current SPSA that were met.
Goal #3: By June of 2018, increase parent involvement by 5% in each of the following categories: ELAC (baseline 7 parents per meeting) we increased to 10. BTSN (baseline 41% of families attended) increased to 48% of parents attending. Title I meeting (baseline 284 parents attended in 2018.) Parent teacher conference attendance (baseline 86%) increased to 89% in 2016-2017 and 91% in 2017-2018.
- Identify any goals in the current SPSA that were not met, or were only partially met.
Goal #1: Our ELA goal was not met. We decreased by 1% in the percentage of students meeting/exceeding standards in ELA from 22% to 21%, and we decreased by 1% point in math, dropping from 18% to 17% in 2017-2018 school year.
Goal #4: By August 2018, we will regain our 99%+ rating -Exceptional score on the FIT assessment as conducted by the annual Williams visit. We improved our FIT score by 1% but not to 99%.
Goal #2: By June of 2018, we will have 4 out of school suspensions per year. Current baseline data (from 2017-2018) is 7 out of school suspensions per year. We reduced out of school suspensions, but we did not reach our goal of 4 or less.
Goal #2: By June of 2018, we will have less than 4 office referrals per week (average). Current baseline data (from 2016) on student conflict and classroom disruptions is an average of 6 office referrals per week; this goal was not met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
We are in the process of fully implementing both Teacher's College Readers and Writers workshop models
We are in the process of implementing a new SEL school wide program
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Continue to build teachers' capacity around the Teacher's College units of study for both reading and writing
- Develop a better use of PLC/collaboration time and visit them more frequently
- Increase classrooms visits and specific feedback by the principal
- Explore a more effective way to engage students in math and improve their conceptual understanding

Bayside STEAM Academy
School Site Council Meeting Minutes

DATE OF MEETING: October 15, 2018

TIME OF MEETING: 2:45pm

LOCATION: Principal's Office

CHAIRPERSON: Cloretta Banks

MEMBERS PRESENT: Kelly Christensen, Kayne Kuenzi, Mike Lopez, Angie Swader, Leslie Sandez, & Kevin Coordt

Meeting Called To Order BY: Kevin Coordt **TIME:** 2:49pm

Motion to approve School Site Council Meeting Minutes from September 19, 2018.

MOTION By: Kelly Christensen

SECONDED By: Leslie Sandez

RESULTS: All in favor - Motion Passed

Discussion: Mr. Coordt presented the Bayside Single Plan for Student Achievement for 2018-19 school year. He went over the assessment data, funding and expenses under each site goal and showed how they connected to the district goals. He also explained how they would improve student achievement. Mr. Coordt gave an overview of the different expenditures and the monies allocated to reach our goals for the school year.

Motion to approve Single Plan for Student Achievement 2018-2019.

MOTION By: Kayne Kuenzi

SECONDED By: Angie Swader

RESULTS: All in favor - Motion Passed

Discussion: Mr. Coordt mentioned Bayside still needs a parent DELAC representative. With the help of the Community Volunteer Coordinator, we hope to recruit a parent to represent us.

Meeting Adjourned at 3:19am

The School Plan for Student Achievement

School: Godfrey G. Berry Elementary
CDS Code: 37-68395-6067029
District: South Bay Union
Principal: Rick Oser
Revision Date: 10/26/18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rick Oser
Position: Principal
Phone Number: (619) 628-3500
Address: 2001 Rimbey Avenue
San Diego, CA 92154
E-mail Address: roser@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Godfrey G. Berry Elementary's Vision and Mission Statements

Berry School

Vision and Mission Statement

We teach for success! We build off of our students' strengths so they develop the skills needed to succeed in the 21st Century and to achieve their goals. We engage our students in thinking at high levels as they use academic vocabulary and writing to learn information across the content areas.

We inspire our students to achieve excellence by instilling in them a growth mindset and cultivating habits of the mind that will lead our students to become effective problem solvers, flexible thinkers, and self-directed learners.

WE BELIEVE:

That every student has the right to a safe campus and a respectful learning environment.

That every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including an appreciation of the arts and competencies in the use of technology.

That students learn best when provided the opportunity to listen, speak, read and write to master grade level standards.

That students benefit from active parent involvement and a home-school partnership that promotes honesty, respect for cultural differences, responsible citizenship, and individual accountability.

That daily use of technology, to access and demonstrate new knowledge and skills that will be needed as a life-long learner, will support students to be competitive in a constantly changing international environment.

That every student must be reading at grade level by third grade and remain at grade level in subsequent grades.

School Profile

Berry Elementary School (grades K through 6) is located in San Diego, California. Our student enrollment is approximately 480 students. The School Action Plan is the result of a coordinated effort involving the Berry Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify actions/strategies/goals to ensure that more of our students meet/exceed state growth targets during the school year.

Berry Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 87%. Other ethnicities include 3% white, 5% African American, 2% Filipino and 1% other. 51% of our students speak a language other than English and 89% are unduplicated count.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	81	70	67	75	65	67	75	65	93.1	92.6	92.9
Grade 4	71	66	75	69	64	71	69	64	71	97.2	97	94.7
Grade 5	79	75	67	72	73	66	71	73	66	91.1	97.3	98.5
Grade 6	84	78	77	78	76	75	78	76	75	92.9	97.4	97.4
All Grades	307	300	289	286	288	277	285	288	277	93.5	96	95.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2354.6	2358.3	2358.1	4	4.00	7.69	9	10.67	13.85	28	28.00	21.54	58	57.33	56.92
Grade 4	2365.1	2378.5	2383.7	4	4.69	4.23	6	9.38	11.27	20	12.50	19.72	70	73.44	64.79
Grade 5	2449.8	2406.7	2417.5	8	4.11	3.03	21	12.33	15.15	23	16.44	16.67	48	67.12	65.15
Grade 6	2496.9	2477.3	2438.1	6	5.26	4.00	42	30.26	12.00	22	26.32	22.67	29	38.16	61.33
All Grades	N/A	N/A	N/A	6	4.51	4.69	20	15.97	13.00	23	21.18	20.22	51	58.33	62.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	5.33	10.77	40	24.00	33.85	57	70.67	55.38
Grade 4	4	4.69	4.23	28	40.63	35.21	68	54.69	60.56
Grade 5	11	9.59	9.09	42	32.88	36.36	46	57.53	54.55
Grade 6	9	6.58	8.00	46	44.74	25.33	45	48.68	66.67
All Grades	7	6.60	7.94	39	35.42	32.49	54	57.99	59.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	4.00	6.15	51	44.00	32.31	46	52.00	61.54
Grade 4	6	4.69	2.82	32	23.44	38.03	62	71.88	59.15
Grade 5	13	9.72	7.58	38	30.56	31.82	49	59.72	60.61
Grade 6	13	9.21	4.00	54	53.95	26.67	33	36.84	69.33
All Grades	9	6.97	5.05	44	38.68	32.13	47	54.36	62.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.33	6.15	55	64.00	56.92	40	30.67	36.92
Grade 4	1	4.69	5.63	48	53.13	69.01	51	42.19	25.35
Grade 5	6	4.11	4.55	59	45.21	57.58	35	50.68	37.88
Grade 6	8	11.84	5.33	69	59.21	50.67	23	28.95	44.00
All Grades	5	6.60	5.42	58	55.56	58.48	37	37.85	36.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	4.00	9.23	27	50.67	44.62	67	45.33	46.15
Grade 4	3	4.69	4.23	36	45.31	47.89	61	50.00	47.89
Grade 5	15	8.22	6.06	45	28.77	42.42	39	63.01	51.52
Grade 6	23	14.47	9.33	58	51.32	46.67	19	34.21	44.00
All Grades	12	7.99	7.22	42	44.10	45.49	46	47.92	47.29

Conclusions based on this data:

1. The CAASPP data for English Language Arts shows that 4.69% of the students exceeded the standard with 13.00% meeting the standard. The total percent of students meeting or exceeding is 20.48%. This was a 2.79% decrease from the previous year. The data also shows that we have 82.31% of students below standard with 62.09% at standard not met. After thorough analysis of this data the staff have concluded that greater attention needs to be placed on collaboration in designing unit plans, greater emphasis on assessment forming instruction, ensuring that learning intentions and success criteria are established and supports are in place for all students to reach grade level standards.
2. The CAASPP ELA data indicates that 3rd grade students made the greatest gains with an increase in 6.87% of students meeting or exceeding the state standards, whereas 6th grade demonstrated a significant decrease in overall student performance with a 19.52% decrease in students who met or exceeded the standard. In addition, 4th and 5th grade demonstrated a moderate gain in student performance.
3. The CAASPP ELA data shows that 40.43% of students met or nearly met the reading claim, 37.18% met or nearly met the writing claim, 63.07% met or nearly met the listening claim and 53.85% met or nearly met the research/inquiry claim.. We can conclude from the data that our students are exposed to greater opportunities to develop their listening skills, however students need greater opportunities to advance their reading and writing skills.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	81	70	70	81	70	70	81	70	97.2	100	100
Grade 4	71	66	75	69	65	74	69	65	74	97.2	98.5	98.7
Grade 5	79	75	67	78	74	66	78	74	66	98.7	98.7	98.5
Grade 6	84	78	77	79	78	76	79	78	76	94	100	98.7
All Grades	307	300	289	296	298	286	296	298	286	96.7	99.3	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2382.7	2384.8	2379.3	4	2.47	7.14	23	19.75	20.00	21	29.63	21.43	51	48.15	51.43
Grade 4	2396.8	2398.9	2420.4	0	1.54	5.41	12	7.69	12.16	33	30.77	40.54	55	60.00	41.89
Grade 5	2446.5	2415.1	2414.4	4	2.70	0.00	10	4.05	6.06	29	22.97	21.21	56	70.27	72.73
Grade 6	2468.0	2461.6	2442.7	4	2.56	3.95	13	23.08	6.58	41	25.64	35.53	43	48.72	53.95
All Grades	N/A	N/A	N/A	3	2.35	4.20	14	14.09	11.19	31	27.18	30.07	51	56.38	54.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	11.11	11.43	39	29.63	30.00	53	59.26	58.57
Grade 4	4	1.54	9.46	23	16.92	31.08	72	81.54	59.46
Grade 5	10	4.05	3.03	29	17.57	19.70	60	78.38	77.27
Grade 6	5	11.54	3.95	25	28.21	27.63	70	60.26	68.42
All Grades	7	7.38	6.99	29	23.49	27.27	64	69.13	65.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	3.70	5.71	36	51.85	37.14	54	44.44	57.14
Grade 4	6	4.62	4.05	22	24.62	41.89	72	70.77	54.05
Grade 5	4	2.70	1.52	29	25.68	24.24	67	71.62	74.24
Grade 6	8	5.13	3.95	41	39.74	38.16	52	55.13	57.89
All Grades	7	4.03	3.85	32	36.24	35.66	61	59.73	60.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.11	15.71	57	49.38	40.00	33	39.51	44.29
Grade 4	1	4.62	4.05	33	36.92	45.95	65	58.46	50.00
Grade 5	5	4.05	0.00	35	27.03	34.85	60	68.92	65.15
Grade 6	4	3.85	3.95	51	48.72	39.47	46	47.44	56.58
All Grades	5	6.04	5.94	44	40.94	40.21	51	53.02	53.85

Conclusions based on this data:

1. The CAASPP math data shows that 4.20% of the students exceeded the standard with 11.19% meeting the standard. The total percent of students meeting or exceeding is 15.39%. This was a 1.05% decrease from the previous year. The data also shows that we have 84.62% of students scored below standard with 54.55% of students scoring at standard not met. Based on this data we can conclude that our teaching practices are not aligned to state standards and that a greater focus needs to be aimed at bringing students up to grade level standards.
2. The data indicates that 4th grade students made the greatest gains with an increase in 11.42% of students meeting or exceeding the state standards, whereas 6th grade demonstrated the most significant decrease in overall student performance with a 15.11% decrease in students who met or exceeded the standard. In addition, 3rd grade demonstrated a moderate gain in student performance whereas 5th grade had a small decrease in student achievement.
3. The data shows that 34.26% of students met or nearly met the standard in concepts & procedures, 39.51% met or nearly met the standard in problem solving, and 46.15% met or nearly met the standard in communicating reasoning. We can conclude from the data that our students need greater opportunities to engage in rigorous problem solving activities that challenge students to not only solve, but explain their reasoning through oral and written communication.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	<p>Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.</p> <p>We are committed to providing students with a well-rounded literacy experience through full implementation of the district adopted language arts curriculum, Teachers College Reading and Writing Project (TCRWP). Now that the District is two years into the adoption, our commitment is to continue to refine our implementation of the pedagogy. To do so, we will utilize all available resources including grade level collaboration, District's Literacy Teacher on Special Assignment (TOSA), professional development through TCRWP, data collected through site-based, district level and state level assessments to design powerful literacy-based learning experiences for our students. In addition, we commit to providing safety nets to support students who need additional support to reach grade level standards.</p> <p>In addition, we are committed to advancing student's math skills by engaging students in challenging lessons which develop students' conceptual understanding as well as procedural awareness. This advancement will be through the full implementation of district adopted curriculum, inclusion of supplemental materials such as technology-based programs ST Math and Dreambox, participation in lesson study with District Level Math TOSAs, additional professional development, extended learning opportunities and formative data analysis.</p> <p>Finally, specific attention will be dedicated to advancing the language development of our English learners. These efforts will include implementation of a designated ELD block as well as integrated ELD. Berry will employ an ELD leadership team which will focus on analyzing the school's ELD program. This leadership team will be supported through the SDCOE, as well as South Bay District staff.</p>	<p>Related State and/or Local Priorities: 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify):</p>
Identified Need :	After analyzing CAASPP data, CELDT data and classroom observations the following needs have been identified: robust learning opportunities aligned to district adopted curriculum; effective use of data to inform instruction; greater supports for students who are significantly below grade level standards in the "does not meet standard" category including students with diagnosed disabilities, English learners, and students with significant literacy gaps; effective use and leveraging of literacy based technology resources to advance literacy and language development; and ensure that students are clear on the learning intentions and success criteria to meet grade level outcomes.	
Goal Applies to:	Grade/Department/Other: All	Applicable Pupil Subgroups: All

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
1.1 Professional Development to meet the needs of all learners including EL, Title I and at-risk students	X English Learners	As a TCRWP Affiliate School, teachers will be provided with professional development (on site and through staff developers from Teachers College Reading and Writing Project) to address the units of study in reading and writing workshop.	5800:	Title I	13500
	X Other Subgroups: (Specify) At-risk, Title I		Professional/Consulting Services And Operating Expenditures		
			1000-1999: Certificated Personnel Salaries	Title I	2765
			3000-3999: Employee Benefits	Title I	735

1.2 Grade level collaboration release time for data analysis, unit planning and backwards mapping specifically to target at-risk students. Substitutes will be utilized to release teachers for planning purposes.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) Title 1, At Risk</p>	<p>Grade level teams will be released by substitutes to engage in grade level collaboration to support at-risk students.</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>1580</p> <p>420</p> <p>2000</p>
1.3 School will purchase supplemental on-line programs to support student literacy development.		Purchase of programs such as RAZ Kids, StarFall, etc.		

<p>1.4 Supplemental materials and supplies to support the mastery of the California State Standards for all students including Title I, EL and at-risk academically.</p>	<p>X English Learners X Other Subgroups: (Specify) Title I, At-risk</p>	<p>Supplemental materials and supplies will be purchased to support the implementation of the Teachers College Reading and Writing Project Units of Study in ELA. Supplies may include but not limited to, fiction or non-fiction consumable and nonconsumable texts, instructional materials, reading assessments, classroom libraries, leveled books, fiction and non-fiction books sets, hands-on computer software and teacher kits for all content areas, Fountas and Pinnel assessments and intervention kits, professional literature, additional bookroom literature for students, web-based online resources, manipulatives, composition books, whiteboard markers, academic binders, paper for specialized programs and other supplemental materials.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>3836</p>
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1.5 Before or afterschool intervention and/or intersession for English learners students not meeting grade level standards in the areas of reading, writing, and math. Data will be utilized to identify at-risk ELs.	<p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Redesignated Fluent English Proficient</p>	<p>Provide before/after school and/or spring intersession intervention or enrichment opportunities for English learners and at-risk students. Extra hourly pay for certificated teachers to provide extended learning and enrichment opportunities integrating technology and the arts. Purchase materials, supplies, equipment and/or technology software to ensure the educational opportunities are supported.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title III</p> <p>3150</p>	11850
1.6 Extension opportunities for English learners participating in the after school intensive intervention program.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Other Subgroups: (Specify) Title 1</p>	<p>Students who are participating in the after school accelerating English class will participate in out of school field trips. These field trips are designed to make their learning experience more interactive and hands-on.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title III</p> <p>1860</p>	1860
1.7 Professional development opportunities for teachers to implement curriculum initiatives such as Imagine Learning, common core standards, Dream Box, ST Math, etc.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Other Subgroups: (Specify) Title 1, At Risk</p>	<p>Teachers will be compensated for out of contract hours for on-site professional development</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p> <p>563</p> <p>147</p>	563

1.8 Principal's participation in National Teachers College Reading and Writing Leadership Institute.	X All Students X English Learners X Other Subgroups: (Specify) Title 1, at risk	Principal will attend the multi-day TCRWP Leadership Conference in New York in order to best lead and support teachers.	5000-5999: Services And Other Operating Expenditures	Title I	3000
1.9 Provide release time for administrator designee to cover for principal during critical time periods.	X All Students	Substitutes will release admin designee	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	790 210
1.10 District Teacher on Special Assignment (TOSA) will provide individualized, grade level specific and whole staff professional development to increase teacher effectiveness and efficacy in implementing TCRWP curriculum.	X All Students X English Learners X Other Subgroups: (Specify) Title 1, at risk	ELA TOSA will regularly provide support and training to Berry Elementary staff.	None Specified	None Specified	0
1.11 District Learning and Innovation Team and TOSAs will provide professional development in promoting best practices in math instruction	X All Students X English Learners X Other Subgroups: (Specify) Title 1, at risk	Grade level teams will meet with math team to focus on promoting student talk and conceptual understanding during math instruction. Training will focus on increasing student engagement during math instruction.	None Specified	None Specified	0
1.12 School will implement E3 evaluation process designed to enhance teacher effectiveness.	X All Students	Guest teachers will be provided so that principal may meet with teachers during their contractual time.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	592 157

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2:	Positive School Culture for All: Provide safe, nurturing and positive which environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.	Related State and/or Local Priorities: 6 X School Climate Local (Specify):
	<p>At Berry, we will create a school climate that ensures the social, emotional and behavioral success for all students. Staff will participate in restorative practices training as the school fully embeds restorative practices into its culture. In addition, staff will participate in professional development on crisis prevention/de-escalation strategies and implement mindfulness strategies.</p> <p>Specific attention will focus on increasing student attendance. A strategic plan will be developed to monitor and reinforce student attendance on a daily, weekly and monthly basis. Incentives will be provided to reinforce positive student attendance. Intervention plans will be developed and school-home meetings will be established for students whose attendance places them at risk of chronic attendance.</p> <p>Students will have enrichment opportunities to increase student engagement. These opportunities will include weekly participation in STEM/VAPA with an enrichment teacher. In addition, students will participate in after school enrichment opportunities to increase their school connectedness.</p>	
Identified Need :	Based on the School Climate Survey the following results were obtained:	
	Parents (only 9 responses):	<ul style="list-style-type: none"> My child comes home from school excited about what he/she is learning (Berry rating of 3.30 versus SBUSD rating of 3.42)
	Students	<ul style="list-style-type: none"> I have been made fun of, teased or insulted more than once in my school (Berry rating of 2.5 versus SBUSD rating of 2.34) In my school, we talk about ways to solve problems or arguments respectfully (Berry rating of 3.50 versus SBUSD rating of 3.32) I feel safe at my school (Berry rating of 3.15 versus SBUSD rating of 3.20) At school, I wish I could learn more about STEM (Berry rating of 3.36 versus SBUSD rating of 3.57)
	Based on Analysis of attendance data the following results were obtained:	<ul style="list-style-type: none"> Berry Elementary ADA was 94.15% compared to SBUSD rate of 95.02% Berry Elementary truancy rate was 53.73% compared to SBUSD rate of 43.72% Berry Elementary chronic absenteeism rate was 17.25% compared to SBUSD rate of 13.14%

Goal Applies to:	Grade/Department/Other:	All			
Applicable Pupil Subgroups:	All				
SPSA Year : 2018-19					
Expected Annual Measurable Outcomes:	1. Climate behavior survey administered to students, staff and parents annually with an increase of parent participation increase 9 to 50 parent surveys.				
	2. Students will demonstrate greater satisfaction in their school experience from 3.30 to 3.40 as demonstrated by School Climate Survey question of "my child comes home from school excited about what he/she is learning"				
	3. Students will demonstrate greater problem solving skills as demonstrated by an increase of .25% on the school climate question "In my school, we talk about ways to solve problems or arguments respectfully"				
	4. Students will report a more positive school experience as demonstrated by an increase of .25% on the question school climate survey question, "I feel safe at my school."				
	5. Average daily attendance will meet or exceed 95.15%.				
6. Chronic absenteeism will decrease by 2% from 17.25% to 15.25%					
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Teachers will participate in professional development on crisis prevention/student de-escalation strategies.	X Other Subgroups: (Specify) Title I, At-risk	Teachers will participate in after school professional development. Teachers will be compensated for their participation based on the contractual -out-of-contract pay.	1000-1999: Certificated Personnel Salaries	Title I	1975
			3000-3999: Employee Benefits	Title I	525
2.2 Teachers will participate in professional development on restorative practices including SDCOE trainings and on-site trainings with outside consultants.	X All Students X Other Subgroups: (Specify) Title I, At-risk	Out of contract pay for teachers. Consulting fees for outside trainers.	1000-1999: Certificated Personnel Salaries	Title I	2370
			5800: Professional/Consulting Services And Operating Expenditures	Title I	750
			3000-3999: Employee Benefits	Title I	630

2.3 School will provide enrichment opportunities to all students through the district's STEM/VAPA program on a weekly basis. In addition, school will provide enrichment experiences outside of the school day for specific grade levels.	X All Students	Teachers will be compensated the out of contract pay rate to provide enrichment experiences after school.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	3950
2.4 Staff will implement a strategic plan to increase student attendance including incentives for positive attendance.	X All Students	Purchase attendance incentives for students with positive attendance and improved attendance.	4000-4999: Books And Supplies	District Funded	2100
2.5 Staff will purchase and implement a social/emotional curriculum.	X All Students	Staff will analyze school- culture data and evaluate and select a curriculum that supports student social/emotional development. Staff will be trained in the implementation of the curriculum	4000-4999: Books And Supplies	Lottery: Instructional Materials	5000
2.6 School will administer the staff, student and parent survey	X All Students	All staff, students and parents will be surveyed to collect school culture data. This data will be used to evaluate the school culture and climate among our stake holders.	None Specified	None Specified	0
2.7 School will purchase site license for mindfulness applications to reduce students' stress and at-risk behaviors.		MindYeti on-line program will be purchased for all certificated staff.	4000-4999: Books And Supplies	Title I	500
2.8 Out-of-school study trips to foster growth mindset, goal setting and college/career aspirations.	X All Students	Field trips to colleges for specific grade levels	5000-5999: Services And Other Operating Expenditures	Title I	1000

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	<p>Parent and Community Engagement to Support Student Achievement: Berry Elementary strives to engage families as a critical component for student success. A parent-volunteer coordinator is employed to facilitate parent engagement. The parent-volunteer coordinator will promote parent/community volunteerism and support a wide variety of school events as well as positive parenting opportunities such as Positive Parenting Program, Latino Family Literacy Reading Project, etc. Teachers/staff will provide workshops to parents/guardians on strategies to support their students' development.</p>	<p>Related State and/or Local Priorities: 3 X Parental Involvement Local (Specify):</p>
	<p>Berry Elementary staff will establish and maintain partnerships with community organizations to address students' and families' basic needs and social/emotional development.</p>	
Identified Need :	<p>There is a need to continue increasing the amount of parent volunteers at the school site. Although the parent survey reported positive results, the goal will be to continue to improve by increasing parents opportunities for involvement. There is also a need for social and community outreach programs to support our students and their families.</p>	
Goal Applies to:	<p>Grade/Department/Other: All</p>	<p>Applicable Pupil Subgroups: All</p>

SPSA Year : 2018-19

- Expected Annual Measurable Outcomes:**
1. Increase the number of parent/community volunteers by 25% from 15 to 20 a month by the end of the school year ???
 2. An increase in the number of members of PTA from 25 to 35 and ELAC from 4 to 10.
 3. Establish partnerships with 2 new organizations during the 2018/19 school year.
 4. Increase home school communication through weekly bulletins sent through PeachJar.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Parent Volunteer Coordinator to ensure the highest level of parent involvement and supports for at-risk students and family.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X Foster Youth</p> <p>X Other Subgroups: (Specify) Title I, Homeless</p>	<p>The PVC (Parent Volunteer Coordinator) will develop and maintain existing or new partnerships with the parents, children, school and the greater community. The CVC will assist parents in accessing local resources and will act as a liaison between our families, the school and the community.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p>	<p>18960</p>
3.2 Partnership with Feeding America	<p>X All Students</p>	<p>Payroll taxes for Parent Volunteer Coordinator</p> <p>Continue our partnership with Feeding America to provide healthy food to disadvantaged families from the Berry School community.</p>	<p>3000-3999: Employee Benefits</p> <p>None Specified</p>	<p>Title I</p> <p>None Specified</p>	<p>5040</p> <p>0</p>

3.3 Healthcare and parenting classes through local partnerships.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X Foster Youth</p> <p>X Other Subgroups: (Specify) Title I, Homeless</p>	<p>Through an MOU with the San Ysidro Health Center we will offer parenting classes for parents. The classes are designed to improve parenting skills as well as community relationships. They will also bring the mobile clinic to our campus on Tuesdays to provide health services to our families. In addition, parent education classes will be provided through staff and other partnerships to support and engage the community.</p>	None Specified	None Specified	0
3.4 School will partner with South Bay Community Services to provide mental health services to students in need.	<p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p>	<p>Through an MOU with South Bay Community Services the organization will provide counseling services to Medi-Cal eligible students.</p>	None Specified	None Specified	0

3.5 Academic Achievement and Attendance Assemblies and Recognition for at-risk students	X All Students X Other Subgroups: (Specify) Title I, At-risk	School assemblies for student recognition in the areas of attendance and academic will be conducted once every trimester to promote education and the parent and school connection. Parents will be invited to attend the recognition of their children. Student certificates and attendance incentives	4000-4999: Books And Supplies	Title I	500
3.7 School will host parent-school community events and provide food and drinks to encourage parent participation.	X Low Income Pupils X Other Subgroups: (Specify) Title 1 - At Risk	Provide events for parents to feel welcomed and connected to the school. This includes but is not limited to, Back to School Night, Family Literacy Night, Coffee with the Principal, Jr. Olympic, annual Jog-A-Thon and movie night. Food and beverages will be provided and extra custodial support will be required to support some of the events.	4000-4999: Books And Supplies	Title I	500
3.8 School will provide translation services for parent conferences/meetings and other school events.	X All Students	English-Spanish translation will be provided during parent conferences and school meetings to support communication of families from Spanish-only backgrounds.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	210 90

<p>3.9 School will provide childcare for parent workshops and events.</p>	<p>X All Students</p>	<p>Childcare will be provided for parenting classes and workshops for school-aged children</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee LCFF - Base Benefits</p>	<p>140</p> <p>60</p>
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Planned Improvements in Student Performance

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GOAL 4:	<p>Basic Services to Support Student Achievement: Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems support students.</p>	<p>Related State and/or Local Priorities: 1 X Basic Local (Specify):</p>
	<p>At Berry, we will provide a safe and clean school environment that demonstrates our commitment to guaranteeing that students have access to well-maintained facilities. We will use the FIT protocol from the Williams Settlement visitation as a measure to ensure that the facility and campus grounds are maintained effectively. We will also work with the Human Resources department to ensure we have the highest qualified teachers for our students.</p>	
Identified Need :	<p>The Williams facility inspection revealed a need for some improvements to some areas of the facility. There were no areas that caused any safety concerns, rather some deficiencies existed to the current equipment. Also, we have a continued need for appropriately credentialed and assigned teachers with continued monitoring of performance as measured through teacher evaluations.</p>	
Goal Applies to:	Grade/Department/Other:	All Teachers/Campus Maintenance
	Applicable Pupil Subgroups:	All

SPSA Year : 2018-19

Expected Annual Measurable Outcomes: 100% of all facilities will meet criteria of Williams Inspection Tool annually. In August 2017 95.4% of the facility met the criteria. 100% of all teachers will be highly qualified
Facility will be inspected bi-weekly by school Principal and Custodian. There will be monthly facilities inspection with Director of Facilities in order to establish baseline data regarding cleanliness and safety of campus.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Principal and custodial and/or maintenance staff will Facilities Inspection on a regular basis.	X All Students	Scheduled walkthrough will scheduled bi-weekly with custodial staff and will include maintenance department staff once a month. The purpose is to monitoring the maintenance of the facilities and buildings on site	None Specified	None Specified	0
4.2 Ensure the hiring of appropriately credentialed and assigned teachers in collaboration with Human Resources	X All Students	Evaluation cycles will occur at each scheduled time-frame based on staff member status of temporary, probationary and permanent. Staff will participate, on a voluntary basis, in the IPLS (Integrated Professional Learning System). The IPLS is the evaluation tool used to support teachers in identifying areas of need/growth.	None Specified	None Specified	0

4.3 Re-stripping parking lots	X All Students	The school parking lots will be re-striped to indicate parking spaces. Also, the eastside parking lot will be re-striped to facilitate a new traffic pattern to ease congestion and improve student safety.	None Specified	None Specified	0
4.4 Provide all basic school and custodial supplies for day to day operations	X All Students	Basic supplies for day-to-day school operations which include but not limited to: the purchase of classroom and office supplies; custodial supplies; copy paper; printing costs; postage, copier lease, student incentives	0000: Unrestricted	LCFF - Base	39895
4.5 Purchase and utilize a poster maker to design charts to make learning visible for students.	X All Students	An instructional goal is to increase the focused, visual resources to support teaching and learning. These resources will be developed during grade level collaboration and will provide consistency and focus throughout the grade level.	4000-4999: Books And Supplies	LCFF - Base	2500
4.6 Provide clerical support during peak times in the school year.	X All Students	Extra clerical support will be provided during critical times of the school year.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	700 300

4.7 Provide training to noon time supervisors in addressing student needs.	X All Students	<p>Additional training will focus on strategies to increase positive reinforcement, de-escalation strategies, and effective use of PBIS.</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee LCFF - Base Benefits</p>	<p>LCFF - Base</p> <p>140</p> <p>LCFF - Base</p> <p>60</p>
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Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 6/13/13
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$50,844
X	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$
Total amount of state categorical funds allocated to this school		\$50,844

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$61,296	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$16,860	
Total amount of federal categorical funds allocated to this school		\$78,156	

Total amount of state and federal categorical funds allocated to this school	\$129,000
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Godfrey G. Berry Elementary

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	51,516	9780	61,296	11710	24000	8336	17250	61,296
Title III	16,860	0	16,860	15000		1860		16,860
State Programs								
LCFF (Base) 0503	36,852	13992	50,844	6749	1700	42395		50,844
Additional Funding								
Total	105,228	23,772	129,000	33,459	25,700	52,591	17,250	129,000

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Oser	X				
Cindy Daily		X			
Thelma Scarcille		X			
Veronica Duarte		X			
Ileana Murillo			X		
Tamara Perez				X	
Dina Angeles-Chacon				X	
Beth Herring				X	
Ruth Higuera				X	
Sean Collins				X	
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 9, 2018.

Attested:

Rick Oser

Typed Name of School Principal

Signature of School Principal

10/26/18
Date

Dina Chacon

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/26/18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 1. Professional development in effective teaching practices through the TCRWP Units of Study by staff developers to meet the needs of all students including Title I, at-risk and English learners.
 2. Instructional materials to enrich classroom libraries and the bookroom.
 3. After school interventions for at-risk students to support them in reaching the goal of reading at grade level.
- Identify the major expenditures supporting these priorities.
Goals: 1.1 - Title I, Goal 1.4 - Title I, Goal 1.5 - Title III

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Grade-level collaboration, release time to address mathematics and Units of Study in reading and writing
- Implementation of Impact Teacher to support English language learners, Title I students and at-risk students
- Purchase of Imagine Learning Licenses to support Newcomers and CELDT 1 students who are struggling academically
- Supplemental classroom libraries for every classroom in the school
- Differentiated professional development and coaching to improve instruction
- Implementing school-wide practices to support the positive behavior support model
- Fully funding a Community Volunteer Coordinator
- Parent and community events offered throughout the year such as Feeding America and Prevention and Early Intervention Grant
- Assemblies to recognize excellent attendance
- Weekly recognition of students modeling exemplary behaviors
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - After-school intervention for at-risk students
 - Full implementation of reader's and writer's workshop
 - Routine walk-through of entire school campus conducted by principal and head custodian

- What specific actions related to those strategies were eliminated or modified during the year?
After-school interventions were voluntary and therefore not all teachers participated.
- Identify barriers to full or timely implementation of the strategies identified above.
Primary focus through the TCRWP affiliation was reader's workshop. Implementation of writer's workshop was secondary.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Will offer more support to teachers to take on afterschool interventions.
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
As a result of the limited after-school interventions and ongoing TCRWP professional development Berry Elementary students did not demonstrate the growth we wanted or expected on the CAASPP.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Providing teachers with release time for planning and assessing, and collaboration time for the implementation of highly effective instructional practices
Students of teachers that received this support demonstrated an increase in their fluency and comprehension skills in reading, as demonstrated by their reading and writing assessments.
- Assessing students through the administration of the Fountas and Pinnell Reading Assessment. Students were then provided small group instruction based on their reading assessment outcomes in the areas of reading fluency and comprehension. This was evidenced by teacher assessment data and small group rotations that occurred in the classroom.
- Providing classroom libraries for every class on our campus and a bookroom that the staff can access for guided reading groups. This is evidenced by the amount of books students are now able to access and by reading and writing assessments. Student are now reading a minimum of 30 minutes per day at school while the teacher is conferencing to support their individual needs.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - After-school interventions for at-risk students.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
- Not all teachers participated in the after-school interventions as it was not mandatory.
 - Lack of timely implementation
n/a
 - Limited or ineffective professional development to support implementation
n/a
 - Lack of effective follow-up or coaching to support implementation
n/a
 - Not implemented with fidelity
n/a
 - Not appropriately matched to student needs/student population
n/a
 - Other:
- Based on the analysis of this practice, would you recommend:

- Ensure we have a consistent afterschool intervention program in which at least 1 teacher per grade level participates.

- Eliminating it from next year's plan
- No
- Continuing it with the following modifications: -N/A

Involvement/Governance

- How was the SSC involved in development of the plan?

The SSC approved the plan in October 2017 and met regularly to review every goal on the plan and provide feedback for every goal. There were discussions of any goals that the committee felt needed to be revised, reworded or eliminated.

- How were advisory committees involved in providing advice to the SSC?
- Teachers input was sought during a staff meeting. Teacher provided input as to what goals the SSC should continue/discontinue.
- LCAP parent meeting was held in which parents were presented the SPSA goals and they gave feedback as to what goals they wanted to continue, discontinue and/or any recommendations.
- How was the plan monitored during the school year?
- The plan was reviewed during our meetings to address specific services outlined in the SPSA.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- n/a

Outcomes

- Identify any goals in the current SPSA that were met.
- All teachers were provided site based professional development with TCRWP trainers with a focus on reader's workshop.
- All teachers were provided structured opportunities for collaboration through impact teachers.
- Supplemental materials in the form of literature and online resources were obtained to support students.
- Additional bookroom fiction and non-fiction text to support the professional development around a balanced literacy program with a strong emphasis in small group lessons.
- PBIS material and resources were purchased to support the implementation of PBIS.
- Partnerships with Feeding America and Prevention and Early Intervention.
- School assemblies to promote student recognition for academic and attendance improvement. were held

- Identify any goals in the current SPSA that were not met, or were only partially met.
 - The EL Task Force did not meet to address the needs of our English learners.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
 - Did not have additional release days since teachers have 4 release days a year for assessments as per negotiated agreement.

- Based on this information, what might be some recommendations for future steps to meet this goal?
- Modify meeting dates and set meetings to occur during contractual hours on Wednesday staff meetings.
- Provide opportunity for Instructional Rounds (peer observations) using a specific protocol.

School Plan for Student Achievement Annual Evaluation

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School Site Council Minutes
Tuesday, October 9, 2018

Members Present

Principal – Rick Oser

Parents – Dina Angeles-Chacon and Ruth Higuera

Teachers – Lisa Altobelli, Cindy Daily and Thelma Scarcille

Other Staff – Ileana Murillo

1. Introductions were made.
2. Meeting was called to order at 2:42.
3. Minutes were reviewed.
 - ◇ Cindy Daily motioned. Thelma Scarcille seconded.
 - ◇ Minutes approved unanimously.
4. Agenda was approved unanimously.
 - ◇ Ileana motioned. Lisa Altobelli seconded.
 - ◇ Agenda approved unanimously.
5. No Discussion Items:
6. Action Items
 - Elections**
 - ◇ Dina Angeles- Chacon was elected SSC Chairperson
 - ◇ Ruth Higuera was elected SSC Vice Chairperson
 - ◇ Ileana was elected as SSC Secretary
 - School Plan**
 - ◇ Rick Oser presented the updated 2018/19 budget. Committee discussed the goals and actions. A new item to the plan that was discussed in detail was the inclusion of a social-emotional curriculum.
 - ◇ Cindy Daily made a motion to approve school plan. Thelma seconded. School plan approved unanimously.
7. Meeting was adjourned at 3:35.

The School Plan for Student Achievement

School: Central Elementary
CDS Code: 37-68395-6040471
District: South Bay Union School District
Principal: Cori Herbst-Loehr
Revision Date: 10-2-18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cori Herbst-Loehr
Position: Principal
Phone Number: (619) 628-5000
Address: 1290 Ebony Avenue
Imperial Beach, CA 91932
E-mail Address: cherbstloehr@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Central Elementary's Vision and Mission Statements

Mission: To develop a well-rounded child who is proficient in all academic areas, including the English language and who has an appreciation for diversity, a positive self-image, and an ability to incorporate respect, perseverance, and resiliency into their everyday lives.

Vision: Central School, a Professional Learning Community, is dedicated to providing a standards-based curriculum that guarantees in-depth experiences and develops each child's social and academic potential; as they prepare for their future.

School Profile

Central Elementary School is a K-6 program located in Imperial Beach, California. The student enrollment is approximately 550 students. The Single Plan for Student Achievement is the result of a coordinated effort involving the student, parent, community and staff stakeholders of Central in collaboration with the South Bay Union School District Executive and Site Leadership Teams. Central Elementary serves a student population that is approximately 78.4% Hispanic, 6.9% White, 6.3% Black with the ethnicities of American Indian (.4%), Asian, Filipino, Pacific Islander (4.3%) and two or more races comprising the remaining racial make-up of the school (3%). Approximately 82% of the students qualify for Free/Reduced lunch and approximately 74% fall into the Socio-Economically Disadvantaged category. Approximately 14% of the students at Central qualify as Students with Disabilities. Fifty-three percent of the students are English Language Learners.

In 2018-19 Central stakeholders will continue a program review to evaluate the current status and growth of its formal academic and whole-child indicators to include CAASPP, ELPAC, ELPT, Chronic Absenteeism and Suspension, as well as informal indicators on the California School Dashboard including student and community engagement data, culture and equity systems, community partnerships and adult culture.

This comprehensive review will result in:

- Action steps to promote strong instructional professional development and programming that moves the needle forward towards overall increased proficiency in state growth targets;
- The implementation of strategies to promote effective teaching and learning, to improve student, community and staff engagement and to develop school pride that is anchored in a shared belief that all learners can Imagine and Achieve;
- Measurable goal setting and review of outcomes that aligns to the school's actions and strategies as well as the established priorities of adult and student culture, community engagement and student growth and achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	72	78	74	65	72	74	65	72	91.4	90.3	92.3
Grade 4	87	78	68	82	72	66	81	72	66	93.1	92.3	97.1
Grade 5	73	93	76	67	90	74	67	90	74	91.8	96.8	97.4
Grade 6	86	75	100	80	70	94	80	70	94	93	93.3	94
All Grades	327	318	322	303	297	306	302	297	306	92.4	93.4	95

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2363.3	2362.0	2352.4	9	9.23	5.56	7	9.23	13.89	27	27.69	19.44	57	53.85	61.11
Grade 4	2405.2	2398.2	2400.5	9	8.33	13.64	11	9.72	10.61	22	20.83	16.67	58	61.11	59.09
Grade 5	2449.1	2421.8	2436.0	7	2.22	5.41	16	14.44	21.62	28	25.56	20.27	48	57.78	52.70
Grade 6	2459.6	2448.0	2454.2	3	0.00	3.19	19	18.57	19.15	29	28.57	25.53	50	52.86	52.13
All Grades	N/A	N/A	N/A	7	4.71	6.54	13	13.13	16.67	26	25.59	20.92	53	56.57	55.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.85	8.33	28	23.08	47.22	65	63.08	44.44
Grade 4	9	5.56	13.64	33	45.83	37.88	58	48.61	48.48
Grade 5	13	5.56	9.46	33	42.22	45.95	54	52.22	44.59
Grade 6	5	4.29	5.32	31	47.14	37.23	64	48.57	57.45
All Grades	8	7.07	8.82	31	40.07	41.83	60	52.86	49.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	7.69	4.23	43	35.38	19.72	47	56.92	76.06
Grade 4	7	5.56	6.06	37	31.94	36.36	56	62.50	57.58
Grade 5	15	10.11	4.05	45	33.71	37.84	40	56.18	58.11
Grade 6	5	1.43	5.32	43	37.14	34.04	53	61.43	60.64
All Grades	9	6.42	4.92	42	34.46	32.13	49	59.12	62.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	7.69	6.94	61	60.00	52.78	32	32.31	40.28
Grade 4	6	5.56	9.09	68	52.78	53.03	26	41.67	37.88
Grade 5	6	5.56	8.11	60	52.22	55.41	34	42.22	36.49
Grade 6	5	2.86	8.51	64	54.29	54.26	31	42.86	37.23
All Grades	6	5.39	8.17	63	54.55	53.92	31	40.07	37.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.69	9.72	43	53.85	43.06	49	38.46	47.22
Grade 4	10	8.33	12.12	47	40.28	42.42	43	51.39	45.45
Grade 5	21	7.78	13.51	45	44.44	44.59	34	47.78	41.89
Grade 6	10	4.29	12.77	56	50.00	46.81	34	45.71	40.43
All Grades	12	7.07	12.09	48	46.80	44.44	40	46.13	43.46

Conclusions based on this data:

1. 23% of Central's students score at or above grade level in Literacy. Though this was an overall increase of 5%, this is below the District average and well below the state average.
2. 5th grade ELA showed the most improvement with an overall increase of 10.37% in the meets and exceeds categories.
3. The mean scale score, used to calculate "Distance from Standard Met (level 3)" on the CA School Dashboard, for students in grades 4-6 showed growth, with 5th grade showing the most growth at 14.2 points. Third grade declined by 9.6 points.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	79	72	78	72	72	75	72	70	75	91.1	100	96.2
Grade 4	87	78	68	84	78	68	84	78	68	96.6	100	100
Grade 5	73	92	76	69	92	76	69	92	76	94.5	100	100
Grade 6	86	75	100	80	75	97	80	75	97	93	100	97
All Grades	325	317	322	305	317	316	305	315	316	93.8	100	98.1

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2371.9	2367.5	2347.9	1	1.43	6.67	21	18.57	8.00	25	27.14	20.00	53	52.86	65.33
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Grade 5	2442.8	2420.9	2425.2	3	1.09	0.00	9	8.70	11.84	26	22.83	21.05	62	67.39	67.11
Grade 6	2439.2	2422.7	2413.7	3	0.00	1.03	5	5.33	5.15	29	21.33	24.74	64	73.33	69.07
All Grades	N/A	N/A	N/A	2	1.90	3.16	13	11.75	10.13	29	25.08	24.68	56	61.27	62.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	8.57	10.81	29	37.14	21.62	61	54.29	67.57
Grade 4	7	10.26	10.29	30	28.21	35.29	63	61.54	54.41
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Grade 6	3	1.33	1.03	20	13.33	21.65	78	85.33	77.32
All Grades	6	5.08	5.08	27	24.76	26.03	68	70.16	68.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	5.71	8.00	53	34.29	33.33	42	60.00	58.67
Grade 4	7	6.41	7.35	43	34.62	42.65	50	58.97	50.00
Grade 5	7	3.26	3.95	32	27.17	28.95	61	69.57	67.11
Grade 6	3	1.33	0.00	30	26.67	19.59	68	72.00	80.41
All Grades	6	4.13	4.43	39	30.48	30.06	55	65.40	65.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	1.43	6.76	56	48.57	39.19	38	50.00	54.05
Grade 4	7	6.41	7.35	38	38.46	47.06	55	55.13	45.59
Grade 5	4	1.09	1.32	36	30.43	39.47	59	68.48	59.21
Grade 6	3	2.67	3.09	56	29.33	28.87	41	68.00	68.04
All Grades	5	2.86	4.44	47	36.19	37.78	48	60.95	57.78

Conclusions based on this data:

1. 13.29% of Central students score at or above grade level in Math. This was a decrease of 1.62% falling below the District average and well below the state average.
2. 4th grade students showed the most stability from 16-17 to 17-18 and demonstrated the most overall growth..
3. Students in grades 4-5 showed growth in the mean scaled score, with 4th grade showing the most growth at 14.2 points. Both 3rd and 6th grade students declined, with 3rd grade declining by 5.43%. The mean scale score, used to calculate "Distance from Standard Met (level 3)" on the CA School Dashboard is decreasing as cohort progresses through grade levels.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement Local (Specify):
	<p>Central Elementary will continue to focus on the District's primary goal that all children will read at grade level by 3rd grade and remain at grade level. Teachers will continue to implement Reading and Writing Units of Study from Teacher's College Reading and Writing Project. All teachers will continue to receive training and support in this CCSS aligned, balanced literacy curriculum.</p> <p>Staff will administer the Fountas and Pinnell Benchmark Assessment System to determine reading levels and they will work collaboratively to calibrate and crosswalk the results from these assessments to classroom instruction, the CCSS and CAASPP. This will allow teachers to target instruction and interventions for all, with a specific lens on the EL population. It will also resolve the disconnect of transfer between F & P achievement results and the CAASPP data.</p> <p>Selected teachers will receive professional development in the Tier II intervention program known as LLI (Leveled Literacy Instruction) as a complement to core instruction.</p> <p>Teachers, students and families will be exposed to the concepts of Arts Integration as a strategy for increasing access to language, while providing students with a voice and choice regarding their demonstration of knowledge.</p> <p>Teachers who instruct ELD will receive additional training for the effective implementation of Systematic ELD. Additional interventions will be provided to students who are identified with slow to no movement in the English Language Development proficiency bands.</p>	
Identified Need :	<p>The Central CAASPP literacy data shows 24% of students met or exceed the California ELA standards. There was some measurable growth in reading across some grade levels and a slight decline in writing and listening at all grade levels. Two targeted programs were continued in the 16/17 SY (Fountas and Pinnell Benchmark Assessments and Teachers College Readers Workshop) In 17/18 Teachers College Writers Workshop was implemented therefore:</p> <ul style="list-style-type: none"> • A continued focus on professional development in TCRWP Units of Study for both Readers and Writers Workshop will be maintained; • Additional release time will be allocated to support individual teacher learning, training, planning and calibration/collaboration; • Arts Integration, including Artful Thinking will be introduced towards the goal of increasing student engagement in reading, writing and math as well as promoting critical thinking and analysis. • With the addition of a VAPA/STEM instructor, teachers will benefit from collaborative planning time with the VAPA/STEM teacher to increase the rigor of arts integrated instruction as well as discreet instruction in the arts, sciences, technology and math; • A continued focus on preparing students, families and staff for the actual CAASPP assessment by encouraging the use of the provided SBAC interim assessments, opportunities to explore the testing platform and the ability to review and answer previous sample questions. Increased comfortability and a comprehensive understanding of the assessment will make gains towards comfortability and confidence in the assessment 	

procedures;

- Family academic nights will occur where parents and the community will be given an opportunity to support student achievement.

Central has implemented the school-wide reading assessment, Fountas and Pinnell Benchmark Assessment System. Though there has been an increase level in the calibration of the assessment from spring 2018 to fall 2018 there appears to be some data discrepancies that require more intentional training and calibration across all school grade levels. In an effort to provide for deeper analysis and use of F & P as both a predictor of student outcomes for CAASPP and to provide high level instruction:

- Further training will be provided to teachers on the use of this assessment system;
- A part time literacy intervention teacher will support those students identified as needing the most intensive differentiated core instructional and Tier II supports in order to close the gap in literacy growth and achievement.
- A part time instructional aide will support students in both general and special education classrooms.
- Teachers will begin to implement Guided Reading as an instructional strategy to support below level readers in an effort to decrease the Distance from Standard Met on the reading portion of the SBAC;
- Teachers will receive professional development in LLI as a Tier II intervention;
- Teachers will review and analyze the discrepancies and make adjustments to the assessment practice as needed.

After analyzing ELPAC data. The following needs were identified:

- To increase the percentage of students advancing per the LCFF School Dashboard by at least one proficiency band.
- A part time language support teacher will support those student identified as needing the most intensive support (Newcomers/LTEL) to close the identified gaps and move from the emerging to expanding performance level.

Goal Applies to: Grade/Department/Other: all
Applicable Pupil Subgroups: all

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. Measurable growth in school wide literacy achievement on CAASPP from 24% to 30% meeting or exceeding standard (12% increase).
2. Measurable growth in school wide math achievement on CAASPP from 18% to 30% meeting or exceeding standard (12% increase).
3. An increase in student achievement on the F&P Benchmark Assessment System from 47% of students (Spring 2017) reading at grade level to 55% of students reading at grade level (10% increase).
5. Increase students moving at least one proficiency band per the ELPAC assessment by 10%.
6. Increase the number of students in grades 3-6 who fall into Achievement Level Scale Score Range for Standard Met/Exceeded on the SBAC by a minimum of 30 students. (eg. increase the number of students in level 3 of the mean scaled score, or distance from standard met, by 30)

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
1.1 Hire an intervention teacher (impact) teacher (4hr/day) to support Tier I and II interventions for at risk students in the area of literacy (3 hr/day) and support EL students who have been identified as LTEL and newcomers (1 hr/day).	X English Learners X Other Subgroups: (Specify) At Risk	Payroll (Intervention) 3 hr/day for 90 days.	1000-1999: Certified Personnel Salaries 3000-3999: Employee Title I Benefits	Title I	10,270 2,730

		Payroll (EL support) 1hr/day for 90 days.	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	Title III	3,950
1.2 After school enrichment and intervention to increase student engagement (attendance & behavior) and academic performance (literacy, math & science) in at risk populations.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Other Subgroups: (Specify) At Risk</p>	Out-of-contract pay for certificated teachers to provide enrichment and intervention after school during the 2018-19 school-year. Approximately 125 hours.	1000-1999: Certified Personnel Salaries	Title I	4,740
1.3 Before school intervention and tutoring to improve student academic proficiency in literacy for English Language Learners and At Risk populations.	<p>X English Learners</p> <p>School Dependent students (a.k.a high risk), students with special interests and students with behavior support needs.</p>	Payroll taxes for out of contract pay	3000-3999: Employee Benefits	Title I	1,260
1.4 Supplemental materials and supplies to support before and after school intervention and enrichment programs in both the arts and academic content areas. (Visual and Performing Arts, Spanish language instruction and English language support, Math and Technology)	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Other Subgroups: (Specify) At Risk Students</p>	Out-of-contract pay for certificated teachers to provide intervention and tutoring. Approx. 100 hours.	1000-1999: Certified Personnel Salaries	Title III	3,792
		Payroll taxes for out of contract pay	3000-3999: Employee Benefits	LCFF - Base	1,008
		Supplemental materials and supplies will be purchased for before and after school enrichment, intervention and tutoring groups. This may include, but is not limited to books, consumables, digital resources and non-consumable supplies and tools. (0100)	4000-4999: Books And Supplies	Title I	1,000

1.5 Optional professional development outside of the contractual work day in the areas of literacy, math and science.	X All Students	4 paid and 4 unpaid professional development opportunities will be provided through the course of the school year onsite in the areas of ELA, math, PBIS/Behavior and Arts Integration. Total of 75 hours or 75 hour long opportunities to staff (approx. 15 staff taking at least 1.5 paid hours of PD)	1000-1999: Certificated Personnel Salaries	Title I	2,370
1.6 Conferences/Professional Learning and Consultation Services to occur during and outside of the school day.	X All Students X Other Subgroups: (Specify) At Risk	Staff will participate in conferences and professional learning facilitated by experts from outside of the school to develop strategies supporting school dependent students, ELs, arts integration and culturally responsive teaching.	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Title I	630 2000
1.7 Release time for Student Study Team in support of at risk and below level students.	X All Students X Other Subgroups: (Specify) At Risk	Release time for certificated teachers (sub coverage pay for approx. 12 days)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	1,580 420
1.8 Release time for staff to attend professional learning and conferences. (some hours may relate to goal 1.6)	X All Students	Release time for certificated teachers (sub coverage pay for approx. 6 days)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	790 210

1.9 Professional Development and Conferences for staff to increase knowledge and instructional practice to support ELs.	X English Learners	Conference and Professional Development fees.	5800: Professional/Consulting Services And Operating Expenditures	Title III	3,068
1.10 Release time for staff to attend professional development towards increased capacity to instruction ELs. (some hours may relate to goal 1.9)	X English Learners	Release time for certificated staff.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III	1580 420
1.11 Hire an instructional aide (3.75hr/day) to support Tier I and II interventions for at risk students (academic and behavioral) (3.75 hr/day).	X Other Subgroups: (Specify) At Risk	Payroll (Intervention) 3.75hr/day for 80 days. Payroll (behavior and intervention) 3.75 hr/day for 80 days. Benefits and taxes	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I LCFF - Base LCFF - Base LCFF - Base	4000 2300 1260 540

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>GOAL 2: Positive School Culture for All: Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive and feel safe when learning at Central.</p> <p>Student engagement is a key component to increased academic growth and achievement. Adult culture is a crucial element in building an overall healthy and vibrant school culture. In the 2018-19 SY, Central stakeholders will continue to work on a program review to evaluate the current status of its academic and whole child indicators from the lens of culture, equity and engagement.</p> <p>This review will use the LCAP Survey results from EOY 2017-18, the California Dashboard data for student engagement and other school created surveys to inform both student and adult culture. This comprehensive review will allow for Central Elementary to establish a clear mission and vision that serves the diverse needs of the community and aligns to the district's mission: All Students, All of Us; Achieving Success Together!</p>	<p>Related State and/or Local Priorities:</p> <p>3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access Local (Specify):</p>
<p>Identified Need : In a thorough review of LCAP data and the CA Dashboard data, as well as multiple 1:1 conversations and stakeholder meetings mission and vision team and site leader at Central, it has been determined that:</p> <p>Parents desire...</p> <ol style="list-style-type: none"> 1. More course and enrichment opportunities for their students in the areas of Science, Technology, Math and Art; 2. School safety as an area to be improved through: <ul style="list-style-type: none"> • Development and implementation of common school wide behavior support systems; • Equitable discipline practices; • Improved flow of morning and after school traffic patterns geared towards safer drop-off and pick-up flow. 3. High levels of academically rigorous content that: <ul style="list-style-type: none"> • Is engaging and meets the needs of all students; • Promotes opportunities for parents and the community to be involved; 4. Clear and increased methods of communication. <p>Students desire...</p> <ol style="list-style-type: none"> 1. More course and enrichment opportunities in the areas of Science, Technology, Math and Art; 	

2. Strong connections with adults and peers that include:

- Mutual respect and caring relationships with all adults;
- Positive daily interactions with peers;
- Ways to communicate, solve problems and resolve arguments respectfully;

3. More opportunities for their families to be engaged in their learning.

Staff desire:

1. For parents and students to partner with the school in setting and reaching common goals for student achievement;

2. A shared mission and vision that:

- Includes a plan for professional development, professional learning and school improvement;
- Allows for risk taking and support from and for leadership to further develop rigorous pedagogy;

3. A strong adult culture that:

- Values all opinions and ideas and allows for open discourse, including professional disagreement, in a way that moves the school forward;
- Creates systems where teachers know and understand the teaching practices of their peers;
- Includes the voice of the staff in the decision making process.

Goal Applies to:

Grade/Department/Other: K-6th Grade Students, Staff (Certificated and Classified), Parent/Community Stakeholders

Applicable Pupil Subgroups:

SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:	Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
<p>Increase in positive response to LCAP Q4 (My child's school is a safe place) from 3.21 (80%) out of 4 in 17/18 SY to 3.6 out of 4 (90%) in 18/19 SY.</p> <p>Decrease student response to LCAP Q 5 (I have been fun of, teased or insulted more than once...) from 2.54 (64%) out of 4 in 17/18 to 2 out of 4(50%) in 18/19 SY.</p> <p>Increase positive parent response to LCAP Q16-20. (I wish my child had more opportunities in Arts/STEM.) from 3.25 out of 4 (81%) in 17/18 SY to 2.8 out of 4 (70%) 18/19 SY through the implementation of STEM/VAPA opportunities (VAPA/STEM F/T teacher, additional artist residency experiences)</p> <p>Increase positive student response to LCAP Q12-19. (At school, I wish I could learn more about Arts/STEM) from 2.99 out of 5 (60%) to 1.5 out of 5 (30%) through the implementation of STEM/VAPA opportunities (VAPA/STEM F/T teacher, additional artist residency experiences)</p> <p>Improve overall school attendance from 94.43% in 17/18 SY to 95.43% in 18/19 SY.</p> <p>Decrease chronic absenteeism from 18% in 17/18 SY to 10% in 18/19 SY.</p> <p>Maintain/decrease current suspension rate of 1% in 17/18 SY</p> <p>Increase positive student response rate on LCAP Q2, 9, 10 from a cumulative of 3.1 out of 4 (or 78% of survey takers) to 3.5 (88%).</p> <p>Increase overall staff positive responses to LCAP Culture and Climate Survey (Q2-3.36, Q26-3.18, Q28-3.36, Q29-3.36, Q33-2.82) from an average of 3.216 (64%) to 3.5 (or 70% positive response).</p>	2.1 Further development of the PBIS Committee to include opportunities for data analysis, professional development and professional learning systems to support at-risk learners.	<p>X All Students</p> <p>X Other Subgroups: (Specify) At-risk</p>	<p>This team will meet 1x month (at least 10x throughout the year) to support the implementation of SEL programming and to analyze data to identify key areas for growth and development of staff and students.</p> <p>Books, materials and resources to support professional learning.</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>None Specified</p> <p>Title I</p>	<p>0</p> <p>250</p>

2.2 Further development of School Safety team.	X All Students	Parent and Staff Group to meet to address overall safety concerns, including but not limited to, flow of traffic, student safety patrol, student peace patrol, parking and drop-off and pick-up routines.	None Specified	0
2.3 Formation of Shared Decision Making Committee	X All Students	This team of stakeholders will work on a program review process that includes analyzing, revising and implementation of a mission and vision for the Central School Program and supports the ability for all stakeholders to be engaged in decision making as needed toward improvement of school programming.	None Specified	0

2.4 Development and training of the school's Instructional Leadership Team as school leaders in the development, implementation and execution of the school's improvement goals.	X All Students	<p>The ILT will participate in a variety of ongoing professional development towards building a highly effective team that is focused, disciplined and accountable and towards the expanded vision of shared/distributed leadership. This may include, but is not limited to book study, webinars, offsite professional dev. opportunities. Data will be collected towards increased effectiveness.</p>	4000-4999: Books And Supplies	LCFF - Base	500
2.5 ILT Meetings to review, analyze, evaluate, adjust and implement school wide goals. ILT Meetings to plan professional learning and development for staff in order to better meet the needs of at-risk learners.	<p>X All Students</p> <p>X Other Subgroups: (Specify) At-risk</p>	<p>2x year 8 ILT members will meet in a full or half day sessions to review, analyze, evaluate, make adjustments to and plan for the implementation of high impact instructional moves. Release time will be required.</p> <p>Payroll taxes for out of contract pay</p> <p>Books, materials and resources to support professional learning.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>LCFF - Base</p> <p>Title I</p>	<p>2300</p> <p>485</p> <p>250</p>

2.6 PBIS and Student Engagement Incentives for at risk learners	<p>X All Students</p> <p>X Other Subgroups: (Specify) Students who are qualified at at-risk</p>	<p>Behavioral and Student Engagement Incentives to include, but not limited to, lunch with the principal, weekly SMART incentives, classroom incentives and events, certificates of recognition and other types of presented awards.</p>	<p>4000-4999: Books And Supplies</p>	Title I	1742
2.7 Attendance Incentives	X All Students	<p>Incentives for students will be purchased to promote increased attendance. (0647)</p>	<p>4000-4999: Books And Supplies</p>	LCFF - Base	1,263
2.8 Mission and Vision branding, communications and implementation items.	X All Students	<p>As the school engages in mission and vision work, Branding and marketing will occur to support this work and in alignment with the district's effort to brand and market. These items include, but are not limited to marketing items like water bottles, signage, folders, banners, t-shirts as well as communication to families about the school which may include direct mailers, flyers, media and promotional materials. (0503)</p>	<p>4000-4999: Books And Supplies</p>	LCFF - Base	3,000
2.9 Encourage Student Leadership Opportunities (Student Conflict Team, Peace Patrol, Student Council, Safety Patrol) and provide appropriate resources and tools.	X All Students	<p>Appropriate signage and safety resources for Safety and Peace Patrols</p>	<p>4000-4999: Books And Supplies</p>	LCFF - Base	1,000

2.10 Military Partnerships	X All Students Students who could be qualified as at-risk	Military partners will continue to support the recognition of student attendance and student leadership during recognition assemblies. They will also support after school tutoring and enrichment and by volunteering at school endorsed academic and social events.	None Specified	None Specified	0
2.11 Artist Residencies and Professional Services to supplement the core program for all students, including at risk learners.	X Other Subgroups: (Specify) At-Risk	Artist residencies to provide additional exposure and experiences in the arts. Professional learning and services to support the integration of the Arts and STEM of classroom teachers in alignment with the artist residencies.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000
2.12 Purchase of Social Emotional Learning Curriculum and Licenses	X Other Subgroups: (Specify) At Risk	Purchase of the SEL curriculum/licenses to support the implementation of a Social Emotional Learning program Purchase of the SEL curriculum/licenses to support the implementation of a Social Emotional Learning program	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Lottery: Instructional Materials	619 6300

2.13 Student Study Trips	X All Students	Support for students to attend student study trips throughout the school year. May include entry fees, transportation, participation fees. Could also include professional services bringing student study experiences to the school site (onsite field trip).	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,000
2.14 Instructional and Support Materials for STEM instruction	X All Students	Materials and consumable supplies to support instruction of STEM.	4000-4999: Books And Supplies	Lottery: Instructional Materials	546
2.15 Morning Supervision	X All Students X Other Subgroups: (Specify) At-Risk	Payroll hours (1hr/day) dedicated to morning supervision.	2000-2999: Classified Personnel Salaries	LCFF - Base	1537

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement:	Related State and/or Local Priorities:
	Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.	3 X Parental Involvement
	Central will continue its focus on authentic opportunities for family and community engagement by offering multiple methods and ways to build the school's resources and capacity through their increased engagement.	4 X Pupil Achievement
	Central SSC, PTA, ELAC and Community Volunteer Coordinator will develop opportunities to showcase students and their accomplishments during academic and enrichment events.	5 X Pupil Engagement
	The CVC will access community resources to support the diverse needs of the school community and offer support to the community by developing and/or partnering in the development of multi-modal school volunteerism, opportunities and resources.	6 X School Climate
	The school leader will promote effective school partnership programming (school, family and community) by implementing a school action plan that is grounded in data and feedback gathered using Epstein's Measurements of School, Family and Community Engagement.	Local (Specify):
Identified Need :	<p>The LCAP Parent Culture and Climate Survey (16/17 SY) indicates that effective communication and opportunities for involvement could be improved. This should be accomplished through:</p> <ul style="list-style-type: none"> • Clear (intentionally planned and executed), timely (at least 10 -20 days in advance and in multiple media formats) communication that is offered in the parents native language as often as possible; • Multiple ways to be involved (beyond traditional school-to-home, classroom volunteerism, or school based celebration style events); • Staff commitment and attendance. <p>Anecdotal data provided by school staff, parents, students and Community Volunteer Coordinator indicates that attendance at and participation in school events increased during the 17/18 SY. In an effort to continue this trend and provide evidence grounded in data the school CVC will continue to improve on and implement formal systems to track, monitor and correlate family and community engagement to student engagement and achievement.</p> <p>In an ongoing examination and preliminary inventory there is continued work to be done on the development of sustainable, effective partnerships that demonstrate and allow for increased student growth and achievement.</p>	
Goal Applies to:	Grade/Department/Other: All grades K-6, Staff, Families and the Community-at-Large	
	Applicable Pupil Subgroups: all	

SPSA Year : 2018-19

- Expected Annual Measurable Outcomes:**
1. Monthly ELAC meetings will be held beginning in November, and parent attendance will increase from an average of 5 attendees to 30 attendees over the course of the 18/19 SY;
 2. The school and PTA will partner in hosting at least 3 community enrichment celebrations and 2 academic events through the school year. Event participation will be tracked by the CVC and an event review and reflection will be completed within 10 days after each event.
 3. 80% of school-to-home communications generating from the CVC or school leader's office will be clear (intentionally planned), timely (provided 10-20 days in advance) and in multi-media formats.
 4. CVC will participate in at least 3 opportunities for professional development related to their role, including but not limited to conferences, district information and training sessions, book study and online/webinar learning.

Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Community Volunteer Coordinator to support the needs of students and families, especially those who are at-risk or in need of resources.		X All Students X Low Income Pupils X English Learners X Foster Youth X Other Subgroups: (Specify) At Risk	The Community Volunteer Coordinator will serve as the liaison between local families and the school by offering support to the community and encouraging the families to participate in their child's education. Payroll taxes for CVC	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	14,601 1,319
3.2 Active ELAC and representation at DELAC meetings (release/out-of-contract pay)		X English Learners X Redesignated Fluent English Proficient	Teacher Liaison will support the ELAC and DELAC committees by planning with the President of ELAC, presenting at ELAC meetings and attend DELAC meetings.(0503) (0503) Materials, supplies and refreshments for ELAC meetings.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base LCFF - Base	1,000 200

3.3 Community Volunteer Coordinator Extra Hours	<p>X English Learners</p> <p>X Other Subgroups: (Specify) Other students designated as at-risk</p>	<p>Additional hourly support for CVC will be utilized when CVC is used to complete direct outreach and support at school and community events.</p> <p>Payroll taxes and benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>LCFF - Base</p>	<p>3,000</p> <p>900</p>
3.4 Community Enrichment Events in partnership with PTA for at risk students.	X All Students	<p>At least 3 community enrichment events will be offered and opportunities for student accomplishments and achievements can be highlighted. Materials and Supplies for the events may be jointly purchased towards the successful outcome of the events. (0503)</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Base</p> <p>Title I</p> <p>LCFF - Base</p>	<p>2,000</p> <p>1,000</p> <p>2,000</p>

3.5 Coffee with the Principal/Parent University	X All Students	The principal will meet with parents to discuss school events, initiatives and promote an ongoing dialogue with families regarding the state of the school and parent and family needs and requests in conjunction with ongoing parent classes. (0100)	4000-4999: Books And Supplies	Donations	83
3.6 Professional Learning Supplies and Materials to support parent and community engagement.	X All Students X Other Subgroups: (Specify) At Risk	Misc. supplies and materials to support Parent University and community engagement. May include books, consumables, supplies, refreshments. (0300) Misc. supplies and materials to support Parent University and community engagement. May include books, consumables, supplies, refreshments. (0300)	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Donations Title I	237 500

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4:	Basic Services to Support Student Achievement:	Related State and/or Local Priorities:
	<p>Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems which benefit students.</p> <p>Central's site administrator will provide ongoing coaching and feedback to teaching staff in support of equitable access for all students to effective teaching and to ensure teacher quality.</p> <p>Central Elementary is in need of building modernization. The school leader will work with District Executive Leadership to address high priority building concerns including facilities appearance, landscaping and maintenance in an effort to develop short-term and long-term solutions.</p> <p>Site administrator has noted the following improvements to be made:</p> <ul style="list-style-type: none"> • Update classroom furniture as identified and needed; • Provide classroom environments for highest level of teaching effectiveness; • Landscaping and general grounds maintenance to be monitored and improvements tracked; • Building and grounds beautification will be promoted and encouraged through community and family partnerships and through student activism and engagement. 	<p>1 X Basic 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify):</p>
Identified Need :	<p>In an analysis of the school's performance data (CAASPP, ELPAC) and LCAP Climate and Culture surveys, as well as informal and formal conversations with staff, there is a strong indication that the need for high levels of instructional supervision, coaching and feedback are required. Strong systems for instructional supervision, coaching and feedback would allow all teachers access to the tools and resources necessary for all students to make adequate yearly progress and growth.</p> <p>Central's William's walkthrough provided the school with a rating of 96% or an overall ranking of 'Good'. This rating was much improved from the previous year. In order to maintain/sustain the improved rating it will be necessary to continue to attend to the basic needs of the building.</p> <p>Classrooms that require updated furniture and learning environments will receive appropriate attention. Grounds and building will be actively monitored in regular walk throughs with site leader.</p>	
Goal Applies to:	<p>Grade/Department/Other: All</p> <p>Applicable Pupil Subgroups: All</p>	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

100% of teachers participating in the E3 (IPLS) evaluation system will receive 100% of the prescribed conferences, meetings and observations as indicated in the program requirements.

100% of teachers not participating in the E3 evaluation system will receive biweekly drop-in visits and be provided with any necessary, corresponding feedback.

90% of the Central classified staff will participate in a Beginning of Year (by the end of September), Middle of Year (by the end of February) and End of Year (by the end of May) conversation with corresponding feedback.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Site Leader will conduct ongoing observation, coaching and feedback with 100% of the teaching staff and will complete all actionable steps in the E3 evaluation cycle for the designated staff.	X All Students	Calendared, ongoing observation, coaching, feedback cycle with site administration and teaching staff.	None Specified	None Specified	0
4.2 Random walk throughs with site custodian to monitor materials and supplies as well as the status of Central's facilities	X All Students	Periodic observations of facilities will serve as a proactive monitoring system.	None Specified	None Specified	0
4.3 Short-Term Solutions for building beautification	X All Students	Purchase of small furniture items to support increased classroom effectiveness and adequate access for students to materials and resources. (0505) Purchase of supplies and materials improvements to the educational environment. (classroom environment based, small furniture) (0505)	4000-4999: Books And Supplies	Other	3,844
			4000-4999: Books And Supplies	Other	1,000

		Purchase of supplies and materials for facilities and grounds improvements (including but not limited to landscaping, paint, banners) (0503)	4000-4999: Books And Supplies	LCFF - Base	1,000
4.4 Community Beautification Event(s)	X All Students	Site leader, CVC and PTA will promote events that encourage the community, military and business partners to clean-up and beautify the school grounds. At least one formal beautification event (0503)	4000-4999: Books And Supplies	LCFF - Base	1,000
4.5 Provide all basic school and custodial supplies for day to day operations.	X All Students	Basic supplies for day-to-day school operations which include but not limited to: the purchase of classroom and office supplies; custodial supplies; copy paper; printing costs; postage, copier lease, student incentives, banners, marketing and parent communications and student consumables. (0503)	4000-4999: Books And Supplies	LCFF - Base	20,474
4.6 Printer Lease and Maintenance	X All Students	Printer lease and maintenance	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,000

4.7 Additional Pay (O/T and support) for classified clerical and facilities staff.	X All Students	<p>Payroll for overtime/additional hours work completed to support evening and special events for classified clerical and maintenance staff.</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>LCFF - Base</p> <p>LCFF - Base</p>	<p>3100</p> <p>875</p>
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Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 6/13/13
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$51,974
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$0
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0
Total amount of state categorical funds allocated to this school		\$51,974

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$62,581	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$13,860	
Total amount of federal categorical funds allocated to this school		\$76,441	

Total amount of state and federal categorical funds allocated to this school		\$128,415
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Central Elementary

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	53,582	8,999	62,581	26,300	22,920	4,361	9000	62,581
Title III	13,860	0	13,860	10,792	0		3068	13,860
State Programs								
LCFF (Base) 0503	40,700	11,274	51,974	3493	11,307	27,174	10,000	51,974
Additional Funding								
0603 Library	6,050	3,073	9,123	0	0	9,123	0	9,123
0647 Attendance Incentive	1,000	263	1,263	0	0	1,263	0	1,263
6300 Lottery Inst Materials	6,050	796	6,846	0	0	6,846	0	6,846
0505 Small Furniture	2,750	2,094	4,844	0	0	4,844	0	4,844
Total	123,992	26,499	150,491	40,585	34,227	53,611	22,068	150,491

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cori Herbst	X				
Maureen McElroy			X		
Gary Prunty		X			
Sara Ramsay		X			
Claudia Juarez		X			
Marisol Casillas			X		
Lee Anne Fry				X	
Freddie Colmenares				X	
Mirna Hernandez				X	
Yesenia Avalos				X	
Maria L Jimenez				X	
Numbers of members of each category:	1	3	2	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

X Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Cori Herbst-Loehr

Typed Name of School Principal

Signature of School Principal

10-30-18
Date

Gary Prunty

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10-30-18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
Literacy, Math and Professional Learning
- Identify the major expenditures supporting these priorities.
Title 1 and LCFF Base

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
Goal 1:
PLCs met throughout the school year.
Central teaching staff were trained in and implemented Teachers College Readers and Writers workshop to varying degrees of fidelity/effectiveness.
Teachers reviewed data from F&P and CAASPP to analyze what disconnect exists in transfer. Staff has undergone calibration training.
Teachers completed professional learning in arts integration strategies.
All staff received additional training in the implementation of Systematic ELD program.
After school enrichment was provided throughout the school year.

Goal 2:
Mission/Vision Team was formed and a program review was begun in 2017/18 including a Mission and Vision stakeholder session and school site visits.
PBIS (Behavior Systems Team) was formed.
Adult culture was a focus through the school year, including the evaluation of adult morale and attendance
School branding campaign was started.
Student culture was a focus through the school year. SMART (PBIS) behavior systems were adopted.
A revised drop-off and pick-up system was implemented.
Emergency management and school safety procedures were revised.
A family and student handbook was developed.
A staff handbook was developed.

Goal 3:

Attendance increased 1%.

Student suspension rates were reduced (blue on dashboard).

Parent attendance at school/PTA events increased

Parent University (classes) were implemented with fidelity

Principal hosted monthly parent meetings

Principal provided monthly school-to-home communication

Goal 4:

Traditional evaluations were completed with fidelity and per the timeline

All staff/students received monthly classroom visits from site leader.

Modernization planning was started with building grounds and facilities receiving initial improvements.

Landscaping of front exterior entry was completed.

Classroom locations were re-designated to enhance flow and security.

Williams score increased to 96% (from 86%)

Principal completed weekly site walkthroughs and communicated needs with custodial team

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Goal 1:

Before school Intervention and tutoring did not occur (at-risk/EL populations)

Optional professional development opportunities did not occur at the rate desired

Staff did not participate in optional conference/professional learning opportunities at the rate desired

Goal 2:

School Safety Committee did not form as planned

Mission/Vision of school was not revised/completed as planned

ILT Meetings did not occur on the regular timeline as planned

Goal 3:

ELAC representation was not implemented as planned

CVC did not attend professional learning as planned

Goal 4:

2 teachers did not complete the E3 pilot evaluation process with 100% fidelity

Community school beautification event did not occur

- What specific actions related to those strategies were eliminated or modified during the year?

Goal 1:

Academic intervention groups were formed later than desired (January vs. October)

Crosswalk analysis of F&P to CAASPP was not completed

Teachers did not receive LLI training

Goal 2:

Social Emotional Learning curriculum was not formally adopted school wide (some grade levels implemented)

Parent/community attendance at Principal coffees and Listening forums did not yield high levels of participation

ILT meetings were difficult to maintain on the Wednesday meeting schedule and thus eliminated in the spring.

Goal 3:

ELAC committee did not meet as indicated per the conflicting schedules of the teacher/parents

CVC focused on campus work and professional learning often conflicted with work schedule

Goal 4:

E3 meeting schedule was difficult to manage in its pilot form, some teachers were not responsive and site leader was not able to execute all of the paperwork as prescribed per the timeline.

With monthly events occurring, the School Beautification event was cancelled and an art show was held in lieu.

- Identify barriers to full or timely implementation of the strategies identified above.
 - Goal 1:
Recruiting staff to teach intervention groups has presented a challenge.
Crosswalk of data was not deemed an effective evaluation to be completed by ILT in the Spring (postponed to the fall 2018 semester)
LLI training opportunities were limited, out of state conference was full
 - Goal 2:
PBIS Team did not complete an evaluation of SEL programming due to time limitations.
Parent/community attendance is impacted by a variety of factors including parents who work multiple jobs, are at-risk, homeless or otherwise prevented from attending campus events
Site leader determined that ILT meetings were not conducive to movement forward of school program based on a variety of factors including meeting dates/days, personnel and school wide goals
 - Goal 3:
Teacher representative and parent representative had conflicting schedules
Teacher may not understand the responsibilities of the ELAC president and may require some training to best facilitate this committee
CVC work schedule prevented attendance at day long conferences and other events
 - Goal 4:
New site leader had a learning curve in understanding the E3 system and adopting a coaching feedback cycle that was effective
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - Goal 1
Positive framing to provide school leaders with opportunity to make decisions regarding tutoring and enrichment cycle and adoption
LLI training to occur on campus in 2018-19
 - Goal 2
Hours of events were adjusted
Analysis of successful engagement opportunities was completed and plan shifted to make a more effective use of time
 - Goal 3
Adjusting of CVC hours
 - Goal 4
Site leader asked for calendar coaching from executive leadership
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
 - Goal 1:
Student performance data, especially for at-risk and EL students, did not progress at the desired rate
F&P did not serve as a confident predictor of outcomes on the state CAASPP assessment
 - Goal 2:
LCAP survey data did not increase at the rate desired in the area of student safety
 - Goal 3:

ELAC is not effectively implemented at Central

Goal 4:

Teacher instructional growth has not increased at the level desired

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
The continued implementation of Readers and Writers workshop provided for some growth, especially in reducing the number of students scoring in the approaching band on CAASPP.

The use of Fountas and Pinnell Benchmark Assessments allowed for teachers to develop further differentiated strategies to support student growth in literacy. Scores were more accurate and the data shows deeper alignment to the state tests.

Parent engagement is higher than it has been in recent years and thus, it is believed, student attendance has increased.

Student culture (as evidenced through suspensions and attendance data) has improved.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Math continues to be an area in decline. A focus on literacy has allowed for students and staff to drift from an aligned math program.

Writing did not show notable improvement.

Some classrooms showed a significant decline in student growth/achievement.

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Math is not a district area of focus in 2017-18

The implementation of Writers Workshop was in it's first year. Teachers had a learning curve to implement.

Some teachers did not implement TCRWP with fidelity, staff instability was an issue in one grade level.

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
Math training was optional and not all staff participated.
- Lack of effective follow-up or coaching to support implementation
Site leader did not always coach with fidelity to support implementation.
- Not implemented with fidelity
Teachers College Readers and Writers Workshop
- Not appropriately matched to student needs/student population
-
- Other:

- Based on the analysis of this practice, would you recommend:
 - that instructional coaching in the area of reading and writing become the focus for instructional supervision.
 - that intensive PD opportunities be offered to teachers in the area of EL and Literacy.
 - that a core group of stakeholders continue a thorough program review to develop, revise and refine the school's mission and vision upon which the foundation for learning becomes grounded and the school's staff, students and community partners are engaged in.
- Eliminating it from next year's plan
 - Not eliminating, but revising the intervention and enrichment opportunities provided to students.
- Continuing it with the following modifications: PLC time
 - Professional Development
 - Culture to include Equity work.

Involvement/Governance

- How was the SSC involved in development of the plan?
 - Central School Site Council reviewed the previous year's plan and evaluated the overall effectiveness of the implementation.
 - School Site Council reviewed the CAASPP and CELDT data and the LCAP Climate and Culture Survey data as well as the proposed plan to increase effectiveness in all areas of the SPSA.
- How were advisory committees involved in providing advice to the SSC?
 - ELD, PBIS and ILT provided ongoing feedback regarding site initiatives and implementation of systems.
 - ELAC president and teacher representative will provide ongoing updates to SSC.
 - ILT will provide input and feedback to SSC on the SPSA and meeting the goals as established.
- How was the plan monitored during the school year?
 - Staff surveys, meetings with site committees, end of year conversations with staff, parent surveys, ongoing dialogue and assessment with executive leadership team.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
 - Calendared times for ILT and ELAC to provide information to the SSC.

SMART goals to be written with a timeline for implementation of the goals and embedded check-ins with all relevant stakeholders.

Further opportunities for community stakeholders to be informed of the state of the school and the progress of the school.

Outcomes

- Identify any goals in the current SPSA that were met.

GOAL 2

Establish baseline data from LCAP Climate Survey to be administered to students, staff and parents annually, then analyze the data to inform next steps in improving school climate.

Maintain 0% expulsion rate

GOAL 3

Establish a baseline of parents volunteering through the parent volunteer center by the end of the first trimester, and increase by 15% by the end of the third trimester

GOAL 4

100% of all teachers are highly qualified

- Identify any goals in the current SPSA that were not met, or were only partially met.

GOAL 1

Increase ELA CAASPP scores from 18% overall meeting and exceeding standards to at least 30% overall meeting and exceeding standards

Increase Math CAASPP scores from 18% overall meeting and exceeding standards to at least 30% overall meeting and exceeding standards

GOAL 2

Increase parent response to LCAP Q4 from an avg. score of 3.11 to 3.6

Increase student response to LCAP Q5 from an avg. score of 2.42 to 2.

Increase parent positive response to LCAP Q15-16 to an avg score of 2.8

Improve school attendance to 95%

GOAL 3

Monthly ELAC meetings will be held and attendance tracked

CVC will attend 3 professional development opportunities

GOAL 4

100% of teachers participating in the E3 pilot will receive 100% of the prescribed conferences, meetings, observations.

CVC and site leader will partner to develop community clean-up days

- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?

Instructional leadership with a clear observation, coaching and feedback loop.

Professional development that is focused in three areas: Student behavior systems, EL instruction, Arts Integration

Increased focus on community engagement and parental involvement and training for the CVC.

Central School: School Site Council Meeting 10/24/18 1:40-3:15
Room 24

In Attendance:

Teachers: Sara Ramsay, Gary Prunty, Maureen McElroy

Parent: Freddie Colmenerares

Staff:

Principal: Cori Herbst-Loehr

1:45 Meeting called to order and agenda was distributed by Principal Cori Herbst-Loehr

1:47 Principal presented the School Plan for Student Achievement (SPSA) page by page.

SSC members reviewed the School Plan for Student Achievement.

Discussion ensued with questions addressed by Ms. Loehr.

SPSA budget was reviewed. No changes were proposed to this draft of the SPSA nor the Budget. Categorical budget will be updated to reflect agreement between "Total Allocation" and "Total" once salary numbers are confirmed with district personnel.

Principal left room to allow SSC members an opportunity to speak freely.

3:09 Ms. McElroy motioned to accept the draft of the School Plan for Student Achievement and the correlating budget.
Second by Sara Ramsay . Vote: Aye 4, Nay 0

Minutes from 9/19/18 SSC Meeting were reviewed by members
Motion to accept minutes was made by Gary Prunty
Second by Sara Ramsay. Vote: Aye 4, Nay 0

3:15 Meeting adjourned by President Gary Prunty.

10/30/18: Addendum to the 10/24/18 school site council meeting
SSC met to review the plan with a quorum.

In attendance:

Principal, Cori Herbst-Loehr

Teachers, Gary Prunty, Claudia Juarez and Maureen McElroy

Staff, Marisol Casillas

Parents, Lee Anne Fry and Freddie Colmenares

Plan was reviewed by SSC.

Maureen McElroy moved to accept the School Site Plan.

Claudia Juarez seconded the motion.

All in favor: 6

Opposed: 0

Motion carried to accept plan as written.

Next Meeting: November 29th (Thursday), 2018

The School Plan for Student Achievement

School: Emory Elementary School
CDS Code: 37-68395-6040489
District: South Bay Union
Principal: Jennifer Grondek
Revision Date: October 15, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jennifer Grondek
Position: Principal
Phone Number: (619) 628-5300
Address: 1915 Coronado Avenue
San Diego, CA 92154
E-mail Address: jgrondek@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Emory Elementary School's Vision and Mission Statements

Emory School staff is committed to the principle that all, regardless of race, class, or economic status are entitled to an equal chance and to the tools for developing their individual powers of mind and spirit to the utmost of their ability. Our goals include teaching our students to develop independent thinking and reasoning skills; reading comprehension and enjoyment; verbal and written communication skills; basic math and science skills; an interest in and appreciation of the humanities and arts; and to value diversity and individual differences.

School Profile

Emory Elementary School (grades TK through 6) is located in San Diego, California. Our student enrollment is approximately 535 students. The School Plan is the result of a coordinated effort involving the Emory Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify actions/strategies/goals to ensure that more of our students meet/exceed district proficiency bands and state growth targets in the 2018-19 school year.

Emory Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 71%. Other ethnicities include 6% white, 5% African American, 6% identify as two or more races and 12% Asian, Filipino, or Pacific Islander. 36% of these students are English Language Learners. 76% of our students qualify for free and or reduced lunch and 69% of Emory students are included in the "unduplicated count".

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	72	75	91	71	71	91	71	71	100	98.6	94.7
Grade 4	100	84	70	97	84	69	97	84	69	97	100	98.6
Grade 5	98	95	87	98	94	87	98	94	87	100	98.9	100
Grade 6	98	98	98	97	97	96	97	96	96	99	99	98
All Grades	387	349	330	383	346	323	383	345	323	99	99.1	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.8	2416.2	2435.0	21	19.72	29.58	22	25.35	29.58	26	23.94	14.08	31	30.99	26.76
Grade 4	2435.4	2432.8	2425.6	18	17.86	14.49	16	13.10	17.39	23	20.24	21.74	43	48.81	46.38
Grade 5	2479.8	2476.3	2451.3	18	18.09	16.09	22	25.53	18.39	18	20.21	16.09	41	36.17	49.43
Grade 6	2526.4	2514.9	2503.3	19	12.50	13.54	30	32.29	35.42	26	29.17	16.67	26	26.04	34.38
All Grades	N/A	N/A	N/A	19	16.81	17.96	23	24.35	25.70	23	23.48	17.03	35	35.36	39.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	22	16.90	25.35	41	42.25	42.25	37	40.85	32.39	
Grade 4	22	15.48	15.94	32	42.86	44.93	46	41.67	39.13	
Grade 5	20	23.40	19.54	33	42.55	31.03	47	34.04	49.43	
Grade 6	18	15.63	16.67	49	47.92	48.96	33	36.46	34.38	
All Grades	20	17.97	19.20	39	44.06	41.80	41	37.97	39.01	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	28.17	30.99	46	40.85	42.25	30	30.99	26.76
Grade 4	13	13.10	7.25	47	42.86	52.17	39	44.05	40.58
Grade 5	27	26.60	17.24	38	41.49	36.78	36	31.91	45.98
Grade 6	26	20.83	21.88	47	46.88	38.54	27	32.29	39.58
All Grades	22	22.03	19.50	45	43.19	41.80	33	34.78	38.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	12.68	18.31	63	66.20	61.97	23	21.13	19.72
Grade 4	12	13.10	13.04	59	54.76	62.32	29	32.14	24.64
Grade 5	14	10.64	9.20	57	63.83	48.28	29	25.53	42.53
Grade 6	12	17.71	16.67	72	60.42	56.25	15	21.88	27.08
All Grades	13	13.62	14.24	63	61.16	56.66	24	25.22	29.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	21.13	33.80	56	60.56	49.30	25	18.31	16.90
Grade 4	20	21.43	14.49	43	51.19	47.83	37	27.38	37.68
Grade 5	27	19.15	19.54	46	53.19	36.78	28	27.66	43.68
Grade 6	29	20.83	28.13	57	54.17	43.75	14	25.00	28.13
All Grades	23	20.58	24.15	50	54.49	43.96	26	24.93	31.89

Conclusions based on this data:

1. 43.66% of Emory students scored in the "Standard Exceeded" and "Standard Met" range. This represents an increase of 2.5% of students scoring in the "Standard Exceeded" and "Standard Met" range from 2016-17 to 2017-18.
2. 59.16% of third graders students scored in the "Standard Exceeded" and "Standard Met" range. This represents an increase of 2.82% from 2016-17 to 2017-18 and is the grade level with the greatest percentage of students scoring in the "Standard Exceeded" and "Standard Met" range.
3. In reviewing the mean scaled score, in 2016-17 the mean for ELA was 2460.05. In 2017-18, the mean dropped to 2453.8. This represents a 6.25 decrease in the mean scaled scored.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	91	72	75	91	72	74	91	72	74	100	100	98.7
Grade 4	100	84	70	99	84	70	99	84	70	99	100	100
Grade 5	98	95	87	98	95	87	98	95	87	100	100	100
Grade 6	98	98	98	97	98	98	97	98	98	99	100	100
All Grades	387	349	330	385	349	329	385	349	329	99.5	100	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2421.8	2432.2	2437.4	22	15.28	21.62	22	36.11	41.89	25	26.39	12.16	31	22.22	24.32
Grade 4	2430.0	2435.7	2435.6	8	11.90	7.14	17	21.43	17.14	31	19.05	37.14	43	47.62	38.57
Grade 5	2477.9	2481.0	2457.3	13	14.74	22.99	17	26.32	4.60	24	21.05	16.09	45	37.89	56.32
Grade 6	2503.5	2504.9	2496.0	15	16.33	16.33	14	24.49	22.45	34	21.43	19.39	36	37.76	41.84
All Grades	N/A	N/A	N/A	15	14.61	17.33	18	26.65	20.97	29	21.78	20.67	39	36.96	41.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	27.78	37.84	31	45.83	36.49	40	26.39	25.68
Grade 4	10	19.05	14.29	32	25.00	34.29	58	55.95	51.43
Grade 5	22	25.26	26.44	24	33.68	10.34	53	41.05	63.22
Grade 6	22	28.57	26.53	33	27.55	29.59	45	43.88	43.88
All Grades	21	25.21	26.44	30	32.38	27.05	49	42.41	46.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	18.06	29.73	42	56.94	39.19	35	25.00	31.08
Grade 4	10	11.90	7.14	43	35.71	42.86	46	52.38	50.00
Grade 5	11	13.68	18.39	37	41.05	19.54	52	45.26	62.07
Grade 6	12	16.33	14.29	43	41.84	40.82	44	41.84	44.90
All Grades	14	14.90	17.33	41	43.27	35.26	45	41.83	47.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	31.94	33.78	48	51.39	48.65	22	16.67	17.57
Grade 4	14	20.24	11.43	37	33.33	45.71	48	46.43	42.86
Grade 5	11	14.74	14.94	43	48.42	22.99	46	36.84	62.07
Grade 6	15	16.33	17.35	53	43.88	43.88	32	39.80	38.78
All Grades	17	20.06	19.15	45	44.13	39.82	37	35.82	41.03

Conclusions based on this data:

1. 38.3% of Emory students scored in the "Standard Exceeded" and "Standard Met" range. This represents a decrease of 2.96% of students scoring in the "Standard Exceeded" and "Standard Met" range from 2016-17 to 2017-18.
2. In reviewing the Math Achievement, there is variance in student performance between grade levels. 63.51% of students in grade 3, scored in the ranges "Met Standard" or "Exceeded Standard" while overall, only 38.3% of all Emory students scored in those ranges.
3. In reviewing the mean scaled score, in 2016-17 the mean for Math was 2463.45 In 2017-18, the mean dropped to 2456.58. This represents a 6.87 decrease in the mean scaled scored.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	Learning and Achievement for All:	Related State and/or Local Priorities:
	Implement and assess a rigorous, standards-aligned, 21st century education program that promotes the development of the whole child.	2 X Implementation of State Standards
		3 X Parental Involvement
		4 X Pupil Achievement
		5 X Pupil Engagement
	This year, the Emory School community will continue to focus on refining reading and writing instruction to include a partnership with the Columbia University Teachers College as an Affiliate school. Professional development through this partnership will support reading and writing instruction and will focus on teacher instruction during student independent reading/writing time to include conferring and small group instruction. Special Education staff will continue to transition special education programs and services toward a learning center model. All staff will work together to refine tier II services for students with and without individual education plans. Additionally, we will focus on the individual needs of all of our students including: English learners; gifted and talented clusters; students with disabilities and Title I students reading below grade level.	Local (Specify):
Identified Need :	In reviewing state accountability measures, District assessment measures and classroom observations, the Emory team needs to continue to refine instructional practices specifically in the area of literacy instruction. Teachers report lack of clarity regarding intervention for students with and without disabilities and there is a clear need to refine and enhance additional and intensified supports for learners. Emory students with identified disabilities benefit from spending additional time with specialists and generalists targeting their specific goals and objectives.	
Goal Applies to:	Grade/Department/Other: All	
	Applicable Pupil Subgroups: All	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

Establish baseline English Learner performance on the ELPAC assessment.
 *Emory staff will increase the percentage of students in grades 3-6 performing in the "Met Standard or Exceeded Standard Range" by 3% on the Smarter Balanced/CAASPP assessments in English Language Arts and Math.
 *Emory staff will increase the mean scaled score on the Smarter Balanced/CAASPP assessments in English Language Arts and Math by 10.
 *Emory staff will increase the percentage of students reading at grade level by 3% annually as measured by the Fountas and Pinnell or Developmental Reading Assessment,
 *Emory staff will evaluate and refine additional and intensified supports for students at Emory.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
1.1 Support refinement and supplement reading and writing instructional practices to include but not limited to: professional development, site visits and release time.	X All Students X Low Income Pupils X English Learners X Other Subgroups: (Specify) student with disabilities	Partnership with Teachers College for professional development substitute teacher benefits substitute salary	5800: Professional/Consulting Services And Operating Expenditures 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries	Title I Title I	14500 630 2370
1.2 Support development of Learning Center Model and refinement and evaluation of universal, additional and intensified supports to include but not limited to: professional development, site visits and team planning, out of contract pay, release time, instructional materials, conference registration and travel, professional materials, books, computer hardware and software.	X All Students X Low Income Pupils X Other Subgroups: (Specify) students with disabilities and at risk learners	out of contract and substitute salary out of contract and substitute benefits professional materials	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	LCFF - Base LCFF - Base LCFF - Base	790 210 250
1.3 Provide supports to students learning English to include but not limited to: out of contract and release pay to maintain English Learner Task Force, monitoring of reclassified students, access to adaptive digital curriculum inside and outside of the regular school day and professional development for school staff.	X English Learners X Redesignated Fluent English Proficient	out of contract pay to facilitate adaptive digital curriculum and EL Task Force benefits to support the facilitation of adaptive digital curriculum and EL Task Force	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III Title III	5783 1537

1.4 Supplemental instructional materials to include, but not limited to: paper, classroom and student supplies, custodial supplies, support for the development of the whole child.	X All Students	instructional materials to include books, assessment materials, paper, school supplies etc	4000-4999: Books And Supplies	LCFF - Base	32824
1.5 Site Shared Leadership team will meet to discuss the implementation and evaluation of positive school culture, learning and achievement for all, parent and community engagement activities and basic services to support students achievement. Supports to include but not limited to: out of contract pay and release.	X All Students X Low Income Pupils	out of contract certificated staff and substitute salary out of contract certificated staff and substitute benefits out of contract classified staff out of contract classified staff benefits out of contract certificated staff and substitute salary out of contract certificated staff and substitute benefits out of contract certificated staff and substitute benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I LCFF - Base LCFF - Base LCFF - Base LCFF - Base LCFF - Base	1432 381 415 85 4098 1089
1.6 Employ impact teacher 4 hours a day, 4 days per week for 130 days to provide intervention to selected students. Support to be provided pushed into a classroom setting targeting "at risk" native English speakers and students learning English.	X All Students X Low Income Pupils X English Learners X Other Subgroups: (Specify) students not reading at grade level	impact teacher salary impact teacher benefits impact teacher salary impact teacher benefits impact teacher salary impact teacher benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I Title III Title III LCFF - Base LCFF - Base	13959 3711 2773 737 2165 575
1.7 Provide instructional and professional development materials as well as information to families, pay copy and riso machine maintenance	X All Students	copy machine maintenance costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2642

contracts.			
1.8 Provide additional time for professional development for classified staff to include but not limited to noon time supervisors and instructional assistants. Topics to include but not limited to trauma informed care, positive behavior interventions and supports for at-risk behaviors.	X All Students X Low Income Pupils X Foster Youth	professional development for classified staff	2000-2999: Classified Personnel Salaries 622 3000-3999: Employee LCFF - Base Benefits 128

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2: Positive School Culture for All:		Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.		Related State and/or Local Priorities: 3 X Parental Involvement 5 X Pupil Engagement 6 X School Climate		
This school year, the Emory School community will continue to focus on creating a positive school climate for students by refining our school-wide positive behavior interventions and supports. Emory staff will implement Tier I/universal prevention programs to include social emotional learning curricula and Restorative Practices. Additionally, we will transition our school to the Emory Academy of Global Leadership and Empowerment. The school psychologist will provide one on one, small group and whole class prevention and intervention support for Emory students. We will continue our use of student information and data systems to collect and disseminate data about intervention and supports for Emory students.		7 X Course Access 8 X Other Pupil Outcomes Local (Specify):				
Identified Need :		Provide primary grade students with a concrete set of social emotional skills with greater fidelity than our PBS lessons. Allow upper grade students a structure to co-create and manage classroom expectations. Provide additional opportunities for student agency and responsibility for school practices and facility.				
Goal Applies to:		Grade/Department/Other: all Applicable Pupil Subgroups: all				
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:		As there were only 5 out of school suspension during the 2017-18 school year and 0 expulsions, we will continue to maintain our low rate of suspension and expulsion. There will be an annual increase of at least 2% in the number of 5th grade students achieving "healthy fitness zone" in aerobic capacity (current 66%) and body composition (current 61.7%). Increase School Culture Surveys average score on family (3.53), staff (3.73) and student (3.19) surveys by .25%. In grades TK-2, implement Social Emotional Learning curriculum lessons weekly In grades 3-6 facilitate restorative circles at least weekly				
Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Implement school-wide prevention and intervention activities to promote positive and appropriate behavior. Supports to include but not limited to the following: out professional development, evaluate reward activities to include		X All Students	Second Step Prevention Curricula Peaceful Playgrounds Kits	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Base LCFF - Base	4500 4000

the "prize wagon", "breakout box" parties and "Soaring to Success" recognition.				
2.2 Establish Emory Student United Nations to provide opportunities for student agency and voice in school-wide decisions.	X All Students	materials to support establishment of Emory Student United Nations	4000-4999: Books And Supplies	LCFF - Base 300
2.3 Teachers to consistently provide a minimum of 200 minutes of physical education every 10 days to students in all grade levels. School to continue to provide lunch league sports activities for upper grade students.	X All Students	physical education for students		0
2.4 To foster school community and belongingness, school to provide unity t-shirt to all students	X All Students	reward incentive for students	4000-4999: Books And Supplies	LCFF - Base 3250
2.5 The Site Shared Leadership Team will evaluate referral data to monitor the effectiveness of schoolwide and targeted prevention and intervention activities.	X All Students	refine prevention practices/curricula		
2.6 Site team to continue to use student information and data systems and to collect and disseminate data about intervention and supports for Emory students.	X All Students	Utilize illuminate, synergy and shape to track and monitor school culture data		

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement:		Related State and/or Local Priorities:		
	Ensure, ongoing authentic parent engagement and community partnerships that strengthen the foundation for student success- both now and in the future.		3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify):		
	This year the Emory School community has committed to maintain and develop partnerships with community based organizations for the purpose of enhancing our families' skills to support student learning at home. Additional activities for students, staff and families will focus on fostering a thriving school community by providing activities for families to have fun learning together as a unit and alongside the Emory school community.				
Identified Need :	There is a need for education for families designed to build capacity to support learning at home as well as a need to increase community partnerships to enhance free/low cost options and to strengthen the school community.				
Goal Applies to:	Grade/Department/Other: all Applicable Pupil Subgroups: all				
SPSA Year : 2018-19					
Expected Annual Measurable Outcomes:	Emory will offer 5 opportunities for families to enhance skills to support their student's academic success. Emory will offer 5 opportunities to strengthen school community. Student attendance rate will increase from 95.94% to 96.04%. The percentage of students who are chronically absent will be reduced from 8.58% to 7.60%. Emory will establish and maintain 2 new site community partnerships during the 2018-19 school year.				
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Maintain relationships with community based organizations San Ysidro Health Center, Sweetwater Union High School District to provide education to families to increase parent support for student achievement. Continue partnerships with Claude H. Morrison Masonic Lodge and Jose Montano Foundation to foster strong community partnerships in support of student achievement.	X All Students	maintain and establish community partnerships			0

Continue Navy Education Partnership to support student lunch sports league. Identify additional community organizations to provide support to Emory students, staff and families.			
3.2 Employ .4688 FTE Community Volunteer Coordinator to coordinate efforts to engage and empower Emory families. Coordinate family activities to enhance family skills to support student academic success.	X All Students X Low Income Pupils X English Learners X Redesignated Fluent English Proficient	community volunteer coordinator salary to support parent/family education and community partnerships	2000-2999: Classified Personnel Salaries 18514
3.3 Maintain and refine comprehensive process for improving attendance rate, reduce truanancies and all absences. Maintain regular school wide attendance incentives. Refine site process for regular intervention for students who are chronically absent and truant to focus on students in grades TK-2. Support truancy notification process with extra clerical support.	X All Students	awards and incentives to support attendance improvement and extra clerical support for truancy process	3000-3999: Employee Title I Benefits 5477 4000-4999: Books And Supplies 500 2000-2999: Classified Personnel Salaries 415 3000-3999: Employee Title I Benefits 85
3.4 Increase opportunities for home/school communication via school webpage, blackboard connect, school social media presence and utilize District app.	X All Students	home/school communication	0
3.5 Provide refreshments to families at selected family activities to include but not limited to English Language Acquisition Committee, Coffee with the Principal.	X All Students	refreshments for families	4000-4999: Books And Supplies 100
3.6 Pay for postage to send communication to families via U.S. mail.	X All Students	postage costs	5000-5999: Services And Other Operating Expenditures 500
3.7 To provide opportunities for Emory students and parents to develop their English language competence, provide Imagine Learning licenses for use at school and/or home.	X All Students X English Learners X Redesignated Fluent English Proficient	Imagine Learning licenses	5000-5999: Services And Other Operating Expenditures 1050

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4: Basic Services to Support Student Achievement:		Related State and/or Local Priorities: 1 X Basic Local (Specify):			
Provide basic services aligned to district budget and goals in order to ensure facilities, high quality staff and transportation systems benefit students.					
We continue our focus on campus maintenance and cleanliness. The District has allocated an additional 3.75 hours of custodial support to maintain the cleanliness of the campus and classrooms. To support this addition, the principal and head custodian will continue to walk the campus weekly to identify projects to be completed by the site and/or district maintenance teams. We will monitor our communication systems to ensure that all members of the custodial team are clear about site priorities. Emory will recruit, hire and retain the best teachers for our students.					
Identified Need :	Providing services for the safety and care of all students and staff is a priority. Clear lines of communication to ensure that all members of the custodial team understand the priority of and their role in having a clean school. Highly qualified staff are essential to student academic success.				
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All				
SPSA Year : 2018-19					
Expected Annual Measurable Outcomes:	Maintain exemplary rating on the Facilities Inspection Team (FIT) report. 100% of teachers will be appropriately credentialed.				
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Enhance cleanliness through refined maintenance procedures and increased communication between school principal, site custodial staff and district maintenance team.	X All Students	enhance communication to support a clean campus			0
4.2 Collaborate with Human Resources and Organizational Development to ensure that we recruit the best, highly qualified teachers.	X All Students	recruit and employ highly qualified teachers			0
4.3 As needed, supplement custodial team with extra help to support campus cleanliness and family engagement events.	X All Students	extra custodial support	2000-2999: Classified Personnel Salaries	LCFF - Base	830
			3000-3999: Employee Benefits	LCFF - Base	170

4.4 To enhance campus appearance purchase items to include, but not limited to the following: banners, paint, school garden materials, trash picker uppers, student recess activities and equipment.	X All Students	campus beautification supplies	4000-4999: Books And Supplies	LCFF - Base	5000
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Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 09/11/14
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$65,543
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$
Total amount of state categorical funds allocated to this school		\$65,543

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$60,974	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$11,880	
Total amount of federal categorical funds allocated to this school		\$72,854	

Total amount of state and federal categorical funds allocated to this school	\$138,397
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Emory Elementary School

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	50,423	10,551	60,974	22,483	23,991		14,500	60,974
Title III	11,880		11,880	10,830			1,050	11,880
State Programs								
LCFF (Base) 0503	39,812	25,731	65,543	8,927	2,750	50,724	3,142	65,543
Additional Funding								
Total	102,115	36,282	123,217	42,240	26,741	50,724	18,692	138,397

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Grondek	X				
Erika Gundermann		X			
Angelica Goulding		X			
Dene Sanchez		X			
Eunice Gois			X		
Jennifer Hurtado				X	
Lourdes Merigo				X	
John Ravelo				X	
Nerry Ortiguerra				X	
Mahrnee Paguia				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature
Signature
Signature
Signature
Signature
Signature
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 9, 2018.

Attested:

Jennifer Grondek

Typed Name of School Principal

Signature of School Principal

10-9-18

Date

Erika Gundermann

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10-9-18

Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2-3.)**
Reading and Writing Instruction and Development of English for students learning English
- Identify the major expenditures supporting these priorities.
Teachers College Professional Development
Before and after tutoring and use of adaptive digital curriculum

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
 - *professional development focused on reading and writing instruction
 - *partnered with Teachers College at Columbia University to provide professional learning opportunities for teachers
 - *transitioned special education services for students with disabilities
 - *site shared leadership team met regularly to evaluate the implementation and evaluation of a positive school culture, learning and achievement for all, parent and community engagement activities and basic services to support student achievement
 - *student study team met regularly to identify students for early intervention and identification for special education services
 - *professional development was provided for noon time supervisors and other classified staff to support understanding of trauma informed practices and positive behaviors intervention and supports
 - *provided differentiation and intervention for targeted students groups including students with disabilities, English learners and gifted and talented students
 - *new school-wide rewards program was refined
 - *teachers provided 200 minutes of physical education every 10 days to all students
 - *additional community partnerships were established to support students and families
 - *site process refined for regular intervention for students who were chronically absent and truant
 - *increased opportunities for home school communication by regular use of new District app, social media, Emory web page, and blackboard connect.
 - *increased communication between site principal, head custodian and District maintenance staff.
 - *Emory team members enhanced their knowledge and understanding of the Next Generation Science Standards

*Emory Pride T-shirts were distributed

*Expanded use of Synergy to track and monitor student behavior data

*all Emory teachers are "highly qualified"

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

n/a

- What specific actions related to those strategies were eliminated or modified during the year?

n/a

- Identify barriers to full or timely implementation of the strategies identified above.

n/a

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

n/a

- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

n/a

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Strategies particularly effective in improving student achievement include the implementation of Levelled Literacy Intervention and other small group reading supports as well as the partnership with Teachers College for the provision of professional development. This is supported by the increase in the percent of students reading at benchmark on the Fountas and Pinnell assessment as well as the increase on the percent of student meeting/exceeding standard on the Smarter Balanced/CAASPP Assessment.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. The use of Connect with Kids, PBIS lessons and the connection to our Soaring to Success Awards was minimally effective.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
We believe that the Connect with Kids and PBIS lessons were not explicit enough for primary grade students and did not provide ample voice for upper grade students.
 - Lack of timely implementation
n/a
 - Limited or ineffective professional development to support implementation
n/a
 - Lack of effective follow-up or coaching to support implementation
n/a
 - Not implemented with fidelity
n/a
 - Not appropriately matched to student needs/student population
n/a
 - Other: n/a
 - Based on the analysis of this practice, would you recommend:
Continuing it with modification.
 - Eliminating it from next year's plan
n/a
 - Continuing it with the following modifications: We will continue using the Connect with Kids lessons, the PBIS lessons (modified schedule) and the Soaring to Success Awards to motivate students. We will add the use of a social emotional learning curriculum for primary grade students and weekly restorative circles for upper grade students.

Involvement/Governance

- How was the SSC involved in development of the plan?
-In spring of the preceding year, School Site Council members provided input regarding our four LCAP goals. This information was used to shape spending priority areas, goals and objectives.
- How were advisory committees involved in providing advice to the SSC?
-ELAC members provided input via LCAP survey. ELAC President met with school principal to review School Plan draft and to provide input regarding priorities, goals and objectives.
- How was the plan monitored during the school year?

-The school principal provided updates throughout the school year regarding progress toward goals and objectives as well as updates regarding spending priorities.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

-Continue to encourage more parents/community members to complete LCAP input surveys.

Outcomes

- Identify any goals in the current SPSA that were met.

Goals Met:

*Emory staff will evaluate and refine universal, additional and intensified supports for students at Emory.

*Provide at least 3 professional development opportunities for Emory staff to support knowledge and understanding of the Next Generation Science Standards.

*As there were only 5 out of school suspension during the 2017-18 school year and 0 expulsions, we will continue to maintain our low rate of suspension and expulsion.

*There will be an annual increase of at least 3% in the number of 5th grade students achieving "healthy fitness zone" in aerobic capacity (2015-16 54.6% 2016-17 66%) and body composition (2015-16 55.7% 2016-17 61.7%).

*Increase the number of breakout box reward parties provided to upper grade students from 0 to 5.

*Increase the number of restorative practices professional development opportunities from 0 to 2.

*Emory will offer 5 opportunities for families to enhance skills to support their student's academic success.

*Emory will offer 5 opportunities to strengthen school community.

*Student attendance rate will increase from 95.64% to 95.84%. (Actual 95.94%)

*Emory will establish and maintain 2 new site community partnerships during the 2017-18 school year. (Apex, San Diego Audubon)

*Maintain exemplary rating on the Facilities Inspection Team (FIT) report.

*100% of teachers will be appropriately credentialed.

*Custodial team will meet with Principal to quarterly review site priorities and needs.

- Identify any goals in the current SPSA that were not met, or were only partially met.

Goals Partially Met, Not Met or Unknown:

*3% more English language learners will demonstrate growth annually in language development and proficiency through the CELDT and/or ELPAC and other measures. UNKNOWN- the state transitioned from the CELDT test to the ELPAC.

Comparison data is unavailable.

*Emory staff will increase the percentage of students in grades 3-6 performing in the "Met Standard or Exceeded Standard Range" by 5% on the Smarter Balanced/CAASPP assessments in English Language Arts and Math. ELA 2016-17 41% meet/exceed standard 2017-18 44% meet/exceed standard. MATH 2016-17 41% meet/exceed standard 2017-18 38% meet/exceed standard.

*Emory staff will increase the percentage of students reading at grade level by 5% annually as measured by the Fountas and Pinnell or Developmental Reading Assessment. Actual increase 3.4% (2016-17 41.54% at grade level and 2017-18 44.94% at grade level).

*Increase School Culture Surveys average score on family (3.44), staff (3.85) and student (3.51) surveys by .25%. Actual family (3.53), staff (3.73) and student (3.19)

*The percentage of students who are chronically absent will be reduced from 6.9% to 6.0%. Actual 8.58%-**transitions in the calculation/access to data may be a factor

- o List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

n/a

- Based on this information, what might be some recommendations for future steps to meet this goal?

n/a

Emory School Site Council Meeting

Emory
SSC
October 9, 2018
2:30 p.m.
Emory Staff Lounge

- I. Call to Order- Jennifer Grondek 2:39
Roll Call/Introductions:
Members Present: Grondek, Gonzalez, Gundermann, Gois, Sanchez, Hurtado, Manorina
- II. New Business: Discussion/Action
 - a. Approval of Agenda

Motion: Gois Second: Manorina In Favor: 7 Opposed: 0

- b. Review and Approve Minutes from September 20, 2018

Motion: Gonzalez Second: Hurtado In Favor: 7 Opposed: 0

- c. Public and Oral Communications

- d. Review and Approve the 2018-19 Single Plan for Student Achievement

Motion: Gundermann Second: Sanchez In Favor:6 Opposed:0

Meeting Adjourned: 3:29

The School Plan for Student Achievement

School: MENDOZA SCHOOL
CDS Code: 37-68395-6116008
District: South Bay Union
Principal: Jil Palmer
Revision Date: October 15, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jil Palmer
Position: Principal
Phone Number: (619) 424-0100
Address: 2050 Coronado Ave.
San Diego, CA 92154
E-mail Address: jpalmer@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

MENDOZA SCHOOL's Vision and Mission Statements

II. School Vision and Mission

Mendoza Elementary School believes all students, regardless of race, class, language or ability are entitled to a well-rounded education leading them to become independent thinkers, who are successful in all academic endeavors. We are dedicated in our pursuit to stay current and innovative as we address individual learning styles. Our goals are to develop individuals possessing an appreciation and respect for the diverse population of our community while developing their individual powers of mind, body and spirit as they challenge the future.

School Profile

Mendoza Elementary School (grades TK through 6) is located in San Diego, California. Our student enrollment is approximately 800 students. The School Action Plan is the result of a coordinated effort involving the Mendoza Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify actions/strategies/goals to ensure that more of our students meet/exceed state growth targets in the 2018-2019 school year.

Mendoza Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 83.8%. Other ethnicities include 5.3% white, 3.5% African American and other ethnicities totalling 7.4%. 51% percent of our students speak a primary language other than English and approximately 97% of these students' primary language is Spanish. 83% of our students represent our unduplicated count.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	126	119	100	125	116	94	125	116	93	99.2	97.5	94
Grade 4	145	124	121	144	122	115	144	122	114	99.3	98.4	95
Grade 5	148	140	127	144	136	123	144	136	123	97.3	97.1	96.9
Grade 6	147	146	129	144	143	125	144	143	124	98	97.9	96.9
All Grades	566	529	477	557	517	457	557	517	454	98.4	97.7	95.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2373.6	2365.1	2359.4	9	6.90	5.38	15	12.07	13.98	28	32.76	25.81	48	48.28	54.84
Grade 4	2452.7	2424.9	2426.9	19	11.48	9.65	26	21.31	25.44	21	22.95	18.42	33	44.26	46.49
Grade 5	2487.9	2469.2	2458.4	18	10.29	8.13	27	31.62	27.64	20	21.32	25.20	35	36.76	39.02
Grade 6	2512.1	2489.2	2496.7	10	7.69	8.87	36	26.57	31.45	27	28.67	26.61	26	37.06	33.06
All Grades	N/A	N/A	N/A	14	9.09	8.15	27	23.40	25.33	24	26.31	24.01	35	41.20	42.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	5.17	4.30	33	33.62	36.56	61	61.21	59.14
Grade 4	19	12.30	12.28	42	42.62	48.25	39	45.08	39.47
Grade 5	18	16.18	12.20	39	44.85	46.34	43	38.97	41.46
Grade 6	13	12.59	13.71	46	39.86	45.97	42	47.55	40.32
All Grades	14	11.80	11.01	40	40.43	44.71	46	47.78	44.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	6.03	2.15	43	44.83	41.94	48	49.14	55.91
Grade 4	20	9.84	16.67	47	45.90	39.47	33	44.26	43.86
Grade 5	25	20.00	10.57	44	49.63	50.41	30	30.37	39.02
Grade 6	17	11.97	14.52	55	43.66	52.42	28	44.37	33.06
All Grades	18	12.23	11.45	47	46.02	46.48	34	41.75	42.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.03	6.45	58	67.24	65.59	35	26.72	27.96
Grade 4	14	7.38	7.02	67	63.93	62.28	19	28.69	30.70
Grade 5	13	8.82	9.76	61	61.76	57.72	27	29.41	32.52
Grade 6	10	9.79	9.68	72	61.54	68.55	19	28.67	21.77
All Grades	11	8.12	8.37	64	63.44	63.44	25	28.43	28.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	9.48	6.45	48	50.00	48.39	41	40.52	45.16
Grade 4	22	12.30	12.28	57	52.46	59.65	22	35.25	28.07
Grade 5	28	22.06	17.89	55	47.06	46.34	17	30.88	35.77
Grade 6	27	17.48	20.16	55	53.85	50.81	18	28.67	29.03
All Grades	22	15.67	14.76	54	50.87	51.32	24	33.46	33.92

Conclusions based on this data:

1. A majority of our students in Grades 3-6 did not meet or exceed the standards of their respective grade level though we saw slight increase of students meeting or exceeding grade level standards in ELA from last school year. We also have experienced increases in mean scale scores for our cohort students from grades 3 to 4, grades 4 to 5, grades 5 to 6.
2. Reading and Writing appear to be areas of particular need for improvement when disaggregating the ELA/Literacy data. There was some improvement in the area of Reading for 3rd, 4th, and 6th grade but significant decreases in Writing for 3rd and 5th grade. There was improvement in Listening for 6th grade but decreased in 3rd, 4th, and 5th. In Research and Inquiry, we saw increase in scores for 4th grade, similar scores for 6th, and decreases for 3rd and 5th.
3. Grades 4, 5 and 6 had 10% or more overall success in ELA/Literacy scores than Grade 3. There is a need for 3rd grade students to improve significantly in Reading, Writing, and Research and Inquiry in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	124	119	100	124	118	100	124	118	100	100	99.2	100
Grade 4	145	124	121	144	124	120	144	124	120	99.3	100	99.2
Grade 5	148	140	127	146	140	124	146	95	122	98.6	100	97.6
Grade 6	147	146	129	146	145	129	146	145	129	99.3	99.3	100
All Grades	564	529	477	560	527	473	560	482	471	99.3	99.6	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2386.3	2380.5	2368.0	2	2.54	0.00	23	18.64	14.00	35	35.59	29.00	40	43.22	57.00
Grade 4	2457.3	2437.5	2440.6	13	4.84	8.33	22	17.74	20.00	38	45.16	37.50	27	32.26	34.17
Grade 5	2466.3	2458.7	2460.2	10	9.47	4.92	12	15.79	18.03	32	25.26	29.51	47	49.47	47.54
Grade 6	2475.6	2465.0	2456.5	4	7.59	3.10	12	11.72	10.08	42	29.66	34.11	42	51.03	52.71
All Grades	N/A	N/A	N/A	7	6.02	4.25	17	15.77	15.50	37	34.23	32.70	39	43.98	47.56

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	7.63	7.00	42	37.29	29.00	48	55.08	64.00
Grade 4	22	12.10	17.50	32	39.52	29.17	47	48.39	53.33
Grade 5	10	11.58	12.30	32	31.58	31.15	58	56.84	56.56
Grade 6	9	10.34	6.25	34	28.28	29.69	58	61.38	64.06
All Grades	13	10.37	10.85	35	34.02	29.79	53	55.60	59.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	7.63	4.00	52	50.85	43.00	38	41.53	53.00
Grade 4	17	8.06	10.83	46	41.94	40.00	38	50.00	49.17
Grade 5	12	12.63	6.56	33	41.05	38.52	55	46.32	54.92
Grade 6	4	8.28	3.88	36	33.10	39.53	60	58.62	56.59
All Grades	11	8.92	6.37	41	41.29	40.13	48	49.79	53.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	6.78	5.00	59	51.69	45.00	35	41.53	50.00
Grade 4	19	8.87	13.33	49	50.00	43.33	31	41.13	43.33
Grade 5	10	6.32	6.56	49	49.47	47.54	40	44.21	45.90
Grade 6	9	10.34	3.88	52	40.00	36.43	39	49.66	59.69
All Grades	11	8.30	7.22	52	47.30	42.89	36	44.40	49.89

Conclusions based on this data:

1. A majority of our students in Grades 3-6 did not meet or exceed the standards of their respective grade level and we saw a decrease of 1% of students meeting or exceeding grade level standards in Math from last school year. However, we experienced increases in mean scale scores for our cohort students from grades 3 to 4 and from grades 4 to 5.
2. Applying mathematical concepts and procedures still appears to be our greatest areas of need while communicating reasoning appears to be our greatest area of strength.
3. Grades 4 and 5 had about 8-10% more students at or near standard than grades 3 and 6, who had significant decreases in every sub-category from last school year.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.	Related State and/or Local Priorities: 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement Local (Specify):
	Mendoza School is committed to providing students with a print-rich environment that develops students' love for literacy. This year, Readers and Writers Workshop is our adopted ELA curriculum and we will continue our partnership with Teachers College Reading and Writing Project as an affiliate school. A primary focus this school year will be around small group instruction as a means for differentiated learning opportunities. We need to pay particular attention to the needs of our English Language Learners.	
	Reading and writing assessments, individual student goal setting, and responsive instruction will support this goal, including strategies that support at-risk students and students with disabilities. During the teacher planning time which is provided within the school day, students will receive instruction around STEM and VAPA enrichment subjects which foster the development of the whole child.	
Identified Need :	In reviewing statewide, district, and classroom observation data, it is clear that there is a need for the Mendoza team to continue work around lessons that are more tightly aligned with California State Standards and continued professional development to deepen staff content knowledge and improve Tier I and Tier II instruction in order to meet expectations for all student groups. Additionally, English Learners need more targeted instruction, both designated and integrated, in order to increase their proficiency in English and achievement in both ELA and Math.	
Goal Applies to:	Grade/Department/Other: Grades TK-6	
	Applicable Pupil Subgroups: All Students	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. Mendoza staff will increase the percentage of students performing in the "Met Standard or Exceeded Standard" range by 3% meeting or exceeding ELA and Math standards on California SBAC/CAASPP 2018 assessment from 31% to 34% in ELA and from 20% to 23% in Math.
2. Mendoza will decrease the "distance from standard met" on SBAC/CAASPP assessment by at least 10 points in both ELA (-48 to -38) and Math (-69 to -59).
3. Mendoza staff will increase the percentage of K-6 students reading at grade level on third Fountas and Pinnell benchmark assessment in May of 2019, from 39% to 42%.
4. Mendoza EL students will increase by 3% or more in becoming proficient in English (Level 4, Bridging) as measured by the ELPAC assessment from baseline data of 24% in 2018 to 27% in 2019.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
<p>1.1 Teachers will receive professional development and planning time focused on balanced literacy in ELA. There will be a primary focus on reading instruction with an intent to better understand students' reading levels, help students set goals to read at or above grade level, and differentiate for all students.</p> <p>Student study teams will meet to develop intervention plans for at-risk students.</p> <p>In addition, Math instruction around conceptual understanding will be an important focus as well.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth</p>	<p>Approx. 1 release day OR 4.5 hours out of contract pay per teacher to participate in professional learning, planning and collaboration opportunities to support quality implementation of goal.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>5,135</p>
		<p>Payroll taxes for teachers</p>	<p>3000-3999: Employee Benefits</p>	<p>Title I</p>	<p>1,365</p>
		<p>Consulting costs for TCRWP</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p>	<p>14,500</p>
		<p>Costs for guest teachers for TCRWP professional development</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>4,108</p>
		<p>Payroll taxes for guest teachers (0980) Conference registration costs for professional development.</p>	<p>3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I LCFF - Base</p>	<p>1,092 2,000</p>

		Professional learning books for teachers. This is funded using LCFF Supplemental carryover funds.(0980) Release time or out of contract pay for Student Study Team members to meet to develop intervention plan for at risk students.	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF - Supplemental Title I	500 1,580
1.2 With emphasis on developing the whole child, students will receive one hour of VAPA/STEM instruction weekly while classroom teachers will receive planning time to plan standards aligned instruction.	X All Students X Low Income Pupils X English Learners X Foster Youth	VAPA/STEM teachers to provide one hour of weekly VAPA/STEM instruction None Specified None Specified None Specified	1000-1999: Certificated Personnel Salaries None Specified None Specified None Specified	District Funded None Specified None Specified None Specified	0 0 0
1.3 District personnel and school staff will administer annual ELPAC assessment as a means of determining needs of these students.	X English Learners	Certificated and classified personnel costs and/or out of contract pay to administer ELPAC assessment Payroll taxes for personnel costs Classified personnel costs Classified payroll taxes	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	None Specified None Specified District Funded District Funded District Funded District Funded	0 0 0 0

1.4 With emphasis on developing the whole child, Mendoza will create a STEM focused, Maker-Space Lab in our Library and Media Resource room.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p>	<p>Cost of up to 12 hours total of out of contract for teachers to create lab space.</p> <p>This is funded using LCFF Supplemental carryover funds.(0980)</p> <p>Payroll taxes for release/out of contract</p> <p>Supplemental materials and supplies related to STEM instruction including but not limited to math manipulatives, STEM resources, software, hardware, professional learning resources to support implementation of goal. This is funded using LCFF Supplemental carryover funds.(0980)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>395</p> <p>105</p> <p>2,500</p>
<p>1.5 Provide supports to students learning English to include but not limited to:</p> <p>Impact teacher will provide intervention and supplemental literacy and English language supports for at risk and English language learners one hour per day and will be funded with Title III to provide push-in support for English language learners and Newcomer students within their homeroom for 3 hours per day.</p> <p>Student access to Imagine Learning during school day.</p> <p>English Learner Committee will receive planning time to monitor English learner progress and determine those eligible for reclassification. They will also plan professional development for staff</p>	<p>X Low Income Pupils</p> <p>X English Learners</p>	<p>Impact Teacher to provide supplemental instruction in English language development for one hour. This is funded using LCFF Supplemental carryover funds.(0980)</p> <p>Payroll taxes for Impact Teacher This is funded using LCFF Supplemental carryover funds.(0980)</p> <p>Impact Teacher for push-in support for English language learners for three hours.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Title III</p>	<p>4,506</p> <p>1,198</p> <p>13,518</p>

focused on designated and integrated English language support and supplemental literacy development for at-risk English language learners.	Payroll taxes for Impact Teacher	3000-3999: Employee Benefits	Title III	3,594
	Costs for guest teacher for impact teacher absences due to illness, emergency, etc. This is funded using LCFF Supplemental carryover funds. (0980)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	660
	Payroll taxes for guest teachers	3000-3999: Employee Benefits	Title III	165
	Imagine Learning licenses	5800: Professional/Consulting Services And Operating Expenditures	Title III	7,000
	Student headphones for English language learners. to use for Imagine Learning program which supports English acquisition skills	1000-1999: Certificated Personnel Salaries	Title III	848
	Release time (up to 7 days of roving guest teacher) and/or out of contract pay (up to total of 29 total hours) for English Learner committee members to meet to develop intervention plan for at-risk English language learners.	1000-1999: Certificated Personnel Salaries	Title III	948
		3000-3999: Employee Benefits	Title III	252

1.6 Literacy intervention will be provided to at-risk students in grades K-2 using Leveled Literacy Intervention (LLI) program with plan to have students reading at grade level using Impact Teacher and/or out of contract pay for before and after school intervention	X All Students X Low Income Pupils X English Learners X Foster Youth	Cost of one Impact Teacher for 100 days and/or up to 642 hours of out of contract pay for teachers to provide for before and/or after school intervention 3000-3999: Employee Benefits Title I 3,990 1000-1999: LCFF - Supplemental Certified Personnel Salaries 3,044 3000-3999: Employee LCFF - Supplemental Benefits 809	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits 1000-1999: LCFF - Supplemental Certified Personnel Salaries 3000-3999: Employee LCFF - Supplemental Benefits	Title I LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	15,010 3,990 3,044 809
1.7 Copy machine costs related to providing instructional materials to student and communication to families.	X All Students X Low Income Pupils X English Learners X Foster Youth	Copy machine lease and maintenance costs None Specified None Specified	5000-5999: Services And Other Operating Expenditures None Specified	LCFF - Base None Specified	6,000 0
1.8 Provide additional time for professional development for classified staff to include but not limited to noon time supervisors and instructional assistants around topics such as Restorative Practices, positive behavior interventions, supports for at-risk students.	X All Students X Low Income Pupils X English Learners X Foster Youth	Out of contract pay for professional development for classified staff based on their hourly pay rate. None Specified	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits None Specified	LCFF - Base LCFF - Base LCFF - Base	350 150
1.9 Provide planning time for teachers who are being evaluated to meet with administrator to create and monitor instructional goals for meeting the needs of their students.	X All Students X Low Income Pupils X English Learners X Foster Youth	Release time (up to 7 total days of roving guest teacher) and/or out of contract pay (up to 3 hours per evaluatee) to hold meetings between teacher and administrator This is funded using LCFF Supplemental carryover funds.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	1,106

		3000-3999: Employee Benefits	LCFF - Supplemental	294
1.10 Each teacher will be given funds to support cost associated with study trips (field trips) to provide differentiated learning opportunities for students	X All Students X Low Income Pupils X English Learners X Foster Youth	Each classroom teacher will receive \$60 towards busing costs associated with study trips 5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2:	<p>Positive School Culture for All: Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.</p> <p>Mendoza School staff strives to provide a school campus that is positive, welcoming and safe for our staff, students, parents and community. We understand this includes a culture that focuses on a balance between academic achievement and health and wellness, both physical and social-emotional, for all of our stakeholders. We will foster this with commitment to our school-wide positive behavior support plan, awards assemblies, and adherence to Wellness Policy guidelines.</p>	<p>Related State and/or Local Priorities: 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify):</p>
Identified Need :	<p>The 2017-2018 LCAP school and community survey results indicate that families feel welcome at Mendoza and students feel their teachers believe in them. Survey results also indicate that staff members would like to be more involved in the decision making process and understanding and supporting the mission of the school. Student survey results show a slight decline in students feeling safe at school, in feeling cared for and welcomed by teachers, and students would like to see a cleaner campus. Parent feedback indicates that they would like their children to be more excited about school and parents want to stay informed. We will continue our work to establish a true baseline for this data as the number of participants has varied, particularly with regards to parents and staff members. This data tells us that Mendoza needs to continue our work on a school-wide Positive Behavior and Intervention Support (PBIS) plan and Restorative Practices. We also need to refine and increase opportunities for parent communication, staff input into the decision making process, and revisit our school mission.</p>	
Goal Applies to:	Grade/Department/Other: Grades TK-6	Applicable Pupil Subgroups: All Students

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. There will be a 20% decrease in suspensions as measured by suspension data from 43 in 2017-2018 to 34 or less in 2018-19.
2. Increase School Culture LCAP surveys' average scores by .1%. (Families: 3.46 to 3.56, Students: 3.19 to 3.29, Staff: 3.48 to 3.58)
3. We will have a minimum of 60 parents taking the Parent survey. (45 took it in 2017-18). Parent survey data will increase by .1% in questions connected to their children coming home excited about school and families feeling well informed. Questions #7 and #11 on the survey.
4. We will have a minimum of 25 staff taking the staff survey. (16 took it in 2017-18) Staff survey data will increase by .1% in questions connected to opportunities to be involved in decision making process and understanding and supporting the school mission. Questions #5, #14, #19, and #22 on the survey.
5. There will be a 3% increase in the number of students scoring in the "aerobic capacity" portion of the healthy fitness zone assessment as measured by California Physical Fitness test, from 46.8% in 2017-2018 to 49.8%.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 The PBIS Committee will implement, and model, Positive Behavior Intervention Supports curriculum, lessons, and expectations that promote safe, respectful, and responsible behavior supported with professional development and a school wide discipline plan created and facilitated by our PBIS committee.	X All Students X Low Income Pupils X English Learners	Guest teacher to provide up to 6 days total of release time and/or up to 24 total hours of out of contract pay for PBIS committee to plan professional development and lessons for staff and students. This is funded using LCFF Supplemental carryover funds. (0980)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	800
		Payroll taxes for out of contract pay. This is funded using LCFF Supplemental carryover funds. (0980)	3000-3999: Employee Benefits	LCFF - Supplemental	200
		School wide discipline referrals will be utilized to provide discipline and culture data. Caught being good slips will be utilized to reinforce positive, expected behaviors (0503)	4000-4999: Books And Supplies	LCFF - Base	500

2.2 Student awards assemblies will recognize students that have exhibited safe, respectful, and responsible behavior.	X All Students	Student awards assemblies that include certificates, books, school supplies, etc. as incentives/awards (0503)	4000-4999: Books And Supplies	LCFF - Base	1,000
2.3 Grade level daily schedules will reflect the mandated physical education minutes for grades 1-6 and Mendoza will enforce district wellness policy as defined in the Mendoza Parent Handbook.	X All Students	Each teacher's daily schedule will reflect 200 minutes every ten days of physical education. Materials and supplies cost associated with Parent Handbook (0503)	None Specified 4000-4999: Books And Supplies	None Specified LCFF - Base	500
2.4 Student Council will plan school events that promote positive school spirit and climate and will include campus clean-up events.	X All Students	Student council members will meet monthly to generate ideas and promote events to increase school spirit and a clean campus	None Specified	None Specified	
2.5 Surveys will be offered to Mendoza staff, students, and families in the Spring of the 2018-2019 school year that measure school climate and culture.	X All Students	Surveys will be created and opportunities will be provided for Mendoza staff, students, and families to give feedback to questions related to school climate and culture. These questions will mirror the questions asked in the previous year LCAP surveys	None Specified	None Specified	
2.6 Additional office support during high volume times to ensure a welcoming environment for our school community	X All Students X Low Income Pupils X English Learners X Foster Youth	Additional clerical support during high volume times of the school year to ensure that families and students are feeling welcomed and supported	2000-2999: Classified Personnel Salaries	LCFF - Base	1,400

		Payroll taxes for extra clerical support.	3000-3999: Employee Benefits	LCFF - Base	6,000
2.7 There will be planning opportunities for Shared Leadership team to identify school issues and brainstorm possible solutions with intent to improve school culture via staff meetings and before/after school meetings with all staff members and administration.	<ul style="list-style-type: none"> X All Students X Low Income Pupils X English Learners X Foster Youth 	Up to 85 total hours of out of contract pay for team to discuss and brainstorm possible solutions to increase student and parent engagement and for at risk students.	1000-1999: Certificated Personnel Salaries	Title I	2,804
2.8	<ul style="list-style-type: none"> X All Students X Low Income Pupils X English Learners X Foster Youth 	Payroll taxes for out of contract	3000-3999: Employee Benefits	Title I	700
			None Specified	None Specified	
			None Specified	None Specified	

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement:		Related State and/or Local Priorities:
	Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.		3 X Parental Involvement 5 X Pupil Engagement
	Mendoza School intends to strengthen our home-school connection through increased communication, volunteer opportunities, and school events with our families and community in order to increase parent education, awareness, and student attendance and well being.		6 X School Climate 8 X Other Pupil Outcomes Local (Specify):
Identified Need :	While Mendoza parent data from the 2017-2018 LCAP survey indicates that they feel welcome at Mendoza school, staff survey data indicates that they see a need for more family and community involvement and parents want to be more informed. Mendoza P2 data for average daily attendance (ADA) has increased .6% but has not met the district goal of 96%. This indicates there is a need for more focus and encouragement around attendance in order to increase our ADA.		
Goal Applies to:	Grade/Department/Other: Applicable Pupil Subgroups:	Grades TK-6 and Mendoza families/community All Students	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:	<p>1. Mendoza will hold PTA events and increase PTA membership by 5% from 108 members in 2017-2018 to 114 members or more in 2018-2019 as measured by membership data.</p> <p>2. There will be a 10% increase in the number of parent volunteers from 71 in 2017-2018 to 79 in 2018-2019 as measured by the number of volunteers invited to our volunteer luncheon.</p> <p>3. There will be an .5% increase in attendance from 94.68% in 2017-2018 school year to 95.18% in 2018-2019 school year.</p> <p>4. There will be an increase decrease of 1% or more in chronic absenteeism from 19.2% in 2017-2018 to 18.2 or less in 2018-2019.</p> <p>5. There will be a 5% increase in the number of families attending Back to School Night from 422 in 2018-2019 to 443 in 2019-2020.</p> <p>6. Baseline data will be established in 2018-2019 for average attendance at ELAC meetings in order to set future goals for increased parent attendance.</p> <p>7. Baseline data will be established in 2018-2019 for average parent attendance for Pastries with the Principal in order to set future goals for increased parent attendance.</p>			

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Students will be recognized and receive incentives both individually and collectively for perfect and improved attendance.	X All Students	Attendance will be honored via monthly grade level competitions for classes with the best monthly attendance as well as at awards assemblies and in the classroom for individual students with perfect attendance or improved attendance.	4000-4999: Books And Supplies	Unrestricted	1,000
3.2 Maintain Community Volunteer Coordinator to support students and families in need and help build partnerships with the community. The CVC will assist all parents in gaining access to their child's education regardless of language, disability, income, or migrant status. CVC will also coordinate parent education workshops.	X All Students X Low Income Pupils X English Learners X Foster Youth	Community Volunteer Coordinator works in conjunction with PTA and ELAC, actively recruits and trains parent and community volunteers, and provides site and community resources to support Title I families and schedules and organizes parent workshops	None Specified	None Specified	None Specified
			None Specified	None Specified	None Specified
			2000-2999: Classified Personnel Salaries	Title I	34,300
		CVC Payroll Taxes and Benefits	3000-3999: Employee Benefits	Title I	14,700

			None Specified
3.3 Hold school events that promote parent/guardian and community involvement, especially parents of Title I students, English learners, and students with disabilities.	X All Students X Low Income Pupils X English Learners X Foster Youth	Provide refreshments at school events including, but not limited to, ELAC meetings, Pastries with the Principal, etc.	4000-4999: Books And Supplies LCFF - Base 100
3.4 Attendance Committee will meet to review attendance data and brainstorm ideas to improve attendance for students who are academically at risk who have missed instruction due to attendance issues.	X All Students X Low Income Pupils X English Learners X Foster Youth	Up to 6 days total of release time and/or up to 24 total hours of out of contract pay for attendance committee to plan for ways to increase attendance and/or attend SART meeting with parents.	1000-1999: Certificated Personnel Salaries Title I 800 3000-3999: Employee Benefits Title I 200

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4:	Basic Services to Support Student Achievement: Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students.		Related State and/or Local Priorities: 1 X Basic Local (Specify):			
	Mendoza School is committed to providing a safe and clean campus and facilities fostered by regular campus walk-throughs. We are also committed to providing students with appropriately credentialed and assigned teachers and support staff with continued support from Human Resources.					
Identified Need :	There is a need to have appropriately credentialed and assigned teachers to meet the academic and social-emotional needs of our students. We continue to hire highly qualified teachers and provide them with professional development so that may stay current on best practices.					
	Parent survey data from 2017-2018 indicates that parents believe Mendoza school is fairly clean and well-maintained. However, students feel that there is room for improvement. To improve this perception, we intend to improve our efforts to offer a clean and well-maintained campus and to involve students in developing ways to do this for our school community.					
Goal Applies to:	Grade/Department/Other:	All staff, students, and families/community.				
	Applicable Pupil Subgroups:	All Students				
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:	1. Increase by .1% or more from 2.6% on the 2017-2018 LCAP Student survey to 2.7% on the 2018-2019 Student survey on question related to having a clean and well-maintained school. This is question #9 on the Student survey. 2. Meet the FIT Cleanliness Standards with a score of 95% or higher.					
	Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Conduct routine campus and facilities inspections		X All Students	Campus walkthroughs with head custodian and principal will take place at least 3 times per year and may also include Director of Facilities	None Specified	None Specified	0

4.2 In collaboration with the district, we will provide students with appropriately credentialed and assigned teachers.	X All Students	Teachers will meet the "appropriately credentialed and assigned" teacher standards Payroll taxes for teachers	1000-1999: Certificated Personnel Salaries 3000-3999: Employee District Funded Benefits	District Funded
4.3 Provide all basic school and custodial supplies for day to day operations.	X All Students	Basic supplies for day-to-day school operations which include but not limited to: the purchase of classroom and office supplies; custodial supplies; copy paper; printing costs; postage, student incentives.	0001-0999: Unrestricted: Locally Defined	LCFF - Base 64,769
4.4 Provide additional time for custodians to maintain a clean campus during school events that take place outside of instructional hours.	X All Students X Low Income Pupils X English Learners X Foster Youth	Additional hours for custodial support to ensure a clean campus after school and community events such as Fall Festival, Family Literacy Night, etc.	2000-2999: Classified Personnel Salaries	LCFF - Base 1,000

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 6/16/13
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$80,369
X	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$16,282
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0
Total amount of state categorical funds allocated to this school		\$96,651

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$100,704	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$26,160	
Total amount of federal categorical funds allocated to this school		\$126,864	

Total amount of state and federal categorical funds allocated to this school	\$223,515
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

MENDOZA SCHOOL

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	86,022	14,682	100,704	24,200	49,000		27,504	100,704
Title III	26,160		26,160	17,112		7,848	1,200	26,160
State Programs								
LCFF (Base) 0503	58,756	21,613	80,369		7,000	62,769	10,600	80,369
Additional Funding								
LCFF Supplemental (0980)		16,282	16,282	10,382		3,000	2,900	16,282
Total	170,938	52,577	223,515	51,694	56,000	73,617	42,204	223,515

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jil Palmer	X				
Alejandra Nuno		X			
Katherine Patton		X			
Yolanda Santana		X			
Mirinda Quillopo			X		
Maribel Aceves				X	
Jose Contreras				X	
Isabel Perez				X	
Guillermo Rodriguez				X	
Joseph Tipton				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature _____
Signature _____
Signature _____
Signature _____
Signature _____
Signature _____
Signature _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/16/2018.

Attested:

Jil Palmer

Typed Name of School Principal

Signature of School Principal

10/16/18
Date

Joseph Tipton

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/16/18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 1. Provide literacy rich instruction and environments that promote achievement in ELA through Readers and Writers Workshop.
 2. To meet the expectations of ELPAC through improved efforts in designated and integrated ELD
 3. Continue to enhance school culture through implementation of school-wide Positive Behavior Intervention Support plan, with input from staff and committees, and attendance at school events that strengthen relationships between staff, students, and community.
- Identify the major expenditures supporting these priorities.
 - Release time, site-funded impact teachers and/or before and after school intervention, Community Volunteer Coordinator, materials/supplies, Title I, Title III, LCFF Supplemental

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Teachers received professional development focused on balanced literacy as an affiliate school with Teachers College Reading and Writing Project.
- Weekly grade-level collaboration opportunities for teachers and enrichment instruction for students in areas of Technology, Art, Drama, etc.
- ELPAC assessment was administered to determine levels and needs of students
- Newcomer and EL students received additional/supplemental intervention with BCLAD impact teacher
- Students in combination classes received differentiated Math instruction.
- Teachers provided before and after school intervention to support students with Math and ELA.
- Purchase of aligned instructional materials including books for classroom libraries
- VPA students and staff received support through VPA assistant
- Students were recognized at awards assemblies for perfect attendance and classes were recognized for grade level competition for highest monthly attendance percentages
- EL students received 150 minutes of designated ELD instruction per week
- Maintained and refined school-wide PBIS model including weekly PBIS expectations lessons, school-wide discipline plan, and award assemblies to honor students demonstrating PBIS expectations
- Students received mandated PE minutes in Gr. 1-6 and district Wellness Policy was defined in Parent Handbook.
- Student Council members planned activities and spirit days to improve positive school climate

- Surveys were provided to staff, students, and families to measure school climate and culture
 - Additional classified personnel were hired to maintain student safety at dismissal time
 - Community Volunteer was maintained to support families in need and to maintain and build community partnerships.
 - School events and parent education was offered to increase community involvement
 - Routine campus walkthroughs with head custodian and Director of Facilities took place and school beautification projects increased
 - Mendoza teachers met "Appropriately Credentialed and Assigned" teacher standards
 - Basic supplies were provided to maintain day to day operations
-
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - 3 out of 7 grade level teams did not receive the amount of designated professional development and additional planning time to focus on ELD due to shortage of certificated guest teachers
 - 1 day of additional grade level release for planning around balanced literacy did not occur due to time constraints of grade level teams and/or shortage of certificated guest teachers
 - School PBiS and Advisory committees did convene during the year but time was limited and plans were not fully implemented
 - What specific actions related to those strategies were eliminated or modified during the year?
Planning release days were cancelled on days when guest teachers were not available.
 - Identify barriers to full or timely implementation of the strategies identified above.
 - Due to high demand for guest teachers for teacher absences and district professional development opportunities, grade level release for site based professional development was not available
 - School committees did not create SMART goals to attain their plans
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - New plan will be implemented for school committees
 - Plan to set dates for teacher release for PD and planning by first trimester of 2018-19 school year to secure guest teachers
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
-SBAC data, baseline ELPAC data, and district Fountas and Pinnell benchmark assessment data indicates that students did not make expected growth which indicates that perhaps the limited amount of time spent on professional development and planning time may have resulted in less students meeting grade level benchmark expectations.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- There was a slight increase in SBAC data for ELA indicating that professional development through Teachers College and some grade level release time around ELD may have contributed to this.
- School-wide PBIS "Code of Conduct" weekly lessons and Tier I and Tier II referral procedures were maintained and refined and resulted in a decrease in referrals.
- Parent involvement was increased for parents of all student groups including Title I, EL, and foster youth for events that were held as measured by sign in sheets.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Professional development focused on balanced literacy and weekly grade level collaboration planning time did not result in the student achievement goals set forth in plan
- Impact Teacher for differentiated Math instruction did not have a positive impact on SBAC Math data
- Attendance Incentives did not increase our overall daily attendance percentages which may have impacted little increase in student achievement
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
It is possible that professional development and planning time needs to be more focused on building content knowledge, looking at student data more regularly, and ensuring that instruction is differentiated and aligned with standards
 - Lack of timely implementation
n/a
 - Limited or ineffective professional development to support implementation
Some PD is optional and wasn't attended by all teachers
 - Lack of effective follow-up or coaching to support implementation
n/a
 - Not implemented with fidelity
n/a
 - Not appropriately matched to student needs/student population
n/a
 - Other:
 - Based on the analysis of this practice, would you recommend:
Increased focus on building content knowledge in all subjects, particularly ELA and ELD, and looking student data regularly during PD sessions
 - Eliminating it from next year's plan
No
 - Continuing it with the following modifications: See above recommendations

Involvement/Governance

- How was the SSC involved in development of the plan?
-SSC was involved in development of the plan by giving input and feedback to suggested action steps and budgetary recommendations during SSC meetings throughout year and via LCAP parent and staff surveys.

- How were advisory committees involved in providing advice to the SSC?
-ELAC committee reviewed recommendations of site plan during ELAC meetings and provided input to SSC and through LCAP parent survey.
- How was the plan monitored during the school year?
-The plan was monitored by reviewing ELA, ELD and Math data throughout the year as well as reviewing parent, staff, and student LCAP survey data.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
 - Increase professional development and planning opportunities for teachers.
 - Involve teachers in analyzing student data more frequently.
 - Provide more opportunities for intervention for students.
 - Increase parent and staff survey participation.

Outcomes

- Identify any goals in the current SPSA that were met.
- More than 5% increase in students reading at benchmark on Fountas and Pinnell Reading Benchmark Assessment, from 30.8% in May, 2017 to 39% in May, 2018.
- LCAP parent data increased with regards to children feeling respected at school and parents having opportunities to volunteer by .1% on questions #1 (3.6 to 3.7), and #8 (3.4 to 3.5) on the survey.
- LCAP parent survey data regarding having a clean and well-maintained school increased by more than .2%. (Question #9-- 3.1 to 3.6)
- Identify any goals in the current SPSA that were not met, or were only partially met.
- 5% increase in number of students meeting or exceeding ELA and Math standards on California SBAC/CAASPP 2018 assessment was not met. ELA increased by 2% (32% to 34%) and Math decreased by 1% (21% to 20%).
- ELL students will increase by 10% at becoming proficient in English.-- UNKNOWN as the state transitioned from CELDT to ELPAC and has not provided any comparison measures at this time
- PTA membership decreased from 144 in 2016-2017 to 108 in 2017-2018.
- There was not a minimum of 50 parents taking the LCAP survey. 34 took it in 2016-2017, 45 took it in 2017-2018.
- LCAP parent data increased with regards to children feeling safe at school but not by .1%. (Question #4, not #6--3.48 to 3.53).
- LCAP student data related to students feeling safe and respected at school did not increase by .1%. (Question #6--3.30 to 3.23, #10--3.29 to 3.22, #11--3.24 to 3.08)
- There was not a minimum of 25 teachers taking the LCAP survey. 14 took it in 2016-2017, 16 took it in 2017-2018.
- LCAP staff data related to observing other teachers and understanding the school mission did not increase by .1%. (Question #15--2.85 to 2.35, #19 increased but by .08, 3.21 to 3.3)
- There was not a 10% decrease in suspensions. 27 incidents in 2016-2017 and 43 in 2017-2018.
- 5th grade students had a decrease on Healthy Fitness Zone assessment for aerobic capacity from 56.1% in 2016-2017 to 46.8% in 2017-2018.
- There was not a 10% increase in parent volunteers as measured by invitations to volunteer luncheon. In 2016-2017, 73 were invited. In 2017-2018, 71 were invited.
- Attendance did not increase by .5%. It decreased .3% from 94.98% to 94.68%.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
n/a
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Continue our efforts around building content knowledge in literacy to ensure students are at or above grade level in reading.
- Implement more opportunities in grade level collaboration and professional development meetings to analyze student data and work.
- Increase opportunities for parents to be involved and increase communication around school goals and events to increase awareness.

- Continue to implement strategies to increase student attendance. Future work will be around increasing reading and writing proficiency for all students. Differentiated instruction through small group work with specific attention to supporting EL students will result in increased student achievement. In addition, appropriate interventions will be provided to K-2 students based on reading assessment levels.

Mendoza School
School Site Council Meeting
October 16, 2018
2:30 p.m.
Library
MINUTES

2:37 p.m.	Welcome Call to Order	Jil Palmer
2:38 p.m.	Introductions	SSC Members (members present in bold)
2:40 p.m.	Old Business: Approval of Minutes Minutes from 9/18/2018 Motion: Eliseo Sisneros 2 nd Motion: Alejandra Nuno Vote: 7:0 in favor	SSC Members
2:45 p.m.	New Business: <ul style="list-style-type: none"> Jil presented members with a copy of the School Plan for Student Achievement The team studied CAASPP Results (English & Mathematics) (2015-16, 2016-17) and ELPAC baseline data from 2017-2018. The team looked at goals, measurable outcomes, and description/funding. The team looked at the categorical budgets and changes. SPSA Approval (Site Plan and Budget) Motion: Katherine Patton 2 nd Motion: Joseph Tipton Vote: 7:0	SSC Members
4:04 p.m.	Closure- Meeting Adjournment	SSC Chair

Council Members: Jil Palmer, Alejandra Nuno, Katherine Patton, Yolanda Santana, Mirinda Quillopo, Guillermo Rodriguez, Jose Contreras, Maribel Aceves, Isabel Perez, Joseph Tipton
Alternates: Maria Urrea, Eliseo Sisneros

The School Plan for Student Achievement

School: Nicoloff Elementary
CDS Code: 37-68395-6098487
District: South Bay Union
Principal: Marla Fernandez
Revision Date: October 2, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Marla Fernandez
Position: Principal
Phone Number: (619) 428-7000
Address: 1777 Howard Avenue
San Ysidro, CA 92173
E-mail Address: mfernandez@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Nicoloff Elementary's Vision and Mission Statements

George Nicoloff School is committed to providing a safe, caring and high-achieving learning environment that is conducive to developing life-long critical learners. All students are involved in a variety of learning activities that are challenging and aligned with state content standards. High quality instruction promotes engaged learning, and draws on the culture, home language, and life experiences of all students. Parents, staff and the community will work collaboratively to promote diversity, respect for others, and high expectations for all. Students will develop self-esteem and will acquire the essential skills and knowledge to become successful and productive members of society.

School Profile

Nicoloff Elementary School (grades TK through 6) is located in San Ysidro, California. Our student enrollment is approximately 770. The Single Plan for Student Achievement is the result of a coordinated effort involving the Nicoloff Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify actions and strategies to ensure that a higher percentage of our students reach specific goals for the 2018-2019 school year.

Nicoloff Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 94%. Other ethnicities include 1% white, 2% African American, and 3% Asian, Filipino, or Pacific Islander. Approximately 75% of our students speak a language other than English and approximately 99% of these students have Spanish as a primary language. Of the 770 students, 1% are foster youth and all students receive free breakfast and lunch.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	118	97	81	111	95	76	111	95	76	94.1	97.9	93.8
Grade 4	129	124	98	124	118	90	124	118	90	95.4	95.2	91.8
Grade 5	113	126	124	109	122	120	109	122	120	96.5	96.8	96.8
Grade 6	113	120	133	105	115	130	105	115	130	92.9	95.8	97.7
All Grades	473	467	436	449	450	416	449	450	416	94.7	96.4	95.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.6	2375.2	2376.3	12	8.42	3.95	15	13.68	25.00	34	28.42	26.32	39	49.47	44.74
Grade 4	2407.8	2420.2	2405.1	10	12.71	6.67	18	16.95	21.11	21	21.19	17.78	52	49.15	54.44
Grade 5	2453.3	2448.9	2436.9	4	4.92	7.50	26	24.59	15.00	25	23.77	20.00	46	46.72	57.50
Grade 6	2492.2	2492.8	2481.2	7	3.48	6.15	28	29.57	23.08	25	37.39	31.54	41	29.57	39.23
All Grades	N/A	N/A	N/A	8	7.33	6.25	21	21.56	20.67	26	27.56	24.28	45	43.56	48.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	9.47	9.21	45	30.53	44.74	45	60.00	46.05
Grade 4	7	14.41	8.89	37	41.53	38.89	56	44.07	52.22
Grade 5	6	8.20	7.50	38	46.72	34.17	57	45.08	58.33
Grade 6	7	6.09	13.08	47	50.43	36.15	47	43.48	50.77
All Grades	7	9.56	9.86	41	42.89	37.74	51	47.56	52.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	9.47	10.53	48	44.21	39.47	41	46.32	50.00
Grade 4	11	11.86	12.22	41	44.07	35.56	48	44.07	52.22
Grade 5	10	13.11	7.50	51	46.72	40.83	39	40.16	51.67
Grade 6	10	10.43	9.23	45	51.30	44.62	45	38.26	46.15
All Grades	11	11.33	9.62	46	46.67	40.63	43	42.00	49.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	10.53	11.84	64	49.47	68.42	24	40.00	19.74
Grade 4	5	6.78	5.56	60	59.32	66.67	35	33.90	27.78
Grade 5	5	6.56	5.00	66	60.66	49.17	29	32.79	45.83
Grade 6	6	3.48	5.38	75	70.43	65.38	19	26.09	29.23
All Grades	7	6.67	6.49	66	60.44	61.54	27	32.89	31.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	10.53	10.53	52	51.58	52.63	36	37.89	36.84
Grade 4	12	17.80	10.00	44	45.76	43.33	44	36.44	46.67
Grade 5	17	12.30	18.33	61	50.00	39.17	22	37.70	42.50
Grade 6	24	24.35	19.23	53	53.04	48.46	23	22.61	32.31
All Grades	16	16.44	15.38	52	50.00	45.43	32	33.56	39.18

Conclusions based on this data:

1. The overall 2017-2018 ELA data indicates that 26% of students exceeded or met the overall standard; a 1.97% decrease from the 2016-2017 school year. 24% nearly met the standard and 48% did not meet the overall standard: a 5% increase in students not meeting the overall standard from the previous year. There was a decrease in students exceeding the standard from 7% to 6%, a decrease in students meeting the standard from 21% to 20% and a decrease in students nearly meeting the standard from 27% to 24%. Although the decreases can be considered low, the most significant result is in students not meeting the overall standard with an increase of 5% from 43% TO 48%. In fact, in the claims, there was an increase in students below standard Reading; from 47% to 52%, in Writing from 42% to 49% and Research and Inquiry from 33% to 39%.
An alarming gap is between the number of English Learners who did not meet the standard with a result of 59% when compared to 15% who met or exceeded the standard. This would indicate that English Learners may need extensive targeted intervention to meet the cognitive and linguistic demands of grade level content. In addition, although there is consistent designated ELD, the results may demonstrate a need for a greater implementation of integrated ELD throughout the instructional day.

Based on these results, it is evident that at-risk students continue to need small group targeted intervention, 1:1 conferencing and Tier II ELA interventions. It is clear that professional development in these areas is needed for students to be able to read and write at grade level and to be able to progress to the next levels of literacy on a continuum. With specific professional development around comprehensive reading instruction, the needs of all students, including English Learners and Title I students will be met.

2. The data indicates that Grade 3 had the most gains from the previous year in students meeting the standard from 13% to 25%. It was also the only grade level that had a decrease in students not meeting the standard from 49% to 44%. In addition, Grade 3 was the only grade level with an increase in the reading claim from 30% to 44% and a decrease from 60% to 46% in students below standard. Both Grade 3 and Grade 4 had increases in students at or near standard; from 49% to 68% and 59% to 66%. Both of these grade levels also had decreases in students below standard: from 40% to 19% and 33% to 27%. Grade 6 had an increase in the Research and Inquiry claim in students above standard from 12% to 18%.

The following are the overall scale score results for distance from standard met for each grade level:

- Grade 3: 56 points
- Grade 4: 68 points
- Grade 5: 66 points
- Grade 6: 50 points

The distance from standard met for each grade level is quite significant when you take into account that the overall scale score range for standard met increases for the subsequent grade level. The current deficit in scale scores to distance from standard met must be taken into account when considering students need to "make up" the points from the current grade level and make sufficient progress to meet the scale score range for standard met for the next grade level. The current data shows:

Scale Score Minimum Target to Standard Met for 2018-2019 # of Points

Grade 3: 2376 2473 97

Grade 4: 2405 2502 97

Grade 5: 2436 2531 95

Based on these results, Grade 3 and Grade 4 may have utilized instruction that was closely aligned to the CA State Standards and small group or 1:1 targeted intervention was implemented during Reader's Workshop. Since Grade 3 had the most gains in overall results and in the increases in the claim areas, it may be concluded that their grade level collaboration and planning was focused on student results and progress monitoring. It can also be concluded that all teachers, particularly Grades 4-6 may need more professional development on reading instruction in order to diagnose next steps for students to be able to read at grade level.

3. The overall claims data indicates that the highest areas were 1) Listening with a result of 67% of students above or near standard and 2) Research & Inquiry with a result of 60% at or near standard. The results indicate that instruction may have been more closely aligned to the CA State Standards through the use of grade level curriculum and resources. In the Writing claim, 50% were above or near standard; a 7% decrease from the 2017-2018 school year. This may indicate that students may need more on-demand writing opportunities throughout the instructional day and utilize both paper & pen and technology for writing tasks.

There was a 5% decrease in the overall Reading claim from the 2016-2017 school year with students above, near or meeting standard from 52% to 47%. The reading claim continues to have the lowest results of all four claims and the most students below standard with a result of 52%. This may indicate that classroom reading instruction must continue to use effective reading practices, formative assessments, student work and leveled reading assessments to identify the individual reading needs of students to provide access to grade level reading and foundational skills. The two highest results were in the claims of Listening with 67% of students at, near or above standard and Research and Inquiry with 60% of students at, near or above standard. It can be concluded that teachers may be more skilled in the instruction of these two claims.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	118	97	82	117	96	81	117	95	81	99.2	99	98.8
Grade 4	129	124	98	128	122	97	128	122	97	98.5	98.4	99
Grade 5	113	126	124	113	125	124	113	125	124	100	99.2	100
Grade 6	112	120	133	108	120	132	108	120	132	96.4	100	99.2
All Grades	472	467	437	466	463	434	466	462	434	98.5	99.1	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2401.6	2399.3	2399.5	8	4.21	8.64	25	23.16	27.16	30	36.84	28.40	38	35.79	35.80
Grade 4	2413.8	2435.7	2422.5	4	4.10	4.12	13	22.13	14.43	28	31.15	39.18	55	42.62	42.27
Grade 5	2447.3	2441.3	2443.7	2	4.00	3.23	13	6.40	8.06	29	30.40	30.65	56	59.20	58.06
Grade 6	2457.5	2476.8	2465.1	2	2.50	7.58	6	16.67	9.85	37	38.33	32.58	55	42.50	50.00
All Grades	N/A	N/A	N/A	4	3.68	5.76	15	16.67	13.59	31	33.98	32.72	51	45.67	47.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12.63	25.93	36	47.37	35.80	47	40.00	38.27
Grade 4	8	11.48	10.31	26	30.33	23.71	66	58.20	65.98
Grade 5	6	6.40	5.65	24	20.00	20.97	70	73.60	73.39
Grade 6	5	8.33	10.61	19	40.00	25.00	77	51.67	64.39
All Grades	9	9.52	11.98	26	33.55	25.58	65	56.93	62.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	13.68	14.81	45	41.05	34.57	37	45.26	50.62
Grade 4	5	10.66	10.31	47	42.62	41.24	48	46.72	48.45
Grade 5	1	7.20	2.42	35	36.80	41.13	65	56.00	56.45
Grade 6	4	3.33	8.33	31	45.00	34.85	65	51.67	56.82
All Grades	7	8.44	8.29	40	41.34	38.02	53	50.22	53.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	7.37	12.35	63	62.11	62.96	21	30.53	24.69
Grade 4	9	8.20	6.19	42	43.44	46.39	48	48.36	47.42
Grade 5	2	4.00	6.45	44	34.40	41.94	54	61.60	51.61
Grade 6	2	3.33	9.09	60	50.83	37.88	38	45.83	53.03
All Grades	7	5.63	8.29	52	46.75	45.62	41	47.62	46.08

Conclusions based on this data:

1. The overall 2017-2018 Math data indicates that 19% of students exceeded or met the overall standard; a 1% decrease from the 2016-2017 school year. 32% nearly met the standard and 47% did not meet the overall standard; a 2% increase in students not meeting the overall standard from the previous year. There was a increase in students exceeding the standard from 3% to 5%, a decrease in students meeting the standard from 16% to 13% and a decrease in students nearly meeting the standard from 33% to 32%. Although the decreases can be considered low, the most significant result is in students not meeting the overall standard with an increase of 2.% from 45% TO 47%. In fact, in the claims, there was an increase in students below standard in the Concepts and Procedures from 56% to 64% and Problem Solving and Modeling from 50% to 53%.

The results of our EL indicate a gap between the overall results of 19% of all students meeting or exceeding standards to the EL results of 13%. An alarming gap is between the number of EL who did not meet the standard with a result of 53% when compared to 13% who met or exceeded the standard. This would indicate that EL may need extensive targeted intervention to meet the cognitive and linguistic demands of grade level content. In addition, they may need the use of concrete materials to build their conceptual understanding as they tackle the demands and rigor of mathematical tasks.

Based on these results, it can be concluded that there is still a need for alignment of instruction to the demands of the CAASSP and classroom assessments need to be aligned to the manner in which mathematics is assessed. It is evident that at-risk students continue to need small group targeted intervention, 1:1 conferencing and small group intervention. It is clear that professional development in these areas is needed for students to meet grade level mathematical content. With specific professional development around the use of the CA Math framework for lesson planning, use of manipulatives and ST Math to build conceptual understanding and the use of curriculum that is directly correlated to rigorous mathematical tasks, the needs of all students, including English Learners and Title I students will be met.

2.

The data indicates that Grade 3 had gains from the previous year in students above standard from 4% to 8%, Grade 4 had gains in overall standard met from 6% to 8% and Grade 6 had gains in students exceeding the standard from 2% to 7%. The only grade level that had a decrease in students not meeting the standard was Grade 5 from 59% to 58%. In addition, Grade 3 had increase in each of the math claims in students above standard with the significant increase in the Concepts and Procedures claim from 12% to 25%. All grade levels had increases in the Communicating Reasoning claim with students above standard, Grade 3 had the most increase from 7% to 12%. The Concepts and Procedures claim had the most students below standard in Grades 4, 5, and 6. Grade 3 had the only decrease from 40% to 38%. Yet, Grade 5 had increases in the Communicating Reasoning claim in students above standard from 4% to 6% and Grade 6 had an increase as well from 3% to 9%. Grade 4 had an increase in students at or near standard from 43% to 46% and Grade 5 had a significant increase from 34% to 41%. The highest result for grades 3-6 were in the overall Communicating Reasoning claim at 53%. It can be concluded that teachers may feel more skilled in the area of mathematics, particularly in the Communicating Reasoning claim. Since Grade 3 had the only gains in students above standard, it may be concluded that they are utilizing instruction that is closely aligned to the rigor of the mathematical tasks that are presented on the CAASSP. In addition, for those grade levels that had increases, the teachers may have attended additional professional development provided to them after the contract day.

The following are the overall scale score results for distance from standard met for each grade level :

- Grade 3: 37 points
- Grade 4: 63 points
- Grade 5: 85 points
- Grade 6: 87 points

The distance from standard met is quite significant when you take into account that the overall scale score range for standard met increases for the subsequent grade level. The current deficit in scale score from distance to standard met must be taken into account when considering that students need to "make up" the points from the current grade level and make sufficient progress to meet the scale score range of standard met for the next grade level. The current data shows:

Scale Score Minimum Target to Standard Met for 2018-2019 #of points

Grade 3: 2399 2485 86

Grade 4: 2422 2528 106

Grade 5: 2443 2552 109

3. The results of our EL who did not meet the standard was at 53% when compared to the 43% of the overall. In the claim areas, EL had the highest results in the Communicating Reasoning claim with 49% of students near or above standard. Of the 62 RFEPS , 41% in Grade 5 and 45% in Grade 5 met or exceeded the standard. The highest results for EL in the claims were Problem Solving and Modeling at 76% and Communicating Reasoning at 78%. This may indicate that instruction was more closely aligned to the manner in which mathematics is assessed on the CAASSP , there was more use of curriculum resources to math instruction and EL had the English proficiency to meet the demands of the rigor and tasks on the assessment.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	<p>Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.</p> <p>Nicoloff's highest instructional priority this school year is to continue to implement Reader's and Writer's Workshop with a focus on targeted small group intervention in conjunction with the administration of the DRA2 reading assessment 3 times a year. After teacher led mini-lessons, opportunities will be created for our students to engage in independent reading and writing that is personal and meaningful by allowing them to have choice in the books they read independently and the topics they write about. We will partner again with the Teachers College Reading and Writing Project, a research organization at Columbia University, for a third year to build on the work and continue to develop students who are critical readers and writers. In addition, professional development in Mathematics will be provided by district personnel through on-site labsites.</p>	<p>Related State and/or Local Priorities:</p> <p>2 X Implementation of State Standards</p> <p>4 X Pupil Achievement</p> <p>5 X Pupil Engagement</p> <p>7 X Course Access</p> <p>Local (Specify):</p>
Identified Need :	<p>Our CAASSP data in the area of ELA indicates that 26% of students met or exceeded the overall standard compared to 28% from the 2016-2017 school year; a decrease of 2%. Students that met the standard decreased from the 2017-2018 school year from 21% to 20%. 24% of students nearly met the standard compared to the previous school year with 27%. 48% did not meet the standard when compared to the 2017-2018 school year; a 5% increase from 43%. Every grade level except for Grade 3 had increases in students not meeting the overall ELA standard. In Grades 4-6 there were increases in students below standard in the Reading claim, Grades 3-6 all had increases in students below standard in the Writing claim, Grades 5 and 6 had increases in students below standard in the Listening claim and Grades 4-6 had increases in students below standard in the Research and Inquiry claim.</p> <p>Our CAASSP data in the area of Mathematics indicates that 19% of students met or exceeded the overall standard compared to 20% from the 2016-2017 school year; a decrease of 1%. Students that met the standard decreased from the 2017-2018 school year from 16% to 13%, students who nearly met the standard decreased from 33% to 32% and students who did not meet the standard increased from 45% to 47%. Grades 4-6 had increases in students below standard in the Concepts & Procedures claim, Grades 3-6 all had increases in below standard in the Problem Solving and Modeling claim and Grades 4-6 all had increases in students below standard in the Communicating Reasoning claim.</p> <p>Our EL results in ELA are 15% meet or exceed the overall standard. 84% of EL nearly met or did not meet the overall standard when compared to 20% of students who met or exceeded the standard. In Mathematics, 13% of EL met or exceeded the overall standard when compared to 19% of all students. Our RFEF students in 5th grade met or exceeded the overall standard with 62% and Grade 6 met or exceeded the overall score with 72%.</p> <p>DRA2 reading assessments were administered in Grades 1-6 by September 10, 2018. Transitional kindergarten and kindergarten will administer the assessment in November 2018. The results of students meeting the district reading benchmark for Grades 1-6 are the following:</p> <p>Grade 1: 34%</p> <p>Grade 2: 64%</p> <p>Grade 3: 19%</p> <p>Grade 4: 13%</p>	

Grade 5: 29% Grade 6: 27%		
Goal Applies to:	Grade/Department/Other:	TK-6
	Applicable Pupil Subgroups:	All

SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:	By June 2018, the percentage of students meeting or exceeding ELA California State Standards on the CAASSP will increase 8% from 29% to 37%.					
	By June 2018, the percentage of students meeting or exceeding Math California State Standards on the CAASSP will increase 8% from 20% to 28%.					
	By June 2018, the number of students will decrease on "distance from standard" on the CASSPP by at least ten points in both ELA (65 to 55) and Math (65 to 55).					
	By June 2018, 100% of students reading at 3 or more years below grade level will increase their reading level by at least 1.5 years, as determined by the Developmental Reading Assessment.					
	By June 2018, the percentage of students reading at grade level will increase from 33.97% to 44%, as determined by the Developmental Reading Assessment.					
Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount

<p>1.1 Professional Development will be provided on Reading and Writing workshop models, Mathematics with a focus on conceptual understanding and number sense. Another focus will be small group planning and intervention and analyzing data to develop strategic action plans that address specific needs of students during small group instruction in reading, writing and math.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth</p>	<p>Professional development will be provided by district TOSAs during teacher directed PLCs if requested by the grade level. In addition, professional development will occur during allotted staff meetings and principal directed PLCs. In addition, staff developer from Teacher's College will conduct Reader's and Writer's Workshop labsites at the site 2X a year. Math labsites will also occur 2X a year and will be facilitated by Math TOSAs and Learning and Innovation Coordinators. Teachers will be released to attend the professional development and labsites during the contract day.</p>	<p>1000-1999: Certified Personnel Salaries</p>	<p>Title I</p>	<p>6,650</p>
<p>1.2 Teachers will collaboratively plan as a grade level for targeted small group intervention for students at-risk. An EL committee will be developed to analyze and monitor the progress of all EL with a focus on at-risk EL, long term EL and RFEPS.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Teachers will be provided release to be able to strategic plan for students at-risk and EL after the analysis of student assessment results and student work.</p>	<p>1000-1999: Certified Personnel Salaries</p>	<p>Title I</p>	<p>5,000</p>
		<p>Out-of-contract pay for members of the EL committee who will meet at least 3X a year.</p>	<p>1000-1999: Certified Personnel Salaries</p>	<p>Title III</p>	<p>2,000</p>

1.3 Purchase supplemental materials aligned to the California State Standards as needed for ELA, Science, literacy intervention, and mathematics including Spanish materials and resources for the Transitional Bilingual Program in Grades K-3. In addition, materials and resources will be purchased for EL in SEI and English Mainstream classrooms.	X All Students	Books for leveled classroom libraries, Units of Study instruction, guided reading book room and site library Software licenses to support digital literacy & English acquisition Materials and supplies may include, but are not limited to professional readings, non-fiction text, literature, assessment materials, poster display boards, writing instruction support, mathematics manipulatives, online resources and hardware to support digital literacy, software licenses	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title III	32,542 9,460
1.4 One impact Teacher will be hired to support literacy and language support for Newcomer students in Grades 4-6. In addition, the Impact Teacher will provide push-in support to Grades K-2 for students who are the cusp of reaching at grade level benchmarks.	X All Students X Low Income Pupils X English Learners X Foster Youth	Impact Teacher will be hired to work 130 days and provide instruction to our Newcomers in 4-6 grade through language support and targeted intervention in literacy, phonics and comprehension. In addition, the Impact Teacher will provide instruction in foundational skills and comprehension for Grades K-2 in 6 week cycles of intervention.	1000-1999: Certificated Personnel Salaries	Title III	24,000

1.5 After school intervention will be provided from December 2018 to March 2019 for students who are at the cusp of reading at grade level based on the SBUSD benchmarks. DRA2 data will be utilized to identify students.	X All Students X Other Subgroups: (Specify) Title I, At-risk	Five teachers who provide after school intervention will be paid out-of-contract pay for one hour, 3X a week for up to 50 days for each teacher.	1000-1999: Certificated Personnel Salaries	Title I	10,500
1.6 Administrators and participating teachers in the E3 evaluation system will 3 times a year to dialogue, reflect on professional practice and set student goals for achievement.	X All Students	Roving sub will be provided to teachers during the contract day so participating teachers can meet with administrators.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2:	Positive School Culture for All:		Related State and/or Local Priorities:
	Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.		5 X Pupil Engagement 6 X School Climate
	At Nicoloff School, we want to provide a school campus that is positive, welcoming and safe to our students, parents and community. We also want to provide a well-rounded education that includes a balance of academic achievement, extracurricular activities and wellness for students, parents and staff, including supporting the emotional and behavior needs of our students and their families.		8 X Other Pupil Outcomes Local (Specify): Attendance
Identified Need :	<p>On a four point scale, teacher survey data shows a desire to be rewarded for experimenting with innovative techniques based on a score of 3.14. Teachers also want discussions on instructional practices to be valued and openly discussed with a score of 2.23. Parent survey data indicates that they feel their child's school is a safe place based on a score of 3.38 and student survey data indicates that they feel their school is a safe place based on a score of 3.28. Both parents and students feel that their school is a safe place, but there needs to be an overall improvement in this area. Yet, on the student survey, in the area of being made fun of, teased or insulted at school, students had a score of 2.30.</p> <p>During the 2016-2017 school year, there were 81 Tier II referrals and there was increase in the 2017-2018 school year from 85 referrals to 101 Tier II referrals. Seven students were responsible for 57 of the Tier II referrals.</p> <p>During the 2016-2017 school year, there were 6 out of school suspensions. in the 2017-2019 school year, there was only one suspension.</p> <p>Although our attendance goal was met by increasing our ADA from 94.47% to 94.52%, there is still a need for improvement this year, specifically in chronic absenteeism. Chronic absenteeism is defined as a student who is absent for 10% or more of the school year due to all absences. Our rate decreased from 15.97% in 2016-2017 to 14.81% in 2017-2018.. This is still a high rate of chronic absenteeism that needs to be investigated and provide support to students and their families so that their child attends school each day.</p>		
Goal Applies to:	Grade/Department/Other:	TK-6	
	Applicable Pupil Subgroups:	All	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:	By June 2019, the average score on the staff survey in the area of "being rewarded for experimenting with innovative techniques" will improve from 3.14 to 3.25 on a four point scale.
	By June 2019, the average score on the staff survey in the area of "discussions on instructional practices to be valued and openly discussed" will improve from 2.23 to 3.0 on a four point scale.
	By June 2019, the average score on the parent survey in the area of "my child's school is a safe place" will improve from 3.38 to 3.5 on a four point scale.
	By June 2019, the average score on the student survey in the area "my school is a safe place" will improve from 3.28 to 3.5 on a four point scale.
	By June 2019, the average score on the student survey in the area "being made fun of, teased or insulted at school" will decrease from 2.30 to 2.0 on a four point scale.
	By June 2019, the number of major behavior instances will be reduced by 10% as measured by the number of Tier II referrals from 101 to 90 or less. SBUSD Board policies and CA Education Code will be utilized before any suspensions are conducted.
	By June 2019, student daily attendance will improve from 94.52% to 95.5%.
	By June 2019, the rate of chronic absenteeism will decrease from 12% to 10%.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Positive Behavior Intervention Supports will continue to be implemented school-wide to promote a positive school climate where students feel safe to attend school daily and thrive academically. Restorative Practices/Circles will continue to be conducted as part of PBIS. Professional development will be provided in the areas of positive behavior support, purposeful classroom environments, restorative practices & circles, effective management techniques and implementation of behavior plans.	X All Students	Sub costs for teacher release and/or out of contract pay for teachers to evaluate program implementation Use of SELPA consultant to support Year 2 of PBIS implementation along with the support of the staff from Student Services support	1000-1999: Certificated Personnel Salaries None Specified	Title I None Specified	3,465

		Materials, supplies, resources for professional development may include, but are not limited to easels, chart paper, color printer and toner for posters, charts, and PBIS materials	4000-4999: Books And Supplies	Title I	1,000
2.2 Utilize the services of San Ysidro Community Services and South Bay Community Services which provide community resources such as health care, social services and counseling.	X All Students	Based on the needs of students and their families, services will be provided by the community services available to them.	None Specified	None Specified	

<p>2.3 Provide interventions and behavior plans for general at-risk students and special education students. Site psychologist will work collaboratively with the teacher and the student in the classroom and/or during recess and/or lunch for coaching, modeling and implementation of behavior plans.</p>	<p>X All Students</p>	<p>Site psychologist will provide academic and behavior intervention plans for students in collaboration with the classroom teacher and with the support of administration. Psychologist will also provide counseling sessions during the instructional day to students.</p> <p>Release will be provided to classroom teachers to attend Student Study Team and IEP meetings during the instructional day.</p> <p>Teachers will attend conferences with a focus on behavior interventions and support for students with severe behavior issues.</p> <p>1000-1999: Certified Personnel Salaries</p> <p>Title I</p> <p>5,300</p>
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2.4 A Student Council will be established in Grades 4-6.	X All Students	Teacher facilitators will recruit students to implement a Student Council who will be responsible for planning and advertising School Spirit Days throughout the school year. In addition, a student Peace Patrol will be implemented to actively mediate conflicts during recess. Supplies and resources will be purchased to support Spirit Days and the purchase of T-shirts and jackets for students.	4000-4999: Books And Supplies	LCFF - Base	2,000
2.5 Grade level schedules will reflect the mandated physical education minutes.	X All Students	Each teacher's daily schedule will reflect 200 minutes of physical education every ten days.	None Specified	None Specified	

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	<p>Parent and Community Engagement to Support Student Achievement: Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.</p> <p>To increase student attendance and parent participation, Nicoloff School will strengthen the home-school connection by providing school events for families and parent workshops during and after the school day and will continue to actively recruit parent and community volunteers.</p>	<p>Related State and/or Local Priorities: 3 X Parental Involvement 4 X Pupil Achievement 6 X School Climate Local (Specify):</p>
Identified Need :	<p>Of the 800 families that were enrolled at Nicoloff in the 2017-2018 school year, only 75 parents took the parent survey. Parent survey data in the 2016-2017 school year regarding how involved they are in school events involvement had a score of 3.61 on a four point scale. There was a decrease in the 2017-2018 school year with a score of 3.44 and the goal of 3.75 was not met. In addition, in the area of the school provides opportunities for me to be involved had a score of 3.61.</p> <p>Parent sign in sheets during 2017-18 English Language Advisory Committee (ELAC) meetings showed that an average of 9 parents attended meetings. We developed a goal to increase that number to 15 and we easily met it.</p> <p>Our Parent Volunteer Center had 33 volunteers who were active at least once a week throughout the 2017-18 school year, an increase of 12 from the previous year.</p>	
Goal Applies to:	Grade/Department/Other: TK-6	Applicable Pupil Subgroups: All

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

By June 2019, the number of parents taking the parent survey will improve from 75 to 140 as measured by the total number of survey results.

By June 2019, the average score on the parent survey in the area of "family involvement in school events" will improve from a 3.44 to 3.5 on a four point scale.

By June 2019, the average score on the parent survey in the area of "school provides opportunities for me to be involved" will improve from a 3.61 to 3.75 on a four point scale.

By June 2019, the number of active Parent Center volunteers will increase by 10% from 33 to 36, as measured by daily sign in records.

By June 2019, the average attendance at English Language Advisory Committee (ELAC) meetings will increase 10% from 20 members to 30, as measured by meeting sign in sheets.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 To improve parent engagement and support low income families with resources, a Community Volunteer Coordinator will be maintained that will serve as the liaison between school, home, and the community. Parents will be actively recruited to attend parent conferences.	X All Students X Low Income Pupils X English Learners X Foster Youth X Other Subgroups: (Specify) Title 1, At-risk, Homeless	Community Volunteer Coordinator salary Payroll taxes Parents will participate in conferences.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title I Title I Title I	16,995 5,000 1,000
3.2 Partner with Sweetwater Union High School District and San Ysidro Community services to provide parent education classes for families from around the community that focus on developing parenting skills that support students in their academic achievement. Utilize the services of South Bay Community Services for wrap-around services and social-emotional needs.	X All Students	No site costs	None Specified None Specified	None Specified None Specified	
3.3 Families who qualify for Free/ Reduced lunch and/or are at-risk will be supported by being provided supplemental materials needed for successful school participation, such as but not limited to uniforms, backpacks, folders and notebooks.	X All Students X Low Income Pupils X Foster Youth X Other Subgroups: (Specify) Homeless	Miscellaneous materials and supplies	4000-4999: Books And Supplies	Title I	500

3.4 Refreshments will be provided at Title I and other parent involvement events to make them feel welcome.	X All Students	Cost of refreshments	4000-4999: Books And Supplies	Title I	500
3.5 Conduct school and Community events during and after the school day.	X All Students	To engage parents and students into the school community, a variety of school events will be held and include, but not limited to: PTA meetings and events, ELAC meetings, Movie Nights, Fall Carnival, Family Reading Night, Talent Show and Battle of the Books.	4000-4999: Books And Supplies	LCFF - Base	1,000
3.6 Recognition of Students and Classroom Attendance.	X All Students	Administrators will recognize on a monthly basis the classrooms with the highest attendance per grade level. Individual students will be recognized at school assemblies for perfect and improvement in attendance. An attendance bulletin board will be on display in the main office to recognize classrooms with the highest attendance each month. Families will be recognized at assemblies, in person or by phone.	4000-4999: Books And Supplies	LCFF - Base	2,000

3.7 Assemblies will be conducted to recognize students with exemplary academic or behavior performance, including improvement in behavior and academics.	X All Students	Administrators and teachers will recognize students and their families for their support with their child's education at assemblies throughout the school year.	None Specified	None Specified
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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4:	Basic Services to Support Student Achievement:	Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students.	Related State and/or Local Priorities:
			1 X Basic Local (Specify):
	At Nicoloff School, a welcoming environment will be provided through a safe, clean campus including facilities. A positive, welcoming campus will include the use of display cases for student work and for parent information, pertinent information on the school marquee and a welcome easel with school announcements at the front of the school office. An attendance board at the main office will highlight classrooms with the highest attendance each month. Inspirational posters will be displayed at both campuses, appreciation boards for staff will be utilized in both lounges and the library will be decorated. Campus beautification projects will be completed through community service projects.		
Identified Need :	On the student survey data in the area of my school and classroom is clean and well-maintained, the score was 3.02 and for parents in the same area the score was 3.58. Observational data of the entire campus demonstrates a need to continue to enhance the exterior of the buildings and adding plants or bark to enhance the dirt areas around the classrooms. Even though the area of traffic safety is not on the parent survey, many parents have shared their concern for student safety during the morning drop-off and dismissal at both campuses, including supervision on the playground before school begins.		
Goal Applies to:	Grade/Department/Other: School Community Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By June 2019, student survey data on "my school and classroom is clean and well-maintained" will improve from a score of 3.02 to 3.5. Parent survey data in the same area will be maintained at 3.5 or higher. Meet the CASBO cleanliness standards with a score of 95% or higher.		
Actions/Services	Pupils to be Served	Description	Object
4.2 One walkthrough a month will be scheduled with custodial and/or maintenance staff to ensure that a safe and clean campus is maintained.	X All Students	No site cost	None Specified
			Funding Source
			Amount
			0

4.3 School building paint will be maintained by Facilities and Maintenance.	X All Students	No site cost	None Specified	None Specified
4.4 Provide all basic school and custodial supplies for day to day operations.	X All Students	Basic supplies for day-to-day school operations which include but not limited to: the purchase of classroom and office supplies; custodial supplies; copy paper; printing costs; postage, student incentives and campus beautification materials. Copier Lease	0000: Unrestricted	LCFF - Base 38,173
4.5 Provide clerical help to support the office staff during peak times in the school year.	X All Students	Extra clerical support will be provided to support the office staff during the beginning and end of the school year. Payroll taxes for clerical support.	0000: Unrestricted 2000-2999: Classified Personnel Salaries	LCFF - Base 2,889 LCFF - Base 2,000
4.6 Provide professional development for Noontime Supervisors on PBIS and training on student supervision. Noontime Supervisors will provide AM duty before school and at dismissal.	X All Students	Professional development will be provided to ensure the safety and well-being of all students through the use of PBIS strategies and active traffic and student supervision during the peak times of before school and dismissal.	2000-2999: Classified Personnel Salaries	LCFF - Base 12,842
4.7 Provide extra pay for IMRT during non work days on the work calendar.	X All Students	Provide IMRT with extra pay during non work days to organize classroom libraries for classrooms and for the library.	2000-2999: Classified Personnel Salaries	LCFF - Base 1,000

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 10/25/18
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$58,904
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$0
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0
Total amount of state categorical funds allocated to this school		\$58,904

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$88,452	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$35,460	
Total amount of federal categorical funds allocated to this school		\$123,912	

Total amount of state and federal categorical funds allocated to this school		\$179,807
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Nicoloff Elementary

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	88,452	0	88,452	10,500	21,995	34,542	21,415	88,452
Title III	35,460	0	35,460	24,000	0	9,460	2,000	35,460
State Programs								
LCFF (Base) 0503	58,904	0	58,904		15,842	38,173	4,889	58,904
Additional Funding								
Total	182,816	0	182,816	34,500	37,837	82,175	28,304	182,316

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marla Fernandez	X				
Abraham Alvarado		X			
Vanessa Barrera		X			
Kristin Smith		X			
Fernando Llorente			X		
Omar Alvarez				X	
Dulce Hinojosa				X	
Judith Hernandez				X	
Joanna Rodriguez				X	
Alejandra Garcia				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Staff and Parents

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 25, 2018.

Attested:

Marla Fernandez

Typed Name of School Principal

Signature of School Principal

10/25/18
Date

Kristin Smith

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/25/18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Full implementation of the Reader's and Writer's Units of Study for grades TK-6
- Targeted intervention for students who are not meeting the SBUSD grade level reading benchmarks, including the goal of having all 3rd grade students reading at grade level by the end of the year
- Targeted after school intervention for students who are at the cusp of meeting grade level benchmarks
- Identify the major expenditures supporting these priorities.
Major expenditures include out of contract pay (\$10,500) for after school intervention, the cost of one Impact teacher (\$24,000) and classroom materials and resources (\$85,000)

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- The following were fully implemented:
- Push in small group reading support for at risk students by Impact teachers in TK-2
- Spring Intercession Program was provided for students not meeting grade level standards in the areas of reading, writing and math
- Weekly grade level collaboration (PLC) focus on reading and writing - PLC best practices
- PBIS committee data analysis and program planning
- Professional Development focused on Reader's and Writer's Workshop by TOSAs and Reading & Writing Workshop staff developers (labsites)
- Classroom libraries purchased for all classrooms
- Supplemental materials, aligned to the California State Standards, for Workshop Units of Study instruction
- School-wide reading assessment was administered throughout the school year to track reading progress of students
Technology was purchased to gather data during classroom observations
- Fully funding a Community Volunteer Coordinator
- Parent and Me preschool classes offered by Sweetwater Union High School District
- School building was painted after the Nicoloff Beautification Committee (NBC) gathered data on the needs of our school environment
- Student, Teacher and Parent Surveys were conducted
- Military Partnership
- Attendance and Student Recognition Assemblies

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Hiring a second Impact teacher, Fall Break Intervention did not occur for students reading below grade level.

- What specific actions related to those strategies were eliminated or modified during the year?
The goal was to have one Impact teachers provide push in support in the early grades to target early literacy. A teacher was not hired due to lack of qualified candidates.
- Identify barriers to full or timely implementation of the strategies identified above.
We have identified early literacy as a focus and an implementation need in order to meet the goal of having all students read at grade level by 3rd grade. The person hired must be of exceptional talent in order to meet the needs of our students. Applicants did not meet expectations.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
The funding (LCFF 0980 \$18,265) was shifted from the unfilled Impact teacher position to classroom libraries and books under Goal #1 for action step 1.3 "Purchase supplemental materials aligned to the California State Standards as needed for ELA, ELD and mathematics." The books were utilized for students not reading at grade level in small group instruction.
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Although it is difficult to identify what greater improvement would have happened with the support of an Impact teacher, it can be assumed that more time spent addressing student gaps in reading through an extra intervention would have increased achievement.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Full implementation of the Reader's and Writer's Workshop, including targeted intervention and the administration of the DRA2 assessment 3 times a year, had the following effect on overall ELA student achievement :

- a) Grade 3 had an increase in standard met from 13% to 25%
- b) Grade 5 had an increase in exceeding the standard met from 5% to 7.5%
- c) Grade 6 had an increase in exceeding the standard from 3.5% to 6%

With respect to the ELA claims, the following grade levels had the most significant gains:

- a) In the Reading claim, grade 3 increased from 30% to 44% and Grade 6 increased from 6% to 13% in students above standard
- b) In the Listening claim, grade 3 increased from 49% to 68% in students at or near standard and decreased from 40% to 19% in students below standard. In this claims, grade 4 also had a gain from 59% to 66%.
- c) In the Research/Inquiry claim, grade 5 had an increase from 12% to 18% in students above standard.

Professional development in Mathematics during grade level PLCs resulted in the following effect on overall Math student achievement:

- a) Grade 3 had an increase in students exceeding standard from 4% to 8.5% and an increase in standard met from 23% to 27%
- b) Grade 4 had an increase in students nearly meeting standard from 31% to 39%
- c) Grade 5 had an increase in students meeting standard from 6% to 8%
- d) Grade 6 had an increase in students exceeding standard from 2.5% to 7.5%

With respect to the Math claims, the following grade levels had the most significant gains:

- a) In the Concepts and Procedures claim, Grade 3 increased from 12% to 25% in students exceeding standard and a decrease in students below standard from 40% to 38%. Grade 6 had an increase from 8% to 10% in students exceeding standard.
- b) In the Problem solving and Modeling claim, Grade 5 increased from 36% to 41% and Grade 6 increased from 3% to 8% in students exceeding standard.
- c) In the Communicating Reasoning claims, Grade 3 increased from 7% to 12% in students exceeding standard and a decrease in students below standard from 30% to 24%. Grade 4 had an increase from 43% to 46% in at or near standard, Grade 5 had an increase from 43% to 46% in at or near standard and 6th grade had an increase from 3% to 9% in students above standard.

Designated and Integrated ELD, had the following effect on the student achievement of the 62 RFEPs that were given the ELA and Math assessments:

- a) In ELA, Grade 5 had 62% of students meeting or exceeding the overall standard and Grade 6 had 72% . The highest results were in the Listening claim with Grade 5 at 91% and Grade 6 at 94% at or above standard
- b) In Math, Grade 5 had 41% of students meeting or exceeding the overall standard and Grade 6 had 45%. The highest claims were the Problem Solving and Modeling with 76% near or above standard and the communicating reasoning claims with 78% near or above standard.
- c) The most significant claim was the Communicating Reasoning claim, Grade 5 had 78% near or above standard and Grade 6 had 79%.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Spring Intercession was provided and showed positive results for those who attended throughout the week. Having a second Intercession in the fall may have had positive results for those who would have attended. Math professional development conducted throughout the school year.

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Although full implementation of Reader's and Writer's Workshop took place, targeted intervention with the use student work and formative assessments was done more consistently in different grade levels. Professional development in Mathematics was conducted via grade level PLCs and not consistently throughout allotted staff meeting days. In addition, math professional development provided by the district's TOSAs were not mandatory after the contract day.

- Lack of timely implementation

N/A

- Limited or ineffective professional development to support implementation

Wednesday professional development days did not address math planning or student tasks that would have raised the rigor of instruction, including the use of interim assessments.

- Lack of effective follow-up or coaching to support implementation

Focus of walk-through classroom observations was the implementation of Reader's and Writer's Workshop.

- Not implemented with fidelity

Math professional development was not provided consistently from the beginning of the year through the use of district TOSAs and only certain teachers attended optional out-of-contract professional development provided by the district.

Targeted ELA intervention during the instructional day via classroom instruction and extra support for grades K-2 via an Impact teacher

- Not appropriately matched to student needs/student population

▪

- N/A

▪

- Other:

NA

- Based on the analysis of this practice, would you recommend:

Including math professional development during allotted administrator directed PLCs, support teachers in attending professional development after the contract day and including math interim assessments during the school year.

- Eliminating it from next year's plan
No.

- One Impact teacher will be hired.
- Math professional development will begin in August and have ongoing support from District TOSAs.
- Admin directed Professional Learning Communities will have a math focus at least once every four admin directed opportunities.

▪

▪

- Continuing it with the following modifications:

Involvement/Governance

- How was the SSC involved in development of the plan?

School Site Council was involved in the development of the plan by attending regular meetings, giving their feedback on the LCAP teacher and parent survey from April 2018.

- How were advisory committees involved in providing advice to the SSC?

Parents were actively engaged in providing advice and input to the SSC on the SPSA through ELAC meetings and an LCAP survey. During ELAC meetings, the SPSA goals were explained as was the alignment of these goals to the district's LCAP. Parents had an opportunity to ask questions, engage in meaningful discussions, and provide feedback on each goal. Their feedback was then summarized and reported to School Site Council.

- How was the plan monitored during the school year?

During regular SSC and ELAC meetings, school and state student data was shared to provide information on the progress toward goals and action steps.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Higher attendance at ELAC meetings, Coffee with the Principal meetings and having more parents complete the LCAP survey in April of 2019.

Outcomes

- Identify any goals in the current SPSA that were met.
- By June 2017, the average score in the area of "being involved in the decision making process" on the Staff Survey on Climate and Culture will improve from a 3.2 on a four point scale to 3.5. (INCREASED TO 3.57)
- By June 2017, the number of active Parent Center volunteers will increase from 28 to 35, as measured by daily sign in records. (INCREASED OF 7)
- By June 2017, the number of parents attending at least 75% of English Language Advisory Committee (ELAC) meetings will increase from 15 members to 20, as measured by meeting sign in sheets.
- By June 2017, reduce or maintain the number of out-of-school suspensions from 6 or below. (DECREASE IN 5 SUSPENSIONS FROM 6 TO 1).
- Identify any goals in the current SPSA that were not met, or were only partially met.
- By June 2017, the percentage of students meeting or exceeding ELA California State Standards on the CAASP will increase 8% from 29% to 37%. (DECREASED BY 3% AT 26%)
- By June 2017, the percentage of students meeting or exceeding Math California State Standards on the CAASP will increase 8% from 19% to 27%. (DECREASED BY 8% TO 19%)
- By June 2017, the percentage of students reading at grade level will increase from 33% to 43%, as determined by the Developmental Reading Assessment. (INCREASED FROM 33% TO 39%)
- By June 2017, student daily attendance will improve 1% from 92.9 to 94%. Daily attendance increased from 94.47% to 94.52% (INCREASED 0.05%)
- By June 2017, the number of major behavior instances will be reduced by 25% from 95 Tier II forms to 71. (REDUCED TO 85). (INCREASED BY 16 from 85 to 101)
- By June 2017, the average score in the area of "my child's school provides opportunities for me to be involved" on the District Parent Survey will improve from a 3.58 on a four point scale to 3.75. (DECREASED TO 3.608)
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Hiring a 2nd Impact teacher to provide reading push in intervention for at risk students not reading at grade level (not

implemented)

- Focused and consistent Math PD was not provided from the beginning of the year
- Fall Intersession was not provided
- Consistent implementation of Tier II intervention strategies for behavior
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Continue walk throughs during ELA small group intervention to provide feedback and next steps, utilize TOSAs for grade level and individual support and professional development
- Utilize Math TOSAs for all staff and grade level professional development, math labsites will be conducted at school site by district personnel
- One Impact teacher will be hired with site funds this year to instruct Newcomers and provide extra support to Grades 1-2
- After school targeted intervention will be provided for students who are at the cusp of meeting grade level reading benchmarks
- Continued professional development on Tier II behavior strategies

**NICOLOFF SCHOOL
SCHOOL SITE COUNCIL MEETING**

Date: 10/25/18

Location: PLC ROOM/NIC NORTH

2:45 PM

AGENDA/MINUTES

Welcome/Introductions	Ms. Fernandez
<i>Approval of Agenda</i> Motion: Mr. Alvarez 2 nd : Ms. Fernandez Vote: In favor <input checked="" type="checkbox"/> Opposed <input type="checkbox"/> Abstain <input type="checkbox"/>	Chairperson: Ms. Chavez Called the meeting to order @ 2:54 PM
<i>Approval of Minutes</i>	
Minutes from: 9/18/18 Motion: 2 nd : Vote: In favor <input type="checkbox"/> Opposed <input type="checkbox"/> Abstain <input type="checkbox"/>	Chairperson: Ms. Chavez Correction made to the date on the minutes from 9/28/18 to 9/18/28
<i>Public and Oral Communications</i>	Chairperson: Ms. Chavez None to Report
<i>Advisory Committee Reports</i> <ul style="list-style-type: none"> ELAC PTA 	Chairperson: Ms. Chavez <ul style="list-style-type: none"> Ms. Chavez reviewed the format and topics of the last DELAC meeting Ms. Fernandez informed group of the Fall Carnival date (11/9/18)
<i>Old Business</i> <ul style="list-style-type: none"> Active Shooter Training on 10/5/18 	Chairperson: Ms. Chavez <ul style="list-style-type: none"> Ms. Barrera, Ms. Chavez and Ms. Fernandez shared the experience of the simulation Ms. Fernandez shared next steps for protocols and timeline for approval of timeline in December by School Site Council Ms. Chavez shared the School Resource Officer is going to be conduct a Safety Walk at Nicoloff on 10/30/18
<i>New Business and Action Items</i> <ul style="list-style-type: none"> Final Approval of 2018-2019 Single Site Plan for Student Achievement 	<ul style="list-style-type: none"> Ms. Fernandez reviewed the budget page, goals and action steps of the Site Plan for the 18-19 school year Ms. Barrera asked a clarifying question regarding Goal 1-Action Step 1.4 to include Grade 3 for small group intervention with the Impact Teacher <p> MOTION: Mr. Alvarez SECOND: Mr. Llorente IN FAVOR: All </p>
<i>SSC Member Discussion and Recommendations</i>	

<i>Next Meeting Date</i>	TBD
<i>Adjournment</i>	Chairperson: Ms. Chavez 3:33PM

Members present:

Marla Fernandez, Principal

Susy Chavez, Assistant Principal

Fernando Llorente, Psychologist

Vanessa Barrera, Teacher

Kristin Smith, Teacher

Omar Alvarez, Parent

The School Plan for Student Achievement

School: Oneonta Elementary
CDS Code: 37-68395-6040521
District: South Bay Union
Principal: David Trautman
Revision Date: October 3, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: David Trautman
Position: Principal
Phone Number: (619) 628-8600
Address: 1311 Tenth Street
Imperial Beach, CA 91932
E-mail Address: dtrautman@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Oneonta Elementary's Vision and Mission Statements

Oneonta is a school where kids feel happy, safe, and loved. We collaboratively teach our students academics and leadership with a smile...because education matters. Oneonta Elementary School is committed to the principle that all students can and will learn. To achieve this goal, all staff will continuously seek to be highly skilled in instruction and utilize effective instructional practices for all students. Professional development and a rigorous learning environment will serve to support maximum student achievement. The Oneonta community of learners; teachers, students and parents will be responsible for setting high standards and maintaining the culture that all students can and will succeed.

School Profile

Oneonta Elementary School (Grades TK through 6) is located in Imperial Beach, California. Our student enrollment is approximately 522 students. The School Site Plan is the result of a coordinated effort involving the Oneonta Elementary School staff and parents/guardians in collaboration with South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify priorities and goals to ensure that our students achieve high levels of achievement and our teachers our provided the instructional support to fully implement the CA Common Core State Standards in English Language Arts and Mathematics and English Language Development Standards.

Oneonta Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 72%. Other ethnicities include 10% white, 2% African American, and 10% Asian, Filipino, or Pacific Islander and 6% are of other ethnicities. Of the 522 students, 188 of our students are English Learners. Out of our total student population, 100% receive free breakfast and lunch.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	64	66	89	60	65	89	60	65	94.7	93.8	98.5
Grade 4	78	87	59	74	85	57	74	85	57	94.9	97.7	96.6
Grade 5	64	75	80	61	74	78	61	74	78	95.3	98.7	97.5
Grade 6	48	59	69	48	58	67	48	58	67	100	98.3	97.1
All Grades	284	285	274	272	277	267	272	277	267	95.8	97.2	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2396.9	2424.1	2408.5	8	28.33	21.54	28	20.00	21.54	33	25.00	29.23	31	26.67	27.69
Grade 4	2447.9	2441.1	2446.3	11	8.24	14.04	31	29.41	31.58	24	21.18	17.54	34	41.18	36.84
Grade 5	2472.1	2474.6	2468.1	8	8.11	5.13	28	28.38	28.21	30	37.84	30.77	34	25.68	35.90
Grade 6	2542.4	2497.9	2524.7	15	10.34	11.94	42	29.31	35.82	33	31.03	35.82	10	29.31	16.42
All Grades	N/A	N/A	N/A	10	13.00	12.73	31	27.08	29.21	30	28.52	28.84	29	31.41	29.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	23.33	21.54	46	38.33	44.62	44	38.33	33.85
Grade 4	11	15.29	12.28	51	54.12	47.37	38	30.59	40.35
Grade 5	13	13.51	7.69	41	51.35	51.28	46	35.14	41.03
Grade 6	13	6.90	16.42	60	50.00	55.22	27	43.10	28.36
All Grades	11	14.80	14.23	49	49.10	49.81	40	36.10	35.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	30.00	18.46	61	41.67	43.08	30	28.33	38.46
Grade 4	24	11.76	21.05	47	51.76	38.60	28	36.47	40.35
Grade 5	15	20.27	15.38	48	56.76	48.72	38	22.97	35.90
Grade 6	27	13.79	14.93	63	51.72	55.22	10	34.48	29.85
All Grades	18	18.41	17.23	54	50.90	46.82	28	30.69	35.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	13.33	15.38	69	66.67	61.54	21	20.00	23.08
Grade 4	7	8.24	15.79	73	64.71	70.18	20	27.06	14.04
Grade 5	8	5.41	6.41	66	70.27	71.79	26	24.32	21.79
Grade 6	10	8.62	10.45	83	60.34	73.13	6	31.03	16.42
All Grades	9	8.66	11.61	72	65.70	69.29	19	25.63	19.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	30.00	27.69	60	46.67	44.62	26	23.33	27.69
Grade 4	8	15.29	22.81	70	56.47	52.63	22	28.24	24.56
Grade 5	23	16.22	16.67	64	59.46	52.56	13	24.32	30.77
Grade 6	31	22.41	34.33	58	56.90	56.72	10	20.69	8.96
All Grades	18	20.22	25.09	63	55.23	51.69	19	24.55	23.22

Conclusions based on this data:

1. The overall 2016-2017 ELA data indicates that 42% of students exceeded or met the overall standard, representing a 2% increase from the 2016-2017 school year. 29% nearly met the standard and 29% did not meet the overall standard. There was a 2% decrease in students not meeting the standard from the previous school year. Our average distance from Level 3 is -24.

It can be concluded that although there was an increase in students meeting the standard, there continues to be a great need for students who have nearly met and who did not meet the standard to receive rigorous ELA instruction aligned to the CA State Standards. All students need to progress to reading grade level texts and build stamina both proficiently and independently so as to meet or exceed standards. It is evident that students need rigorous instruction combined with small group targeted intervention. In addition, teachers need continued professional development on the CA ELA/ELD framework and comprehensive reading instruction so as to meet the needs of all students, including English Language Learners, and Title I students.

In addition, when the results are compared between the 2016-2017 school year, three of the four standard domains maintained similar levels of students below standard, while there was a 6-percentage point increase in students below standard in the Writing domain. Full implementation of the TCRWP Units of Study in Writing, which emphasizes small group and one-on-one intervention, should support increases in writing performance in the coming school year.

2. The data indicates that third grade had 43% of students exceeding or meeting the overall standard, representing a 5-percentage point decrease in achievement. This decline was also reflected in the mean scale score for third grade, which decline by 15 points. For grade four, the percent of students meeting or exceeding the standard remained the same at 46%, while the mean scale score increased by about 5 points. In fifth grade, there was a 3-percentage point increase the number of student nearly meeting or not meeting standard, resulting in 33% of student at or above grade level, though the mean scale score declined by only 6 points. Despite a significant decrease in 6th grade from the 2015-2016 to 2016-2017, the 2017-2018 school year saw an 8-percentage point increase in the number of students meeting or exceeding standard, with 48% of sixth-grade students at or above grade level. This was accompanied by a significant growth in the mean scale score for the grade, which increased by 27 points.

While the mean scale score growth and decline more or less correlated with each grade level's increases and decreases in percentages of students meeting or exceeding standard, it is interesting to note that when looking at student cohorts (for example, Grade 3 students in 2015-2016 became grade 4 students in 2016-2017 and grade 5 in 2017-2018), we see growth in the mean scale score each year for every cohort represented in the data.

This data indicates that sixth grade may have utilized instruction that was closely aligned to the CA State Standards by providing instruction that included balanced literacy, consistent targeted intervention and collaborative grade level planning. It can also be concluded from the results that teachers may need more professional learning on reading instruction and targeted intervention for students who are not at grade level benchmark. Full implementation of the TCRWP Units of Study in Reading, which emphasizes small group and one-on-one intervention, should support increases in writing performance in the coming school year.

3. The claims data indicates that the highest areas were in 1) Listening with an overall result of 81% of students above or near standard (an 8-percentage point increase from the 2016-2017 school year) and 2) Research and Inquiry with a result of 77% above or near standard. The results indicate that the instruction may have been more closely aligned to the CA State standards in these two claim areas. In the Writing claim, 64% were above or near standard; a 4% decrease from the 2015-2016 school year. This indicate that students may need more writing opportunities with on-demand writing and utilizing technology for writing tasks. There was a 1% increase in students near or meeting standard in the Reading claim. This and the writing claim continue to have the lowest overall results of the claims with 36% below standard in both. This indicates that classroom reading and writing instruction must continue to utilize effective reading practices, frequent formative assessments to drive instruction including the use of leveled reading assessments to identify the individual reading needs of students so as to provide critical reading and foundational skills instruction through targeted small group instruction.

There is a significant difference in the overall scores for our English Learners (ELs) compared to the overall performance of English Only (EO) students, with 27% mastery in the former and 42% mastery in the latter. This gap is mostly reflected in the students who did not meet standard, which was 41% for ELs while only 29% for EOs. This would indicate that although EL are progressing on the CELDT, there is a great need for a deeper implementation of integrated ELD to meet the cognitive demands of literacy as EL move up grade levels. In the claim areas, EL had the highest results in the Listening claim with 74% of students above or near the standard and 65% above or near the standard in the Research/Inquiry claim. This may indicate that instruction may be more highly correlated to these two claims.

Of the 26 RFEPS, 71% met or exceeded the standard which indicates that when given designated ELD and integrated ELD, students will be able to meet or exceed the cognitive demands of literacy.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	64	66	91	64	66	91	64	66	96.8	100	100
Grade 4	77	87	59	76	87	57	76	87	57	98.7	100	96.6
Grade 5	64	75	80	62	75	80	62	75	80	96.9	100	100
Grade 6	48	59	69	48	59	69	48	59	69	100	100	100
All Grades	283	285	274	277	285	272	277	285	272	97.9	100	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2402.0	2430.6	2411.2	4	10.94	6.06	24	34.38	25.76	38	35.94	39.39	33	18.75	28.79
Grade 4	2439.3	2432.2	2451.9	3	4.60	5.26	24	19.54	24.56	37	37.93	38.60	37	37.93	31.58
Grade 5	2448.0	2444.1	2444.0	5	1.33	2.50	10	14.67	8.75	27	25.33	30.00	58	58.67	58.75
Grade 6	2515.7	2466.8	2482.3	15	8.47	5.80	25	10.17	21.74	29	30.51	31.88	31	50.85	40.58
All Grades	N/A	N/A	N/A	6	5.96	4.78	21	19.65	19.49	34	32.63	34.56	39	41.75	41.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	31.25	19.70	43	40.63	40.91	41	28.13	39.39
Grade 4	12	11.49	14.04	37	31.03	38.60	51	57.47	47.37
Grade 5	13	4.00	5.00	10	28.00	30.00	77	68.00	65.00
Grade 6	13	10.17	13.04	38	25.42	33.33	50	64.41	53.62
All Grades	14	13.68	12.50	33	31.23	35.29	53	55.09	52.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	20.31	10.61	51	64.06	50.00	42	15.63	39.39
Grade 4	5	3.45	14.04	45	48.28	52.63	50	48.28	33.33
Grade 5	6	9.33	2.50	40	28.00	40.00	53	62.67	57.50
Grade 6	17	6.78	7.25	50	37.29	37.68	33	55.93	55.07
All Grades	8	9.47	8.09	47	44.21	44.49	45	46.32	47.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	17.19	16.67	63	70.31	57.58	22	12.50	25.76
Grade 4	13	11.49	12.28	38	40.23	54.39	49	48.28	33.33
Grade 5	5	1.33	2.50	40	49.33	38.75	55	49.33	58.75
Grade 6	27	16.95	10.14	42	35.59	49.28	31	47.46	40.58
All Grades	14	11.23	9.93	47	48.42	49.26	38	40.35	40.81

Conclusions based on this data:

1. The overall mathematics data indicates that there was a 2% decrease from 26% to 24% of students meeting or exceeded the overall standard while 76% nearly met or did not meet the standard. Our average distance from Level 3 is -56. It can be concluded there was a minimal connection between classroom instruction and resources to the demands of the CA State Standards and alignment of the CAASSP assessment. It is also evident that classroom instruction must be driven by the rigor of the standards and must include the appropriate grade level resources and technology as part of the lesson design in mathematics, particularly building conceptual understanding. It may also be concluded that TK-2 grade teachers need to use ST Math on a consistent basis to build conceptual understanding as the students move up grade levels. Grades 3-6 must also consistently utilize ST Math to make a difference in the potential gains in conceptual understanding.

Both grades 4 and 6 demonstrated an increase in student proficiency; Grade 4 students increase by 6 percentage points to 30% meeting or above standard compared to the 2016-2017 school year, while grade 6 students showed the most growth in students at or above standard, moving from 19% to 28% in the 2017-2018 school year. Similarly, the mean scale score grew for both of these grades compared to the 2016-2017 school year; in grade 4 there was a 20 point increase while in grade 6 the mean score increased by 15 points. Grade 3 had the most significant decrease in students exceeding or meeting standard when compared to the 2016-2017 school year with an overall change from 45% to 32%. This decline was accompanied by a 20 point drop in the mean scale score from the prior year. Fifth grade students also demonstrated less proficiency with a decline from 16% to 11% meeting or above standard, while the mean scale score remained almost exactly the same as the prior year, which could either indicate that the students who are meeting standard are widening the gap by achieving at higher levels, or that the students not at standard are falling short of the standard expectations, but are closing the gap by increasing their overall scale score.

While the mean scale score growth and decline more or less correlated with each grade level's increases and decreases in percentages of students meeting or exceeding standard, it is interesting to note that when looking at student cohorts (for example, Grade 3 students in 2015-2016 became grade 4 students in 2016-2017 and grade 5 in 2017-2018), we see growth in the mean scale score each year for every cohort represented in the data.

2. The claims data indicates that the only increase was in Concepts and Procedures with an increase of 2% to 48% in students near, at, or above standard. In the claims of Problem Solving & Modeling/Data Analysis and Communicating Reasoning, the results remained more or less stagnant with a decrease in students above or near standard from 54% to 53% and 60% to 59%, respectively. It can be concluded that there is minimal alignment of instruction to the demands of the CAASSP assessment and that classroom assessments are not aligned to the manner in which mathematics is assessed on the CAASSP.

It can also be concluded that teachers need continued professional development in the CA State standards in all the claim areas, including a clear understanding of the task level and performance level for each claim target.

3. Despite the growth in grades 4 and 6, the percent of student nearly or not meeting standards in each grade (68% in 3rd grade, 70% in 4th grade, 89% in 5th grade, and 73% in 6th grade) indicates that the classroom teachers need continued support on unpacking and defining the grade level standards, utilizing resources and technology aligned to the demands of the standards and to deepen their knowledge of the rigor of the CA State Standards. It may also be concluded that not only are students below grade level in 3rd grade continuing to struggle from year to year, but also that students decrease in proficiency over time, creating wider and wider gaps over time.

There is a significant difference in the overall scores for our English Learners (ELs) compared to the overall performance of English Only (EO) students, with 12% mastery in the former compared to 28% mastery in the latter. This gap is mostly reflected in the students who did not meet standard, which was 53% for ELs while only 38% for EOs. This would indicate that although EL are progressing on the CELDT, there is a great need for a deeper implementation of mathematical conceptual understanding to meet the cognitive demands of the claims as EL move up grade levels. In the claim areas, EL had the highest results in the communicating reasoning claim with 53% of students near or above the standard and 40% near or above the standard in the problem solving and modeling claim. This may indicate that instruction may be more highly correlated to these two claims.

Of the 26 RFEP students, 35% met or exceeded the math overall math standard. This would indicate that there is a direct correlation between the level of English proficiency to be able to meet the demands of the math standards.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	<p>Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.</p>	Related State and/or Local Priorities:
	<p>At Oneonta, one of our priorities is the full implementation of Reader's and Writer's Workshop in grades TK-6 in conjunction with the administration if the Fountas & Pinell reading assessment three times per year so that students are able to receive small group instruction at their instructional level to push them forward in meeting grade level benchmarks. Teachers will be offered the opportunity to attend Reading/Workshop professional development through the Learning & Innovation Team and in collaboration with Teachers on Special Assignment to deepen their knowledge about balanced literacy and small group instruction. Oneonta teachers will continue to receive on site professional development on the elements of core reading instruction, the use of the leveled books for small group instruction, independent reading, calibration and analysis of assessments and student work.</p>	<p>2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement Local (Specify):</p>
	<p>In addition, Mathematics professional development will be provided through Math Labsites and on-site professional development.</p>	
	<p>Teachers will be provided professional learning about the ELPAC and its administration by a district coordinator.</p>	
Identified Need :	<p>Our CAASP data in the area of ELA indicates that 42% of students met or exceeded the standard compared to 40% from the 2016-2017 school year, an increase of 2%. The percentage of student who did not meet standard decreased by 2%, indicating that the increase in proficiency was accompanied by reading growth in our lowest-performing students. Both the Reading and Writing claims increased in the students below standard (both at 37%), though the increase was marginal in Reading and more significant (6 percentage points) in writing. In the two other claims of Listening and Research/Inquiry, there was a decrease in students below standards. There is a need to build stamina through Independent reading and on-line reading, along with developing the skills and practice with on-demand writing in the classroom and with technology. In addition, there is a need for continued professional development in reading instruction and targeted intervention.</p>	
	<p>Our 2016-2017 CAASPP data in the area of Mathematics indicates that 24% of students met or exceeded the standard compared to 26% in the 2016-2017 school year and 27% in the 2015-2016 school, indicating a continuation of the declining trend. Students that nearly met the standard increased from the 2015-2016 school year from 33% to 34%, while students not meeting standard remained at 42%. There was a 1-percentage point decrease in the students exceeding standard while the percent of student meeting standard remained around 19.5%. Based on the results of the Concepts & Procedures claim, 47% are near or above standard (an increase of 2-percentage points from 2016-2017). On the Problem Solving and Modeling claim, 52% are near or above standard, while 59% are near or above standard in the Communicating Reasoning claim (a decrease of 1-percentage point in each). It is clear that teachers need to continue to align math instruction to the demands of the rigorous tasks from the Math Content Standards.</p>	
	<p>For our English Language Learners (EL), the 2016-2017 results for ELA are 26% met or exceeded the standard; a 1% increase from the previous school year. 74% of EL nearly met or did not meet the standard when compared to 59% of the schoolwide overall results. In Mathematics, 12% of ELs met or exceeded</p>	

the standard compared to the 24% schoolwide. The Communicating Reasoning claims had 53% of ELs near or above standard.

Our RfEP students scored 71% met or exceeded the overall ELA standard, yet in Mathematics, RfEP students scored at 35% in meeting or exceeding the overall standard.

It is evident from the overall data, particularly the ELL data, Oneonta has to align classroom instruction to the rigor of the CA State Standards in both ELA and Math for all students, particularly for our ELL and must continue to provide instruction with the most effective academic practices for EL based on the state ELA/ELD framework.

Literacy growth through the TCRWP Units of Study continues to be a focus at Oneonta. Fountas and Pinell comprehensive reading assessments were administered to grades 1-6 by August 31, 2018. Transitional kindergarten and kindergarten will administer the assessment in November 2017. The data in conjunction with the South Bay Union School District reading level benchmarks indicate the following percentage of students met or exceeded the Fall reading benchmark, with comparable 2017 Fall benchmark data in parentheses: 40% first grade (35%), 65% second grade (59%), 61% third grade (46%), 31% fourth grade (29%), 40% fifth grade (20%) and 36% 6th grade (22%). In each grade level, the portion of students starting the year at grade level is increased from last year, indicating that while CAASP data may not have reflected as much growth, there is a measureable impact of the implementation of the TCRWP Units of Study in Reading. Nevertheless, there is a need for consistent targeted intervention in these grade levels that includes independent reading, skills and strategy instruction and progress monitoring. Based on the reading assessment data, it is clear that students must receive daily small group reading instruction in all grade levels to be able to meet the district wide goal that all students will be reading at grade level by third grade.

It is evident that there is a need to stem the declining performance of students in the area of mathematics.

Goal Applies to:	Grade/Department/Other:	ALL
	Applicable Pupil Subgroups:	ALL, ELL

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. By June 2018, the percentage of students meeting or exceeding ELA California State Standards on the CAASPP will increase 5% from 42% to 47% accompanied by a mean scale score distance from level 3 increase of at least 3 points
2. By June 2018, the percentage of students meeting or exceeding the Mathematics California State Standards on the CAASPP will increase 5% from 24% to 29% accompanied by a mean scale score distance from level 3 increase of at least 3 points
3. By June 2018, the percentage of ELL meeting or exceeding ELA California State Standards on the CAASPP will increase 5% from 27% to 32%.
4. By June 2018, the percentage of ELL meeting or exceeding Mathematics California State Standards on the CAASPP will increase 5% from 12% to 17%.
5. By June 2018, there percentage of student meeting or exceeding the grade level benchmark at for reading will increase by 4 percentage points from 41% to 45% overall as measured by the Fountas & Pinell reading assessment.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
1.1 Provide on site professional development in the areas of Reader's & Writer's Workshop and Mathematics including the use of assessments, calibration, conferring, note-taking and small group instruction.	X All Students	Teachers will receive on-site professional development at regular staff meetings facilitated by the Principal and Instructional Leadership Team. In addition, professional development will be provided by the SBUSD Learning & Innovation Team and Teachers on Special Assignment. Learning Academies will also be offered during scheduled breaks through the Learning & Innovation Team in the Fall, Spring and Summer.	None Specified	None Specified	
1.2 Principal will support teachers in meeting the needs of at-risk learners in the area of Readers and Writer's Workshop Units of Study.	X All Students X Low Income Pupils X English Learners	Principal will attend professional learning for administrators on supporting teachers utilizing TCRWP Units of Study to advance at risk student learning.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2260

1.3 Lead teachers will meet monthly with classroom teachers regarding the appropriate placement of newly enrolled students, students who are at or above grade level standard in ELA and for at-risk students.	X All Students Academically At-risk	Three lead teachers will receive out-of-contract pay to analyze student assessment results with other classroom teachers to ensure that students are appropriately placed in an intervention or enrichment classroom during school-wide rotations. Payroll Taxes	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	800
1.4 An EL committee will meet periodically to analyze student data (ELPAC results, EL assessments, CAASSP results, Fountas & Pinell reading assessment results, to support classroom teachers on meeting the needs of English Learners	X Low Income Pupils X English Learners	Out-of-contract pay will be provided to the members of the EL committee. (0503) Payroll Taxes (0503)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III	1800
1.5 Lead teachers will attend the LLI PD development through the SBUSD Learning & Innovation department. The rep will provide on-site professional development to K-2 and 3-6 grade teachers.	X All Students	Release will be provided to the lead teacher and K-6 teachers for professional development on LLI. Payroll Taxes	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	1174
1.6 A roving sub will be provided for the classroom teacher so they can attend the Student Study Team meetings regarding at-risk students.	X All Students X Other Subgroups: (Specify) Academically At-Risk	Release will be provided by a substitute teacher. Payroll Taxes	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	800
1.7 A classroom teacher representative will work in conjunction with the ELAC president to collaboratively plan ELAC meetings and to attend the district DELAC meetings. The teacher representative will also co-facilitate site ELAC meetings.	X English Learners	A substitute will be provided for the classroom teacher to attend 4 DELAC meetings and 5 site ELAC meetings. (0503)	1000-1999: Certificated Personnel Salaries	LCFF - Base	1128

		Payroll taxes (0503)	3000-3999: Employee Benefits	LCFF - Base	222
1.8 One Instructional Assistant will be utilized under the coordination of the principal and classroom teachers to support the small group instruction for at-risk students and English learners in need of language intervention in Grades TK-K and as needed for English Learner support in other grades	X Low Income Pupils X English Learners X Foster Youth	One Instructional Assistant will provide classroom support under the direction and planning of the classroom teachers. Payroll Taxes	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I	17000 3000
1.9 Purchase supplemental CA State Standard materials for ELA and Math to support at-risk students.	X Low Income Pupils X English Learners X Foster Youth	Supplemental materials include, but is not limited to: books, book sets, writing materials, online licensing and math resources.	4000-4999: Books And Supplies	Title I	4960
1.10 Materials and resources will be purchased to support the instruction in the 3rd grade Alternative classrooms in the implementation of the CA Common Core State Standards in ELA, Math and Technology. In addition, materials, resources and software will be purchased for EL that are at-risk in other classrooms, including digital resources to support literacy instruction for EL.	X English Learners X Redesignated Fluent English Proficient	Supplemental materials including but not limited to: classroom libraries, leveled books, fiction and non-fiction books sets and software including storage bins. Math resources will also be purchased.	4000-4999: Books And Supplies	Title III	2,940
1.11 Two separate after school interventions will be provided by certificated teachers. One will be for students who are at-risk, while the other will focus on at-risk EL and long-term EL students. Materials and resources will be purchased to utilize for intervention.	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Participating teachers will be paid out-of-contract to provide direct services to students after school. the approximate hours will be one hour after school, 4 times a week from 11/17 to 5/18.	1000-1999: Certificated Personnel Salaries	Title I	2400
		Payroll Taxes	3000-3999: Employee Benefits	Title I	500

		Out of Contract	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title III Employee Title III Title I	5500 1500 2,000
		Payroll Taxes	Materials including, but not limited to, hardware, books, manipulatives, and online licenses.		
1.12 Principal and participating teachers in the new pilot evaluation system based on the CA Standards of the Teaching Profession will meet to start dialogue around their student and classroom goals.	X All Students	Out of Contract pay will be provided for participating teachers in the initial orientation meeting. Payroll Taxes	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	209 41
1.13 Targeted math instruction for at risk students performing below grade level will be provided based on ongoing student data evaluation throughout the 2018-2019 school year.	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Out of contract pay will be provided for professional learning related to targeted math instruction and to evaluate student learning data. Payroll Taxes	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	1200 300

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>GOAL 2: Positive School Culture for All:</p> <p>Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.</p> <p>At Oneonta School, we want to provide a school campus that is positive, welcoming and safe for our students, parents and community. We also want to provide a well-rounded education that includes a balance of academic achievement, extracurricular activities and wellness for students, parents and staff, including supporting the emotional and behavior needs of our students and their families.</p>	<p>Related State and/or Local Priorities:</p> <p>3 X Parental Involvement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify):</p>
<p>Identified Need :</p> <p>On a five point scale, our students indicate they feel their teachers believe they can succeed with a score of 3.8 and our school prepares them to be successful with a score of 3.7. When asked if they have been made fun of, teased or insulted at school, they responded with a score of 2.2. When comparing student and parent surveys, parent responses indicate a score of 3.6 when asked if their child feels successful at school and parents feel that adults care about their child at school with a score of 3.7. When asked if they felt safe at school, students responded with a score of 3.3 while parents responded with a score of 3.7. In addition, parents feel welcome as volunteers with a score of 3.7. It can be concluded that both students and parents feel welcomed and safe at our school and that both feel successful academically.</p> <p>Teachers indicate that they trust each other with a score of 4.5, they support the mission of the school with a score of 4.3 and they are able to work cooperatively in groups with a score of 4.1. Our student, parent and staff surveys indicate that there is a strong belief that Oneonta has a safe, welcoming campus which promotes a positive school culture. At Oneonta, there is a continued need for social and emotional support for our students and their families as measured by the referrals to the ALLY counseling program. This year, ALLY will be replaced by South Bay Community Services, SBCS. In addition, there is a need for the implementation of behavior interventions as measured by the number of Student Study Team documentation and referrals to the site psychologist. Although there has been improvements done on campus, there is a continued need to provide landscaping for areas around the campus that do not have grass, plants or, shade on the blacktop.</p>	
<p>Goal Applies to:</p> <p>Grade/Department/Other: All Grades Applicable Pupil Subgroups: All</p>	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. Increase the overall average score of the 2017-2018 school culture/climate survey data in the 2018-2019 school year from 3.71 to 3.8 as measured by annual parent, student and staff surveys.
2. A 3% increase in the number of students scoring in the healthy fitness zone in each of the six categories as measured by California Physical Fitness test.
3. Achieve "low" or "very low" suspension rate for all student groups on the CA Schools dashboard.
4. Establish a baseline measurement using student, teacher and parent surveys through the Leader in Me program for comparison in future years.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Conduct an annual climate/culture survey from students, parents and staff	X All Students	Students, parents and staff will take a survey on school climate and culture.	None Specified	None Specified	
2.2 Utilize the services of the district's SBCS counseling program and Military Family Life Coach which provides counseling for students and parents. Develop a partnership with the local Navy command to provide volunteers for school events.	X All Students	Based on the needs of individual students and families, the services provided by the ALLY program and military liaison will continue to be utilized. Volunteers from the local Navy command will serve as daily volunteers or support school events throughout the year.	None Specified	None Specified	

2.3 Provide social emotional interventions and behavior plans for at-risk students. Psychologist will work collaboratively with the teacher in the classroom to model, coach and implement interventions.	X All Students Academically At-risk	Site psychologist will provide support for academic and behavior interventions for all staff. This will also include the implementation of Social Skills groups for students based on need. Release time during the school day will be provided for classroom teachers to work collaboratively on interventions with the school psychologist and other support personnel. Payroll Taxes	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	Title I	835
2.4 For the 3rd year of the 3 year plan for Leader in Me program implementation, we will continue to implement a staff Lighthouse Team along with Leader in Me Action teams They will provide ongoing professional development to all staff, including all classified staff. The Lighthouse Team will plan collaboratively with or first year student Lighthouse Team and our Leader in Me Action teams our school events and develop leadership roles such as (Safety Patrol, Peace Patrol, Morning greeters, Peer mentors and Reading Buddies and lead school assemblies). The Lighthouse Team members will develop professional learning, including school wide projects to advertise and promote the Leader in Me program.	X All Students	Out-of-contract pay will be utilized for ten of the Lighthouse Team members and Leader in Me Action Teams to work on Leader in Me tasks, projects and planning of professional development for a total. Out of Contract pay and release time may be provided for new staff to attend Leader in Me Professional Development (0503) Payroll Taxes (0503)	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	3499
		Out-of-contract pay will be provided to classified staff to attend Leader in Me professional development. (0503)	2000-2999: Classified Personnel Salaries	LCFF - Base	1500

		Payroll Taxes (0503)	3000-3999: Employee Benefits	LCFF - Base
2.5 Grade level daily schedules will reflect the mandated physical education minutes.	X All Students	Each teacher's daily schedule will reflect 200 minutes every ten days of physical education.	None Specified	None Specified
2.6 Implement the 3rd phase of a three year plan of the Leader in Me program by providing professional development to all staff.	X All Students	Provide one day during prep week for TK-6 teachers, including Support staff for professional development on the Leader in Me program and one day of release for the Lighthouse Team which will be facilitated by a Leader in Me Consultant.	None Specified	None Specified

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement:	Related State and/or Local Priorities:
	<p>Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.</p> <p>To increase student attendance and parent participation, Oneonta School will strengthen the home-school connection by providing school events for families and parent workshops during and after the school day and will continue to actively recruit parent and community volunteers.</p>	<p>3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify):</p>
Identified Need :	Based on parent surveys, parents feel comfortable on the school campus to volunteer and the school offers opportunities to be involved at school. Our average daily attendance of 94.78% shows a need to increase our student attendance. The need to improve attendance continues to be a focus especially in the lower grades (Transitional Kindergarten through Second Grade).	
Goal Applies to:	<p>Grade/Department/Other: ALL</p> <p>Applicable Pupil Subgroups: ALL</p>	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. Increase or maintain the parent participation on the English Learner Advisory Committee (ELAC) resulting a minimum of 12 members in the 2018-2019 school year as measured by sign-in sheets.
2. Increase the percentage of the student average daily attendance from 94.8% by one percent to 95.8%.
3. Reduce chronic absentee rate by 1 percentage point from the 2017-2018 rate (15.35%) to 14.35%
3. Increase the number of parents who complete a school survey from the current percentage of 20% to 35% as measured by survey results.
4. Engage at least 60 families and community members at school through volunteering, coffee with the principal, and participation in PTA as measured by sign-in sheets and the volunteer log-in system.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Conduct school and community events including a Leadership Day.	X All Students	To engage parents and students into the school community a variety of school events will be held that include, but are not limited to: PTA & ELAC meetings, Literacy events, Leader in Me Family events, Leadership Day, Movie Nights, Field Trips and June Carnival and other PTA sponsored events.	None Specified	None Specified	
3.2 Maintain a Community Volunteer Coordinator	X All Students X Low Income Pupils X Foster Youth X Other Subgroups: (Specify) Title I Families; Homeless	Community Volunteer Coordinator works in conjunction with PTA and ELAC, actively recruits and trains parent and community volunteers and provides site and community resources to support at-risk families and schedules and organizes parent workshops	2000-2999: Classified Personnel Salaries	Title I	17,371
		Payroll Taxes	3000-3999: Employee Benefits	Title I	2,629

3.3 Recognition of Student and Classroom Attendance	X All Students	Principal will recognize monthly classrooms with 97% attendance or higher, conduct assemblies to recognize the attendance of individual students. An Attendance Bulletin board will be displayed attendance results for the school community.	None Specified	None Specified
3.4 Parent Education Conferences to increase parent involvement.	X All Students	Parents will attend parent conferences on various topics.	5800: Professional/Consulting Services And Operating Expenditures	Title I 1,800
3.5 Refreshments will be provided at Title I and other parent involvement events to draw in participants.	X All Students X Low Income Pupils X English Learners	Cost of refreshments	4000-4999: Books And Supplies	Title I 500
3.6 Principal will conduct "Coffee with the Principal" meeting with families at four times a year.	X All Students	Principal will conduct meetings on various topics related to the school's goals and programs.	None Specified	None Specified
3.7 Principal will conduct assemblies to recognize exemplary students in behavior, academics, and the 7 Habits of Highly Effective People		Three times a year, parents will be invited to assemblies to recognize exemplary students.	None Specified	None Specified
3.8 Family Involvement Lighthouse Action Team will provide three Leader in Me courses for participating families during and after the school day and after school.	X All Students	Lighthouse Action Team will receive out-of-contract day for facilitating courses for parents after the contract day. (0503) Payroll Taxes (0503)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base 296

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4: Basic Services to Support Student Achievement:		Related State and/or Local Priorities: 1 X Basic 6 X School Climate Local (Specify):				
Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students.						
At Oneonta School, a welcoming environment will be provided through a safe, clean campus and facilities including the use of informational bulletin boards for students and parents and display of student work, classroom mission statements and Leader in Me promotional displays around campus.						
Identified Need :	On the 2017-2018 results on the cleanliness and maintenance of our school, students and parents responded with scores of 3.3 and 3.6 respectively. Students may have responded more about the cleanliness of their classrooms, while parents may have responded about the overall campus. There is a need to add landscaping to a few areas of the school which includes covering areas with either a blacktop surface or cement and adding plants and/or gardens to other areas to make them more appealing. Students continue to indicate they would like to have more appealing school lunches based on survey data.					
Goal Applies to:	Grade/Department/Other:	ALL				
	Applicable Pupil Subgroups:	ALL				
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:	1. Meet the score of 3.6 or higher on safety and a well-maintained school as measured by student and parent surveys as measured by a four point scale. 2. Meet the CASBO Cleanliness Standards with a score of 95% or higher.					
	Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Conduct routine campus and facilities inspections.		X All Students	Walkthroughs with head custodian, principal and Director of Facilities	None Specified	None Specified	

4.2 Landscaping areas where needed	X All Students	Several areas around the campus do not have plants or are not covered with a blacktop surface or cement. Staff will ask for donations from the PTA and community businesses to support landscaping to these areas.	None Specified	None Specified
4.3 Provide all basic school and custodial supplies for day to day operations. (0503)	X All Students	Basic supplies for day-to-day school operations which includes but not is not limited to: the purchase of classroom and office supplies, custodial supplies, Xerox paper, printing costs, postage, copier lease, student incentives, Leader in Me Banners. (0503)	4000-4999: Books And Supplies	LCFF - Base 24,581
4.4 Provide clerical help during peak school times to support the office staff. (0503)	X All Students	Approximately 180 hours at the cost of \$22.00 per hour of extra clerical support will be provided to support the office staff during the beginning and end of the school year for a total cost of \$4,000 (0503) Payroll taxes for clerical support (0503)	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base 3,145 LCFF - Base 855

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 9/8/16
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$39,618
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$
Total amount of state categorical funds allocated to this school		\$39,618

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$51,516	X
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$12,240	
Total amount of federal categorical funds allocated to this school		\$63,756	

Total amount of state and federal categorical funds allocated to this school	\$103,374
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Oneonta Elementary

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	51,516	7,404	58,920	9,050	40,000	1,466	1,000	51,516
Title III	12,240	0	12,240	4,800	0	7,440	0	12,240
State Programs								
LCFF (Base) 0503	38,480	56,878	95,358	7,650	4,000	27,968	0	39,618
Additional Funding								
Total	102,236	64,282	191,015	21,500	44,000	36,874	1,000	103,374

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Trautman	X				
JaNae Perna		X			
Kim Delgado		X			
Jackie Uribe		X			
Theresa Onofre			X		
Judith Delgado				X	
Beatriz Avitia				X	
Priscilla Ramirez				X	
Belen Macias				X	
Sandra Price				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Staff and Parents

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/11/18.

Attested:

David Trautman

Typed Name of School Principal

Signature of School Principal

Signature of SSC Chairperson

10-26-18

Date

Jackie Uribe

Typed Name of SSC Chairperson

10-26-18

Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
- Full implementation of the Reader's and Writer's Units of Study for grades TK-6, including targeted intervention for students who are not meeting the SBUUSD grade level reading benchmarks
- Language support and instruction for our newcomer students and English Learners, including targeted intervention for our long-term English Learners
- Implementation of the third year of the Leader in Me program
- Identify the major expenditures supporting these priorities.
Title I, LCFF, Title III

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
 - 1.1 Provide on site professional development in the areas of Reader's & Writer's Workshop and Mathematics including the use of assessments, calibration, conferring, note-taking and small group instruction.
 - 1.2 Teachers will collaborate by grade level to plan lessons based on the pacing guide of the Reader's & Writer's Workshop Units of Study including the information gathered from the Fountas & Pinell assessments and Math. Impact Teacher support will be provided for at-risk intervention.
 - 1.3 Lead teachers will meet monthly with classroom teachers regarding the appropriate placement of newly enrolled students, students who are at or above grade level standard in ELA and for at-risk students.
 - 1.4 An EL committee will meet periodically to analyze ELPA results, EL assessments, CAASSP results, Fountas & Pinell reading assessment results, monitoring of at-risk English Learners, Longterm English Learners and RFEP students
 - 1.6 A roving sub will be provided for the classroom teacher so they can attend the Student Study Team meetings regarding at-risk students.
 - 1.7 A classroom teacher representative will work in conjunction with the ELAC president to collaboratively plan ELAC meetings and to attend the district DELAC meetings. The teacher representative will also co-facilitate site ELAC meetings.
 - 1.8 One Instructional Assistant will be utilized under the coordination of the principal and classroom teachers to support the small group instruction for at-risk students and English learners in need of language intervention in Grades TK-K.
 - 1.9 Purchase supplemental CA State Standard materials for ELA and Math to support at-risk students.
 - 1.10 Spanish materials and resources will be purchased to support the instruction in the 1-3 Alternative classrooms in the implementation of the CA Common Core State Standards in ELA, Math and Technology. In addition, materials, resources and software will be purchased for EL that are at-risk in other classrooms.
 - 1.11 After school intervention will be provided by certificated teachers for students who are at-risk, at-risk EL and long-term

EL. Materials and resources will be purchased to utilize for intervention.

1.12 Principal and participating teachers in the new pilot evaluation system based on the CA Standards of the Teaching Profession will meet 4X a year to dialogue and evaluate growth on their student and classroom goals

1.13 Leveled books will be purchased for the site bookroom and for individual classrooms, including digital resources to support literacy instruction for EL.

2.1 Conduct an annual climate/culture survey from students, parents and staff

2.2 Utilize the services of the district's ALLY counseling program and Military Family Life Coach which provides counseling for students and parents. Develop a partnership with the local Navy command to provide volunteers for school events.

2.3 Provide social emotional interventions and behavior plans for at-risk students. Psychologist will work collaboratively with the teacher in the classroom to model, coach and implement interventions.

2.4 For the 2nd year of the Leader in Me program implementation, we will continue to implement a staff Lighthouse Team along with Leader in Me Action teams They will provide on-going professional development to all staff, including all classified staff. The Lighthouse Team will plan collaboratively with or first year student Lighthouse Team and our Leader in Me Action teams our school events and develop leadership roles such as (Safety Patrol, Peace Patrol, Morning greeters, Peer mentors and Reading Buddies and lead school assemblies). The Lighthouse Team members will develop professional learning, including school wide projects to advertise and promote the Leader in Me program.

2.5 Grade level daily schedules will reflect the mandated physical education minutes.

2.6 Implement the 2nd phase of a three year plan of the Leader in Me program by providing professional development to all staff.

3.1 Conduct school and community events including a Leadership Day.

3.2 Maintain a Community Volunteer Coordinator

3.3 Recognition of Student and Classroom Attendance

3.4 Parent Education Conferences to increase parent involvement.

3.5 Refreshments will be provided at Title I and other parent involvement events to draw in participants.

3.6 Principal will conduct "Coffee with the Principal" meeting with families at four times a year.

3.7 Principal will conduct assemblies to recognize exemplary students in behavior, academics, and the 7 Habits of Highly Effective People

3.8 Family Involvement Lighthouse Action Team will provide three Leader in Me courses for participating families during and after the school day and after school.

4.1 Conduct routine campus and facilities inspections.

4.2 Landscaping areas where needed

4.3 Provide all basic school and custodial supplies for day to day operations.

4.4 Provide clerical help during peak school times to support the office staff.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

1.5 Lead teachers will attend the LLI PD development through the SBUSD Learning & Innovation department. The rep will provide on-site professional development to K-2 and 3-6 grade teachers

- What specific actions related to those strategies were eliminated or modified during the year?
Implementation of the LLI that is taught in the LLI PD requires a 45 minute block of daily instructional time that was not available in combination with implementation of the TCRWP Units of Study in Reading
- Identify barriers to full or timely implementation of the strategies identified above.
Instructional minutes during the school day prevented implementation of the LLI program
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Classroom teachers focused on meeting with small groups and one-on-one conferring for struggling readers
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Fountas & Pinell Fall and Spring data from 2017-2018 indicates that students maintained current performance levels vis-à-vis grade-level expectations, but overall did not grow (i.e. the % of students at or above grade-level in reading remained at 43% from the initial and final testing windows)

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Student performance on the ELA CAASPP showed a 2% increase in proficiency (mastering or exceeding standard) and a 1.5% reduction in students not meeting standards. Though marginal, this growth occurred during a time of transition to the new Reader's and Writer's workshop program, indicating that with full implementation in the coming year, we can expect more robust growth. The strategies that supported this growth were:
 - 1.1 Provide on site professional development in the areas of Reader's & Writer's Workshop and Mathematics including the use of assessments, calibration, conferring, note-taking and small group instruction.
 - 1.2 Teachers will collaborate by grade level to plan lessons based on the pacing guide of the Reader's & Writer's Workshop Units of Study including the information gathered from the Fountas & Pinnell assessments and Math. Impact Teacher support will be provided for at-risk intervention.
 - 1.3 Lead teachers will meet monthly with classroom teachers regarding the appropriate placement of newly enrolled students, students who are at or above grade level standard in ELA and for at-risk students.

In ELA, our students made moderate growth in proficiency on the CAASPP, with an increase in proficiency from 25% to 26%. Though marginal, this growth occurred during a time of transition to the new Reader's and Writer's workshop program, indicating that with full implementation in the coming year, we can expect more robust growth for our English Learners, provided continued support from the EL committee. The strategies that supported this growth were:

- 1.4 An EL committee will meet periodically to analyze ELPA results, EL assessments, CAASPP results, Fountas & Pinnell reading assessment results, monitoring of at-risk English Learners, Longterm English Learners and RFEP students
- 1.9 Purchase supplemental CA State Standard materials for ELA and Math to support at-risk students.
- 1.13 Leveled books will be purchased for the site bookroom and for individual classrooms, including digital resources to support literacy instruction for EL.

There was a 75% reduction in the number of out of school suspensions from the 2016-2017 to the 2017-2018 school year. The strategies that contributed to this success were:

- 1.6 A roving sub will be provided for the classroom teacher so they can attend the Student Study Team meetings regarding at-risk students.
- 2.2 Utilize the services of the district's ALLY counseling program and Military Family Life Coach which provides counseling for students and parents. Develop a partnership with the local Navy command to provide volunteers for school events.
- 2.3 Provide social emotional interventions and behavior plans for at-risk students. Psychologist will work collaboratively with the teacher in the classroom to model, coach and implement interventions.

While EL growth data is not available in terms of EL level (in the 2017-2018 school year we established baseline data), our EL students made growth on the ELA portion of the CAASPP exam. Compared to the 2016-2017 school year, the percent of students scoring proficient or advanced increased by 7 percentage points while the percent of students not meeting standard decreased by 6 percentage points.

- 1.8 One Instructional Assistant will be utilized under the coordination of the principal and classroom teachers to support the small group instruction for at-risk students and English learners in need of language intervention in Grades TK-K.
- 1.10 Spanish materials and resources will be purchased to support the instruction in the 1-3 Alternative classrooms in the implementation of the CA Common Core State Standards in ELA, Math and Technology. In addition, materials, resources and software will be purchased for EL that are at risk in other classrooms.
- 1.11 After school intervention will be provided by certificated teachers for students who are at-risk, at-risk EL and long-term EL. Materials and resources will be purchased to utilize for intervention.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Our Math CAASP performance data showed a 2.6% decline in proficiency between the 2016-2017 and the 2017-2018 school year. The following strategies addressed math achievement:
 - 1.1 Provide on site professional development in the areas of Reader's & Writer's Workshop and Mathematics including the use of assessments, calibration, conferring, note-taking and small group instruction.
 - 1.2 Teachers will collaborate by grade level to plan lessons based on the pacing guide of the Reader's & Writer's Workshop Units of Study including the information gathered from the Fountas & Pinnell assessments and Math. Impact Teacher support will be provided for at-risk intervention.

The following strategies likely contributed to an indirect impact on student achievement, as research indicates that they are

linked to student learning outcomes. At the same time, it is not possible to show a direct link between these strategies and student learning outcomes. The following strategies fall into three categories: Family Involvement, Campus Climate, and Safe & Clean Facilities.

Family Involvement

- 1.7 A classroom teacher representative will work in conjunction with the ELAC president to collaboratively plan ELAC meetings and to attend the district DELAC meetings. The teacher representative will also co-facilitate site ELAC meetings.
- 2.1 Conduct an annual climate/culture survey from students, parents and staff
- 2.4 For the 2nd year of the Leader in Me program implementation, we will continue to implement a staff Lighthouse Team along with Leader in Me Action teams. They will provide on-going professional development to all staff, including all classified staff. The Lighthouse Team will plan collaboratively with our first year student Lighthouse Team and our Leader in Me Action teams our school events and develop leadership roles such as (Safety Patrol, Peace Patrol, Morning greeters, Peer mentors and Reading Buddies and lead school assemblies). The Lighthouse Team members will develop professional learning, including school wide projects to advertise and promote the Leader in Me program.
- 3.2 Maintain a Community Volunteer Coordinator
- 3.4 Parent Education Conferences to increase parent involvement.
- 3.5 Refreshments will be provided at Title I and other parent involvement events to draw in participants.
- 3.6 Principal will conduct "Coffee with the Principal" meeting with families at four times a year.
- 3.8 Family Involvement Lighthouse Action Team will provide three Leader in Me courses for participating families during and after the school day and after school.

Campus Climate

- 2.6 Implement the 2nd phase of a three year plan of the Leader in Me program by providing professional development to all staff.
- 3.3 Recognition of Student and Classroom Attendance
- 3.7 Principal will conduct assemblies to recognize exemplary students in behavior, academics, and the 7 Habits of Highly Effective People
- 1.12 Principal and participating teachers in the new pilot evaluation system based on the CA Standards of the Teaching Profession will meet 4X a year to dialogue and evaluate growth on their student and classroom goals
- 3.1 Conduct school and community events including a Leadership Day.

Safe & Clean Facilities

- 4.1 Conduct routine campus and facilities inspections.
- 4.2 Landscaping areas where needed
- 4.3 Provide all basic school and custodial supplies for day to day operations.
- 4.4 Provide clerical help during peak school times to support the office staff.

- o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Due to the emphasis on implementation of the TCRWP Units of Study in Reading and Writing, insufficient collaboration time and professional development focused on mathematics teaching and learning. The lessened emphasis on this subject likely contributed to the ineffectiveness of the strategies around math instruction.

- Lack of timely implementation
N/A
- Limited or ineffective professional development to support implementation
Professional development was focused on either Reader's Workshop and the administration of the Fountas & Pinell assessments for the purpose of calibration across grade levels when scoring and interpreting results.
- Lack of effective follow-up or coaching to support implementation
The majority of time at Professional Learning Communities and principal classroom walk-throughs were focused on ELA or the implementation of Reader's Workshop

- Not implemented with fidelity
Focus solely on ELA during grade level collaboration and TK-6 schoolwide professional learning
- Not appropriately matched to student needs/student population
- N/A
- Other:

○ Based on the analysis of this practice, would you recommend:

-Include mathematics professional learning in both grade level collaboration and schoolwide professional learning

- Eliminating it from next year's plan
No

- Include math analysis of student work and/or assessments during grade level collaboration
- Provide mathematics professional learning with the support of the district's Teachers on Special Assignment
 - Continuing it with the following modifications:

Involvement/Governance

- How was the SSC involved in development of the plan?
-School Site Council was involved in the development of the plan by attending regular meetings, giving their feedback on the parent LCAP survey and also providing input on the plan at a school site council meeting on September 18, 2018.
- How were advisory committees involved in providing advice to the SSC?
-The ELAC president invited to School Site Council meetings.
- How was the plan monitored during the school year?
-During regular School Site Council and ELAC meetings, data and results from CELDT and CAASPP were shared to provide information on the progress of goals and actions steps.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
-Higher attendance at ELAC meetings, "Coffee with the Principal" meeting and Title I Parent meetings.

Outcomes

- Identify any goals in the current SPSA that were met.
 - By June 2018, the percentage of ELL meeting or exceeding ELA California State Standards on the CAASPP will increase 5% from 20% to 25%.
 - By June 2018, 100% of ELA, Mathematics and ELD lessons will be aligned to the California State and ELD standards as measured by classroom observations and walkthrough data.
 - By June 2018, baseline data will be collected for the ELPAC assessment.
 - Increase the number of parent participation at "Coffee with the Principal" meetings from 20 to 30 for the 2017-2018 school year as measured by sign-in sheets.
 - All newly hired certificated staff and all classified staff will receive on-going professional development on the Leader in Me program as measured by sign-in sheets.
 - Decrease by 3% the number of office referrals and suspensions from the 2016-2017 school year from August 2017 to June 2018.
 - Compare the results of the 2016-2017 school culture/climate survey data to the 2017-2018 school year as measured by annual parent, student and staff surveys as measured by a four point scale.
 - Increase the number of parent and community volunteers from 20 to 30 measured by the visitor/volunteer computer log-in system.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - By June 2018, the percentage of students meeting or exceeding ELA California State Standards on the CAASPP will increase 5% from 40% to 45%. (ACTUAL: 42%)
 - By June 2018, the percentage of students meeting or exceeding the Mathematics California State Standards on the CAASPP will increase 5% from 24% to 29%. (ACTUAL: 25%)
 - By June 2018, the percentage of ELL meeting or exceeding Mathematics California State Standards on the CAASPP will increase 5% from 12% to 17%. (ACTUAL: 12%)
 - Increase the number of members on the Parent Teacher Association (PTA) from 60 memberships to 80 memberships in the 2017-2018 school year as measured by total number of memberships. (ACTUAL: unknown)
 - Increase the parent participation on the English Learner Advisory Committee (ELAC) from 12 to 20 in the 2017-2018 school year as measured by sign-in sheets. (ACTUAL: unknown)
 - Increase the percentage of the student average daily attendance from 95.3 % to meet or exceed the district goal of 96.5%. (ACTUAL: 94.8%)
 - Meet the score of 3.5 or higher on safety and a well-maintained school as measured by student and parent surveys as measured by a five point scale. (ACTUAL: Students: 3.4, Parents: 3.7)
 - A 3% increase in the number of students scoring in the healthy fitness zone as measured by California Physical Fitness test. (ACTUAL: unknown)
 - By June 2018, there will be a 3% increase in the number of students meeting or exceeding the grade level benchmark at every grade level as measured by the Fountas & Pinnell reading assessment when comparing the 2016-2017 school year to the 2017-2018 school year. (ACTUAL: Met at every grade except kindergarten)
 - Increase by 3% the number of students that utilize the services of community counseling services, site psychologist and military liaison for social, emotional and behavioral needs as measured by the number of referrals. (ACTUAL: 22 students were referred for site counseling services, other data not available).
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
 - 1.1 Provide on site professional development in the areas of Reader's & Writer's Workshop and Mathematics including the use of assessments, calibration, conferring, note-taking and small group instruction.
 - 1.2 Teachers will collaborate by grade level to plan lessons based on the pacing guide of the Reader's & Writer's Workshop Units of Study including the information gathered from the Fountas & Pinnell assessments and Math. Impact Teacher support will be provided for at-risk intervention.
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Analysis of CAASPP results in ELA and Mathematics to design instruction and assessment that is aligned to the CAASPP and the use of interim assessments. Use interim assessments to guide instructional decision-making for teachers with at-risk students

- Utilizing the Fountas & Pinnell results to plan for small group instruction in the classroom with the use of the literacy continuum. Utilize the results of the Fountas & Pinnell assessments to identify students who may need Tier II intervention
- Professional development will be provided by the Learning & Innovation Team and Teachers on Special Assignment in the area of balanced literacy, Reader's and Writer's workshop, and the use of the Fountas & Pinnell assessment, running records, notes and student work
- Schedule regular mathematics planning during grade level collaboration and schoolwide professional learning and utilize the Teachers on Special Assignment with an background on math instruction to support professional development at PLC/collaboration and schoolwide professional learning
- Newly elected ELAC president will work in conjunction with a classroom teacher to attend DELAC meetings and collaboratively facilitate ELAC meetings at the school site

**ONEONTA ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL MEETING**
Thursday, October 11, 2:45-3:45 p.m.
Location: Room 29

AGENDA/MINUTES:

Item	Notes
Welcome <i>David Trautman</i>	
Approval of the Agenda <i>Chairperson: Ms. Uribe</i>	Motion: 2nd: Vote: In favor __, Opposed __
Approval of Minutes <i>Chairperson: Ms. Uribe</i> September 18, 2018	Motion: 2nd: Vote: In favor __, Opposed __
Public and Oral Communications Limit 3 minutes per speaker	
Advisory Committee Reports ELAC PTA	
Review SBUUSD LCAP <i>Mr. Trautman</i>	
Review of Student Performance Data and State Test Expectations <i>Mr. Trautman and Ms. Perna</i>	
Approval SPSA <i>SSC Chairperson and Mr. Trautman</i>	Motion: 2nd: Vote: In favor __, Opposed __
Revision and Approval of School-Parent Compact <i>Mr. Trautman</i>	Motion: 2nd: Vote: In favor __, Opposed __
SSC Member Discussion and Recommendations <i>SSC Chairperson</i>	
Next Meeting Date <i>SSC Chairperson</i>	
Adjournment <i>SSC Chairperson</i>	Meeting was adjourned at _____

Members Present: Janette Sanchez, Judith Delgado, Belen Macias, Beatriz Avitia, Jackie Delgado, Dave Trautman

The School Plan for Student Achievement

School: Howard Pence
CDS Code: 37-68395-6094973
District: South Bay Union
Principal: Robert Daily
Revision Date: October 16, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Robert Daily
Position: Principal
Phone Number: (619) 662-8100
Address: 877 Via Tonga Court
San Diego, CA 92154
E-mail Address: bdaily@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Howard Pence's Vision and Mission Statements

II. School Vision and Mission

Mission Statement

We are a purposeful community committed to the academic and social success of all students.

Vision Statement

We at Howard Pence Elementary believe in a culture of universal achievement. The academic success of every student in reading, writing and math is an obsession. We believe we have the power to neutralize the challenges we face and accept 'No Excuses' in accomplishing this goal. It is our primary responsibility to establish a solid academic foundation containing the prerequisite qualities, characteristics and abilities that will enable our students to attend the college of their choosing one day.

School Profile

III. School Profile

Howard Pence Elementary School (grades TK through 6) is located in San Diego, California. Our student enrollment is approximately 663 students. The School Action Plan is the result of a coordinated effort involving the Howard Pence Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify actions/strategies/goals to ensure that more of our students meet/exceed state growth targets in the 2018-2019 school year.

Howard Pence Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 90%. Other ethnicities include 1% white, 3% African American, 4% Asian, Filipino, or Pacific Islander and 2% other than those listed. 457 of our students speak a language other than English (69% English Learners) and approximately 96% of these students have Spanish as a primary language.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	98	77	97	94	72	97	94	72	99	95.9	93.5
Grade 4	105	91	105	100	89	101	100	89	101	95.2	97.8	96.2
Grade 5	108	109	102	105	105	100	105	105	100	97.2	96.3	98
Grade 6	116	107	109	112	106	109	112	106	109	96.6	99.1	100
All Grades	427	405	393	414	394	382	414	394	382	97	97.3	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2392.8	2389.2	2385.1	15	12.77	13.89	15	23.40	15.28	30	24.47	29.17	39	39.36	41.67
Grade 4	2425.6	2427.9	2402.3	11	16.85	5.94	21	12.36	21.78	23	22.47	15.84	45	48.31	56.44
Grade 5	2466.6	2473.3	2478.8	9	13.33	15.00	26	25.71	25.00	25	24.76	22.00	41	36.19	38.00
Grade 6	2501.7	2513.0	2499.2	12	11.32	8.26	28	32.08	31.19	28	33.02	28.44	33	23.58	32.11
All Grades	N/A	N/A	N/A	12	13.45	10.47	23	23.86	24.08	26	26.40	23.56	39	36.29	41.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	13.83	18.06	40	39.36	37.50	46	46.81	44.44
Grade 4	8	15.73	8.91	45	43.82	37.62	47	40.45	53.47
Grade 5	9	13.33	16.00	40	48.57	51.00	51	38.10	33.00
Grade 6	7	18.87	16.51	49	44.34	36.70	44	36.79	46.79
All Grades	9	15.48	14.66	44	44.16	40.84	47	40.36	44.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	12.77	12.50	55	48.94	37.50	33	38.30	50.00
Grade 4	13	8.99	6.93	48	47.19	44.55	39	43.82	48.51
Grade 5	20	20.95	22.00	34	50.48	37.00	46	28.57	41.00
Grade 6	12	17.92	10.09	51	56.60	50.46	38	25.47	39.45
All Grades	14	15.48	12.83	47	51.02	42.93	39	33.50	44.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	3.19	6.94	57	67.02	59.72	31	29.79	33.33
Grade 4	5	12.36	5.94	63	52.81	68.32	32	34.83	25.74
Grade 5	8	10.48	17.00	66	58.10	55.00	27	31.43	28.00
Grade 6	8	12.26	11.01	70	69.81	63.30	22	17.92	25.69
All Grades	8	9.64	10.47	64	62.18	61.78	28	28.17	27.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	15.96	15.28	55	58.51	52.78	32	25.53	31.94
Grade 4	15	16.85	9.90	52	53.93	41.58	33	29.21	48.51
Grade 5	22	20.00	21.00	54	51.43	47.00	24	28.57	32.00
Grade 6	30	16.04	19.27	49	64.15	58.72	21	19.81	22.02
All Grades	21	17.26	16.49	52	57.11	50.00	27	25.63	33.51

Conclusions based on this data:

- Howard Pence students had an overall decrease in the percentage of students Meeting and Exceeding grade level standard in English Language Arts. A slight decrease of 2.76% from 37.1% for the 2016-17 school year to 34.55% for the 2017-18 school year was achieved.
Students Exceeding the Standard decreased 2.98% from 13.45% in 2016-17 to 10.47% in 2017-18. The percentage of students Meeting Standard increased .22% from 23.86% in 2016-17 to 24.08% in 2017-18. A decrease in the percentage of students Nearly Meeting the Standard dropped to 23.56% in 2017-18 from 26.40% the previous year for a change of 2.84%. The percentage of students in the percentage of Not Meeting Standard increased from 36.29% in 2016-17 to 41.88% in 2017-18 resulting in a 5.59% increase.
The overriding conclusion based on this data would indicate a probable implication gap dip with the first complete year of Readers/Writers Workshop. With the implementation of a entirely different program, an anticipated adjustment period for both teachers and students can occur. A decrease of less than 3% with an entirely new program is somewhat expected as is the anticipation of gains in future years as teachers become more adept with the instructional practices and methods and students able to put said strategies into common practice.
An additional piece of data to include is Howare Pence's Distance from Level 3. Current Non-cohort data showed our students went from 32.1 points in the 2016-17 school year to 43 points from Level 3 in the 2017-18 school year. However, when studying Cohort Data, Howard Pence students grew from 39 points from Level 3 to 25 points from Level 3 in the 2017-18 school year. The conclusion would indicate that when students are enrolled with us over a consistent period of time, they experience success and growth, a piece of data to build on for the following school year.

2. The overall data in the specific claims resulted in Howard Pence experiencing overall decreases in the percentage of students Above Standard. In the specific Reading Claim of Demonstrating Understanding of Literary and Non-fiction Texts the overall percentage of students Above Standard decreased .82%, the percentage At or Near Standard decreased 3.32 % and the percentage Below Standard increased 4.14% from the previous year.

The specific claim of Writing indicates this is an area of focus for Howard Pence based on the results from the 2017-18 data compared to the 2016-17 school year. The percentage of students Above Standard decreased 2.65 percent. The percentage of students At or Near Standard decreased 8.09 percent. The percent of students Below Standard increased 10.74 percent. With these decreases in performance it is surmized that the implementation of Writer's Workshop will need to have deeper and continued professional development for teachers. Teacher collaboration in thin slicing student work, conferring on a consistent basis and small group instruction based on common student need will be the focus.

The specific claim of Demonstrating Effective Communication Skills under the Listening category provided some promising results. The percentage of Above Standard increased .85%. The percentage At or Near Standard decreased slightly by .4%. And the percentage of Below Standard decreased by .42%. We must continue to grow in this area but can use this positive trend in this critical area in assisting our EL population.

The Research/Inquiry Claim where Investigating, Analyzing, and Presenting Information are analyzed resulted in a .77% decrease in Above Standard, 7.11% decrease in percent At or Near Standard, and an increase of 7.88% Below Standard. It is clear this is an area our students are in great need of in furthering their understanding and skill level. Teaching practices where instructors effectively model these skills and ample opportunity given to students to put into practice on a daily basis will be a priority.

3. In assessing the Overall Achievement by grade level and specific claims, the fifth grade students consistently displayed growth across the board. Their mean scale score increased by 5.5 points from the previous school year, while also increasing the percentage of students Exceeding Standard from 13.33% to 15%. Each of the claims at fifth grade showed an increase in the percentage of students scoring Above Standard. The fifth grade increased the percentage of students scoring Above Standard in Reading by 2.67%, in Writing by 1.05%, in Listening by 6.52% and in Research and Inquiry by 3.23%. This is a tribute to the team of fifth grade teachers who conducted highly effective PLC meetings where in-depth strategies were discussed and review of student work was done on a consistent basis. Two of the three team members are past Academic Coaches and all three are very effective at lesson plan design and the implementing of highly engaged, focused lessons.

All other grade levels, grades 3, 4 and 6 had decreases in the combined percentage of students Exceeding the Standard and Standard Met. From the previous school year, 2016-17 to 2017-18, third grade decreased by 7%, fourth grade decreased by 1.49% and sixth grade decreased by 3.95% in the percentage of students either Exceeding or Meeting the Standard. The conclusion can be drawn that grades 3, 4 and 6 will need to continue to develop their understanding and depth of knowledge with the practices of the Reading and Writing Units of Study and increase the level of collaboration among their grade level peers.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	98	77	97	98	76	97	98	76	99	100	98.7
Grade 4	105	91	105	104	90	104	104	90	104	99	98.9	99
Grade 5	108	109	102	108	109	102	108	109	102	100	100	100
Grade 6	116	107	109	115	107	109	115	107	109	99.1	100	100
All Grades	427	405	393	424	404	391	424	404	391	99.3	99.8	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2413.2	2430.7	2410.6	10	15.31	14.47	31	32.65	19.74	29	30.61	27.63	30	21.43	38.16
Grade 4	2425.3	2448.4	2420.9	6	6.67	2.88	18	18.89	11.54	30	45.56	41.35	46	28.89	44.23
Grade 5	2445.5	2465.1	2476.7	3	7.34	8.82	6	21.10	21.57	34	28.44	29.41	57	43.12	40.20
Grade 6	2456.5	2485.2	2484.0	2	4.67	11.93	12	14.95	9.17	32	35.51	33.94	54	44.86	44.95
All Grades	N/A	N/A	N/A	5	8.42	9.21	16	21.78	15.09	31	34.65	33.50	47	35.15	42.20

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	29.59	23.68	42	39.80	28.95	39	30.61	47.37
Grade 4	10	10.00	8.65	31	38.89	28.85	60	51.11	62.50
Grade 5	5	10.09	14.71	18	36.70	38.24	78	53.21	47.06
Grade 6	6	10.28	12.96	30	28.97	34.26	64	60.75	52.78
All Grades	9	14.85	14.36	30	35.89	32.82	61	49.26	52.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	22.45	21.05	54	56.12	43.42	27	21.43	35.53
Grade 4	11	11.11	2.88	43	48.89	47.12	46	40.00	50.00
Grade 5	3	8.26	11.76	39	42.20	47.06	58	49.54	41.18
Grade 6	0	4.67	7.34	44	46.73	40.37	56	48.60	52.29
All Grades	8	11.39	9.97	45	48.27	44.50	47	40.35	45.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	23.47	21.05	59	53.06	40.79	23	23.47	38.16
Grade 4	9	13.33	9.62	44	50.00	41.35	47	36.67	49.04
Grade 5	4	12.84	11.76	35	43.12	47.06	61	44.04	41.18
Grade 6	4	8.41	13.76	52	44.86	39.45	43	46.73	46.79
All Grades	8	14.36	13.55	47	47.52	42.20	44	38.12	44.25

Conclusions based on this data:

- Howard Pence Overall Achievement for All students resulted in the number of students increasing in the percentage of students falling into the Standard Exceeded category from 8.42% in 2016-17 to 9.21% in 2017-18. Although the numbers increased in this category, the percentage in the other 3 achievement levels did not. The percentage of students Meeting Standard decreased from 21.78 to 15.09% from the previous school year, resulting in a 6.69% decrease. The percentage of students Nearly Meeting the Standard decreased from 34.65% to 33.50% for a decrease of 1.15%. And the percentage of students Not Meeting Standard increased by 7.05% from 35.15% in 2016-17 to 42.20% in 2017-18.
When examining the Distance from Standard Level 3, Howard Pence students are 42.4 points away from Level 3. This measurement stresses the importance that there need be an emphasis on all students and to ensure growth takes place for all ranges of students from Exceeding Standard to Below Standard.
These results indicate that there is a immediate need to focus on the curricular area of mathematics. Much of staff development time the previous year was focused on English Language Arts with the implementation of Readers/Writers Workshop. Staff meeting and PLC time must have an equitable amount of time allotted for professional development as Language Arts.
- In examining the Overall Claims data when combining the percentage of students Above Standard and At or Near Standard, Howard Pence experienced decreases in all three claims. In Concepts and Procedures the percentage of students decreased from 50.74% in 2016-17 to 47.18% in 2017-18, resulting in a 3.56% drop. In the Problem Solving and Modeling/Data Analysis Claim, the percentage of students dropped 5.19% in the number registering Above Standard and At or Near Standard for a current percentage of 54.47. In the Communicating Reasoning Claim, a decrease of 6.13% in the percentage of students scoring Above Standard and At or Near Standard for a percentage of 55.75 in the 2017-18 school year. This data further confirms the previous conclusion of the needed time dedicated to mathematics.

3. In reviewing the data over specific grade levels there is an obvious trend. With the exception of one claim area, the fifth and sixth grades increased the percentage of students Above Standard while the third and fourth grades decreased in all three claim areas. In the Concepts and Procedures Claim the fifth grade increased 4.62% and the sixth grade 2.68%. The third grade decreased by 5.91% and the fourth by 1.35%. In the claim of Problem Solving and Modeling/Data Analysis, the fifth grade increased the percentage of students Above Standard by 3.50% and the sixth grade by 2.67%. In this same claim, the third and fourth grades decreased by 1.45% and 8.23% respectively. In the final claim of Communicating Reasoning the fifth grade experienced their only decrease by 1.08% while the sixth grade continued their increasing trend by growing to 13.76% for an increase of 5.25% in the percentage of students in Above Standard from the previous year. The third grade decreased 2.42% and the fourth grade 3.71% from the previous school year. With our fifth and sixth grades increasing the percentage of students Above Standard it may be due to those students being in our system for a longer period of time with the instructional focus being on conceptual understanding starting to take hold. However, it is also apparent the third and fourth grade will need to increase their alignment to the demands of grade level standards and ensure classroom lessons and assessments correlate with those demands.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	<p>Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child.</p> <p>Howard Pence will continue to implement Readers/Writers Workshop in the 2018-19 school year. We will be entering our second full year of implementation. With each year, teachers, as well as students, become more and more familiar with the effective use of skills, strategies and techniques used to becoming literary experts in comprehending complex texts. This will enable us to continue our pursuit of establishing an authentic love for literacy in all students as well as achieving our goal of having all students reading at grade level by third grade. To drive daily instruction, teachers will use the Fountas & Pinnell reading assessments, unit pre-assessments, running records, conferencing notes, and teacher observation. A balanced literacy approach, access to rich literary classroom libraries, choice in the selection of readings, and explicit instruction are the main priorities. Guided and strategic reading groups, goal setting and constant feedback are also part of the plan to assist with the continued goal of increasing student stamina and endurance in preparing for all assessments.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement Local (Specify):
Identified Need :	<p>After collecting, analyzing and reviewing the data sources of CAASP, reading assessments (including Fountas and Pinnell), and classroom observations an identified need will be to continue to make the transition to Reader/Writers Workshop and implement the Units of Study that align with the instructional model. In our initial year of implementation, Howard Pence had less than a 3% decrease from 37.31% of students Exceeding or Meeting Standard to 34.55%. With less than a significant decrease (less than 3%), the Reader/Writers Workshop's second year of full implementation will continue to promote students' understanding and awareness of text structures, language features, meaning and author's purpose all while promoting these skills through student literary choice in selection of high interest readings.</p> <p>In accordance with this need, Howard Pence during the 2018-19 school year, will continue to grow in students, a love of literature so their reading and writing stamina increase in an authentic manner where creating a community of enthusiastic readers is part of the common culture.</p> <p>Also, to address the identified need of targeted students based on reading assessments, an intervention program through the use of Leveled Literacy Intervention (LLI) will assist these students in achieving grade level status.</p> <p>In the curricular area of Mathematics, based on a decrease in the percentage of students in Exceeding and Meeting Standards for the first time in over three years, Lab Site visits will occur at Howard Pence along with working closely with our Mathematics TOSA. Usage of ST Math and the monitoring of this system will also be highlighted.</p> <p>The ELL Committee will continue to ensure all staff are keenly aware of students language status and the latest current and effective strategies utilized to meet individual needs. More familiarity with the ELPAC Assessment regarding the administration, strategies and questioning techniques used will also be a goal to meet the need of our second language learner population.</p>	
Goal Applies to:	Grade/Department/Other:	All

Applicable Pupil Subgroups: All		SPSA Year : 2018-19				
Expected Annual Measurable Outcomes:	By the end of the 2018-19 school year, the percentage of students meeting or exceeding the ELA California Standards on the California Assessment of Student Performance and Progress (CAASP) will increase 5% from 34% to 39%.					
	By the end of the 2018-19 school year, the average Distance from Standard Level 3 as measured by the SBAC/CAASPP Assessment will increase by 10 points for all students from -32 to -22 to lessen the distance from Standard Met Level 3.					
	By the end of the 2018-19 school year, the percentage of students meeting or exceeding the Math California Standards on the CAASP will increase from 24% to 29%.					
	By the end of the 2018-19 school year, the average Distance from Standard Level 3 as measured by the SBAC/CAASPP Assessment will increase by 10 points for all students from -42 to -32 to lessen the Distance from Standard Met Level 3.					
	By the end of the 2018-19 school year, 100% of the students reading 3 or more years below grade level will increase their reading level by a minimum of 1.5 years as determined by the Fountas and Pinnell Reading Assessment.					
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount	
1.1 PLCs will be established by providing collaboration time for all grade levels. Twenty-six Minimum Days will be specifically dedicated to PLC time.	X All Students	Grade levels will PLC during the designated Minimum Days to plan, discuss and share lesson design by following the Reading/Writing Units of Study on ways to implement Reader/Writers Workshop along with all other curricular areas.	None Specified	None Specified	0	
				LCFF - Base	800	

1.2 Materials, supplies and professional development in the way of trainings, workshops, conferences in the curricular areas of ELA, Mathematics, ELD, STEAM, Social/Emotional Learning (SEL) and school climate.	X All Students	Expenses include but are not limited to Leadership Institutes, CAFE and other conference registration fees and travel expenses to develop instructional practices targeting the CA Content Standards, ELD framework and other curricular areas. (0503)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	500
1.3 Instructional materials and supplies aligned with CA Content Standards ELA, ELD and mathematics will be purchased to supplement lessons and support at-risk, English Learners and students with disabilities. Professional development in the areas of conferring strategies, small group instruction writing implementation, Leveled Literacy Intervention and other Reading/Writing Workshop Units of Study practices.	X All Students X Low Income Pupils X English Learners	Materials will include but are not limited to classroom libraries, sets of guided reading books, periodical subscriptions, oral texts, headphones, ELA/ELD resources, and professional texts regarding implementation of CA Content Standards. (0503)	4000-4999: Books And Supplies	LCFF - Base	2,000
		Release time will be provided to designated teachers and/or grade level teams to participate in classroom visits to enhance the effectiveness of implementing Workshop strategies with a focus on at-risk learners.	1000-1999: Certificated Personnel Salaries	Title I	4,400

		<p>Additional classroom libraries will be purchased to supplement special needs students to assist in reaching independent reading benchmark levels. Supplemental reading materials such as, but not limited to, subscriptions, leveled books and instructional software may be purchased.</p> <p>Classroom libraries will be extended through the purchase of individual and sets of literature books based on grade level needs. Book clubs will be derived from purchases. (0603)</p> <p>Supplemental instructional materials such as but not limited to composition books, grade level appropriate student writing paper and software programs to be purchased.</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Lottery: Instructional Materials</p> <p>LCFF - Base</p> <p>Lottery: Instructional Materials</p>	<p>1,500</p> <p>3,138</p> <p>3,000</p>
1.4 Support provided for literacy intervention for English learners in both Spanish and English to support transition and transfer.	<p>X All Students</p> <p>X English Learners</p>	<p>Release time as needed for Professional development in Spanish to English Biliiteracy Transfer (SEBT) to support literacy intervention for English learners and/or newcomers.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>1,600</p>

		<p>Purchase of materials in Spanish and English to support at-risk EL students. This may include individual readers, classroom libraries, and sets of books .</p>	4000-4999: Books And Supplies	Title III	1,237
<p>1.5 The EL Committee, made up of all grade level representatives, will address needs of English Language Learners with a special emphasis on academically at-risk students.</p>	<p>X All Students X Low Income Pupils X English Learners</p>	<p>Representatives and/or individuals across all grade levels (8) will meet (Substitute Teacher costs) to develop school wide professional development, review student work and assessment data. Possible release for individuals to meet, discuss and detail implementation of ELD. (English Language Development.)</p> <p>Purchase of supplemental materials in the curricular areas of Science and Social Studies during the NELD block of instructional time. These materials may include but are not limited to texts, classroom magazines and high interest readers.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Lottery: Instructional Materials</p>	<p>2,873.10</p> <p>19,716</p>

1.6 Academic interventions for at-risk students who are in need of supplemental instruction in ELA (literacy intervention) and/or mathematics will occur before and after school supporting EL and at-risk Title I students.	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p>	<p>Certificated staff will provide before and after school intervention to at-risk students in need on a weekly basis through the use of Leveled Literature Intervention. One teacher per grade level will conduct before or after school interventions four days a week. Three different six week sessions will occur.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p>	<p>19,733</p>
1.7 Teachers will administer individual assessments to primary grade students.	<p>X Other Subgroups: (Specify) Grades K-1</p>	<p>Primary grade teachers be provided release time to administer district performance tasks and other one on one assessments.(0503)</p> <p>Transitional Kindergarten and Kindergarten teachers will assess incoming students prior to the beginning of the new school year. (0503)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1,000</p> <p>500</p>
1.8 To support at-risk K-2 at-risk English Learners grade students, the Push-In instructional assistant will be provided in the curricular area of Language Arts.	<p>X English Learners</p>	<p>In collaboration with primary grade classroom teachers, an instructional assistant will work with small EL groups to provide intervention in the curricular area of language arts.</p> <p>Payroll taxes</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title III</p> <p>Title III</p>	<p>16,904</p> <p>4,599</p>

1.9 The Student Study Team Chairperson will oversee the SST process regarding all students referred to review process and Beneclusion implementation.	X All Students	A roving a sub will be provided to SST***Release time and/or out-of-contract pay will be funded so SST Chair and/or IEP Chair may plan and organize Beneclusion strategies. Teacher release may be provided for collaboration in this process. (0503)	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
1.10 A Beneclusion Committee responsible for overseeing the mainstreaming, two-way intervention, and the instructional programs needed to assist identified students.	X All Students	Release time as needed provided to Committee members to annually meet to discuss targeted students who would benefit academically and/or socially with involvement in the Beneclusion Instructional Model where at-risk students are provided the necessary intervention in identified content areas. (0503) Incentives, rewards, and recognition merits for student successfully participating in the Beneclusion Model. (0503)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base	500 1,000

1.11 An English Language Development Newcomer Impact Teacher will provide ELD instruction to identified students in grades 4-6.	X English Learners X Other Subgroups: (Specify) At-risk students	An English Language Development Newcomer Instructor will be hired to address the needs of students in grades 4-6 who have been enrolled in U.S. Schools less than 12 months who have limited English ability.	1000-1999: Certificated Personnel Salaries	Title I	23,852
1.12 To promote social, emotional, physical and academic well-being, students will participate in organized activities during recess times.	X All Students	Sports for Learning will provide team physical and STEM activities while accentuating emotional and social benefits. Grades 1-6 will participate in the 18 week long program that provides these activities during lunch time recess.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	16,582
1.13 An Academic Enrichment Program will be conducted after school for at-risk students in grade four through six in the content area of STEM will be held.		A certificated instructor will provide an after school enrichment program for at-risk students in grade four through six in the curricular area of STEM.	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
1.14 An Impact teacher will provide intervention for grades K-2 for at-risk students in the curricular area of English Language Arts.	X Other Subgroups: (Specify) At-risk K-2 students	An impact instructor will be hired to address the needs of students in grades K-2 who at-risk in the English Language Arts curricular area. The teacher will provide reading intervention for students not reading at grade level.	1000-1999: Certificated Personnel Salaries	LCFF	21,200
			1000-1999: Certificated Personnel Salaries	Title I	2,400

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2:	<p>Positive School Culture for All: Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive.</p> <p>Howard Pence School embraces a No Excuses philosophy where the primary objective is to provide a solid foundational education so each student may be college and/or career ready. We want to create a culture where each student sees themselves as a Reader, Writer and Mathematician (ReWriMas). Our desire is to promote a growth mindset where grit is encouraged and rewarded through positive rewards. The practices of being responsible, respectable and safe are permeated in everyday practices with an emphasis on effort, focus and fun in all we do.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes <p>Local (Specify):</p>
Identified Need :	<p>Results from the parent, student and staff survey continue to display a very positive trend at Howard Pence. ALL 15 of the questions surveyed in the Parent Survey are above the district average. Howard Pence had the highest average rating in 13 of the 15 areas surveyed. The overall average was .31 above the district average on a scale of 4.0.</p> <p>The Student Survey results were very similar to the Parent data. In 11 of the 12 categories, Howard Pence was above the district average. Pence achieved the highest rating in the district in 3 of the 11 surveyed areas. The overall site average .07 above the district average.</p> <p>The staff survey data revealed Howard Pence was .06 higher than the district's overall average. In 23 of the 35 surveyed questions, Pence was above the district average. 'Parents trusting teachers' professional judgement,' received the highest rating in the district.</p> <p>Based on these results, it is concluded that the No Excuses University belief is to remain fully intact and ways to improve and grow in this philosophy are a on-going goal. Maintaining and reinforcing NEU is a need to sustain the growth mindset and establishing an attitude of grit and determination.</p>	
Goal Applies to:	Grade/Department/Other: All Grades	Applicable Pupil Subgroups: All Subgroups

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:

1. An positive increase of at least .3 on a scale of 4.0 in a minimum of 3 out of the 11 questions posed on the 2017-18 culture/climate student survey when compared to the 2018-19 survey.
2. A positive increase of .3 on a scale of 4.0 in a minimum of 4 out of the 14 questions posed on the 2017-18 culture/climate parent survey when compared to the 2018-19 survey.
3. A positive increase of .3 on a scale of 4.0 in a minimum of 8 out of the 35 questions posed on the 2017-18 culture/climate staff survey when compared to the 2018-19 survey.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Howard Pence will continue to impart the highly successful No Excuses University philosophy and utilize it as the foundational piece of establishing a positive culture.	X All Students	No Excuses University stresses the importance of higher education and promotes it as a goal for all students. All classrooms are associated with a specific university and each student is aware of their college graduation date and what it takes to achieve this goal. Materials, texts and supporting materials will be provided. (0503)	4000-4999: Books And Supplies	LCFF - Base	500
		Teachers and/or administrator may attend any NEU Conferences to promote and obtain continued practices of college attendance expectancy for all. (0503)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500

2.2 The PBIS committee provides professional development to staff in regards to managing student behavior with an emphasis on positive proactive behavior.	X All Students X Low Income Pupils	<p>Release provided to the PBIS committee that meets periodically to discuss school policies and staff development to meet the needs of at-risk students. They ensure positive supports are in place and create systems to be implemented school-wide. (0503)</p> <p>To support the Positive Behavior Intervention System, purchases of supplemental and or support materials such as, but not limited to literary works, student incentives and awards, student programs and/or assemblies. (0503)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	LCFF - Base	1,000
2.3 To enhance student education experience, Study Trips will be provided for each grade level which align with curricular topics.		<p>Each grade level will provide at least one Study Trip for the students that is directly correlated with content subject matter. Money is to be used for admittance and transportation.</p>	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3,500
2.4 Student groups and activities are established at Howard Pence for the purpose of stressing the importance of civic responsibilities and active participation to enhance school climate.		<p>Supplies and materials for groups such as Student Council, Safety Patrol, Friday Night Live, Peace Patrol and others provide opportunity for students to be active members in forming school culture. (0503)</p>	4000-4999: Books And Supplies	LCFF - Base	1,000

2.5 The parent, student and staff survey will be administered, analyzed and shared annually.	X All Students	At the end of the school year, the culture survey will be administered to all three groups. Results will be reviewed with action steps considered or identified.	None Specified	None Specified
2.6 Student recognition assemblies will be held every six weeks to reinforce and reward positive behaviors and outstanding merit.	X All Students	Student recognition assemblies are held on a regular basis with students being rewarded for displaying a Growth Mindset, GRIT, the three themes of Respect, Responsibility and Safety, Monthly Character Traits and NEU virtues. Certificates and rewards will be purchased to provide motivation based on recommendations from the NEU Committee. (0503)	4000-4999: Books And Supplies	LCFF - Base 1200

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	<p>Parent and Community Engagement to Support Student Achievement: Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.</p> <p>To maintain and increase parent involvement at Howard Pence, a variety of opportunities exist. Parent workshops, evening events, community volunteer coordinator led inservices, and an increase in volunteering will be encouraged to strengthen the home-school connection.</p> <p>ELAC, School Site Council, PBIS and PTA provide opportunity for parents to be an active member of the school community. Parents will also be offered evening parent workshops in a variety of school/home based topics to assist in our goal of creating a literature rich climate both at school and in the home.</p>	<p>Related State and/or Local Priorities:</p> <p>3 X Parental Involvement 4 X Pupil Achievement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify):</p>
Identified Need :	<p>While the parent survey continues to report positive results, an identified need is to have a larger number of parents complete the survey so as to get a larger sample of responses.</p> <p>Overall school attendance will continue to be a focus at Howard Pence as there is a need to lower the number of Chronic Absentee students. Currently the rate is at 12.73%.</p> <p>In addition, involving more parents in school events will result in an increase in student engagement and achievement.</p>	
Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

SPSA Year : 2018-19					
Expected Annual Measurable Outcomes:	1. An increase in the number of parents who take the LCAP parent survey by 25% from the current number of 36 to a minimum of 50. 2. An increase of 8% in parent attendance at school events as measured by sign-in sheet signatures when comparing 2017-18 events to 2018-19 school events. An average attendance of 23 parents are present at organized parent meetings (i.e. ELAC, Parent Workshop) with a goal of a minimum of 30 parents present for these events for the 2018-19 school year. 3. Increase the average daily attendance from 95.15% to the District goal of 96%. 4. Decrease the number of Chronic Absentee students from 14.27% to 12% for the 2018-19 school year. 5. Increase PTA Membership by 10% from 133 to 150 members.				
Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Community Volunteer Coordinator will be maintained to increase parent involvement and support at-risk students, parents and families.	X All Students X Low Income Pupils X English Learners X Foster Youth X Homeless	The Community Volunteer Coordinator will organize and/or lead parent inservices. Recruitment of volunteers for school functions and daily activities will also be a focus to increase parent involvement. Activities will be coordinated with other parent groups such as ELAC and PTA. Payroll taxes for CVC	2000-2999: Classified Personnel Salaries	Title I	15,272
3.2 Parenting Workshops will be provided either by the CVC, school psychologist or an outside source to assist parents with specific areas of need.	X All Students X Low Income Pupils X Foster Youth	To assist with the needs of at-risk students, on campus workshops will be offered to parents so as to enhance parenting skills and provide strategies and assistance with their child's education. Childcare is also an option at these events. Child care salaries	3000-3999: Employee Benefits	Title I	4,155
			5000-5999: Services And Other Operating Expenditures	Title I	1,500
				2000-2999: Classified Personnel Salaries	300

1. An increase in the number of parents who take the LCAP parent survey by 25% from the current number of 36 to a minimum of 50.
2. An increase of 8% in parent attendance at school events as measured by sign-in sheet signatures when comparing 2017-18 events to 2018-19 school events. An average attendance of 23 parents are present at organized parent meetings (i.e. ELAC, Parent Workshop) with a goal of a minimum of 30 parents present for these events for the 2018-19 school year.
3. Increase the average daily attendance from 95.15% to the District goal of 96%.
4. Decrease the number of Chronic Absentee students from 14.27% to 12% for the 2018-19 school year.
5. Increase PTA Membership by 10% from 133 to 150 members.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 Community Volunteer Coordinator will be maintained to increase parent involvement and support at-risk students, parents and families.	X All Students X Low Income Pupils X English Learners X Foster Youth X Homeless	The Community Volunteer Coordinator will organize and/or lead parent inservices. Recruitment of volunteers for school functions and daily activities will also be a focus to increase parent involvement. Activities will be coordinated with other parent groups such as ELAC and PTA. Payroll taxes for CVC	2000-2999: Classified Personnel Salaries	Title I	15,272
3.2 Parenting Workshops will be provided either by the CVC, school psychologist or an outside source to assist parents with specific areas of need.	X All Students X Low Income Pupils X Foster Youth	To assist with the needs of at-risk students, on campus workshops will be offered to parents so as to enhance parenting skills and provide strategies and assistance with their child's education. Childcare is also an option at these events. Child care salaries	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Title I Title I	4,155 1,500 300

		Refreshments provided to parents during parent workshops/meetings.	4000-4999: Books And Supplies	Title I	200
3.3 Community and School events to be conducted throughout the school year that are accessible to all parents and students with an emphasis on ensuring the participation of at-risk families.	<p>X All Students</p> <p>X Low Income Pupils</p>	<p>A variety of events will occur over the school year that will provide ample opportunity for parents to attend and be actively involved. A Showcase Event featuring STEM and VAPA products/productions will be on display. PTA, ELAC and PBIS are some of the committees parents are part of. Friday Flag Salute/NEU Ceremonies are open to the community and parents are encouraged to attend.</p> <p>Planning time for certificated employees to conduct evening showcase and lead parent workshops.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1,000</p> <p>800</p>

<p>3.4 Recognizing and awarding outstanding and improved attendance as well as a Literary Birthday club. (0647)</p>	<p>X All Students</p>	<p>Students will be recognized on a regular basis for outstanding and/or improved attendance through receiving certificates and other incentives. Students identified as Chronically Absent will be closely monitored with improvement gains rewarded. Additionally, to promote a literary world, students and families will have the opportunity to select works of literature to celebrate birthdays as an alternative to non-nutritional snacks. (0647)</p> <p>4000-4999: Books And Supplies</p> <p>LCFF</p> <p>1,500</p>
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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4: Basic Services to Support Student Achievement: Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students. A welcoming, nurturing, safe and aesthetically pleasing appearance is Howard Pence's goal when addressing campus environment. Physical aspects of school grounds, marquee and message boards, and the surrounding walls communicate an atmosphere of an academically centered climate with the No Excuses theme on display throughout.		Related State and/or Local Priorities: 1 X Basic 6 X School Climate Local (Specify):				
Identified Need :		According to results from the Facilities Inspection Tool, there continues to be a need to educate staff on the importance of a clean and safe school campus, including guidelines provided by Williams Legislation. There was a .04 increase from the 2017-18 FIT Evaluation with a current rating of 97.45%.				
Goal Applies to:		Grade/Department/Other: All Applicable Pupil Subgroups: All				
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:		1. A minimum score of 98% will be achieved on the scaled Williams Visitation Report during the inspection of facilities and grounds. Current FIT report score is 97.45%. 2. Maintenance of the front entry landscape, school-wide mural and overall cleanliness of the school campus are to be monitored and addressed by weekly walk throughs.				
Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Inspection of facilities and grounds.		X All Students	Walkthroughs will be conducted routinely with the custodial staff, noting any needs in upkeep and/or repair.	None Specified	None Specified	

4.2 Marquee and Communication Boards	X All Students	The marquee and any communication boards posted around school will be kept up to date with current information and events.	None Specified	None Specified
4.3 School-wide NEU themed mural, community garden and special projects.	X All Students	The NEU mural, community garden and future projects are to be maintained and kept in aesthetically pleasing status.	4000-4999: Books And Supplies	LCFF - Base 250
4.4 Student lead Beautification Team to assist in the upkeep and overall appearance of the school environment.		To establish a sense of pride, a student committee will be established to provide a civic responsibility within the Pence Community.	4000-4999: Books And Supplies	LCFF - Base 200
4.5 Materials and supplies needed to provide maintenance, upkeep, classroom operation and the everyday workings of school functions.		Basic Supplies for day to day school operations which include but not limited to the purchase of classroom supplies, paper, printing costs, postage, copier lease, and student incentives. (0503)	4000-4999: Books And Supplies	LCFF 24,104
4.6 Provide clerical assistance during the school year at demanding times to support the offices staff.		Extra clerical support will be provided to support the office staff during inundated times of the school year. (0503)	2000-2999: Classified Personnel Salaries	LCFF - Base 2,000

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 9/15/16
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$78,336
X	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$
Total amount of state categorical funds allocated to this school		\$78,336

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$76,285	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$22,740	
Total amount of federal categorical funds allocated to this school		\$99,025	

Total amount of state and federal categorical funds allocated to this school	\$177,361
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Howard Pence

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	62,573	13,712.10	76,285.10	54,858.10	19,727	200	1,500	76,285.10
Title III	22,740		22,740		21,503	1,237		22,740
State Programs								
LCFF (Base) 0503	51,282	27,054	78,336	29,500	2,000	23,784	23,082	78,366
Additional Funding								
Classroom Library (0603)	7,623	1,515	9,138			9,138		9,138
Lottery-Instrcnl Matrls (6300)	7,623	16,593	24,216			24,216		24,216
Small Furniture (0505)	3,465	2,023	5,488			5,488		5,488
PE Supplies (0916)	2,079	3,041	5,120			5,120		5,120
Total	157,385	63,938.10	221,323.10	84,358.10	43,230	69,183	24,582	221,353.10

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vestalia Arvizu Lizarraga				X	
Monica Corona		X			
Robert Daily	X				
Leticia Diaz				X	
Ana Flores				X	
Nicholas Gentilella		X			
Subia Gonzalez				X	
Angelica Limon				X	
Melanie Mefford		X			
Maria Alejandra Lopez			X		
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory
Committee

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory
Committee

☐ District/School Liaison Team for schools in
Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee (secondary)

☐ Other committees established by the school or
district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

staff and parents

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/23/18.

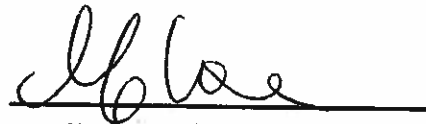
Attested:

Robert Daily

Typed Name of School Principal


Signature of School Principal10/23/18
DateMonica Corona

Typed Name of SSC Chairperson


Signature of SSC Chairperson10/23/18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
 1. To continue establishing literature rich environments where individual needs of all students are met based on current assessment data through the advanced implementation of Readers/Writers Workshop.
 2. In accordance with the District goal of having all students reading at grade level by the end of 3rd grade, targeted student after school intervention per grade level will be implemented.
 3. To continue to meet the needs of English Language Learners by monitoring, evaluating and providing needed and appropriate intervention so as to advance at least one proficiency level per school year.
 4. To maintain a positive and safe school culture ensuring all staff, students, parents and community members are meant to have a sense of belonging, importance, productivity and contribution (NEU).
- Identify the major expenditures supporting these priorities.
 1. Goal 1.3; LCFF-Materials, Title I-Release for Teachers, Lottery-Classroom Libraries and supplemental instructional materials, Classroom Libraries-additional works of literature
 2. Goal 1.6; Title I-After School Intervention
 3. Goal 1.11; Title I-Certificated English Language Learner Impact Teacher
 4. Goal 1.12; LCFF-Lunch recess physical, social, emotional, and academic activity program

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Weekly 90 minute collaboration grade level meetings to align instructional practices, strategies and formative assessments to grade level standards utilizing the Units of Study for ELA and Mathematics
- Fountas and Pinnell (F & P) Reading Assessment administered three times a year
- Purchased supplemental instructional and professional development materials for each classroom
- Reading and Writing Workshop labsites held along with regular professional development led by TOSA
- Administration of newly adopted ELPAC assessment to determine levels and needs of students
- After School Intervention program through the implementation of LLI
- School Commitment of PBIS, Attendance, ELL and Beneclusion continued
- Regularly scheduled assemblies recognizing outstanding NEU, PBIS, and Attendance accomplishments
- Weekly Friday Flag Salute conducted with NEU classroom chants and theme
- Hosted Parent Educational Workshops and school-wide events

- Established a welcoming environment with a growth mindset and positive school-wide culture
 - Funded a Community Volunteer Coordinator (CVC) to increase parent involvement
 - Funded an instructional Assistant to support push-in intervention in TK-1 classrooms
 - Student Council conducted school wide spirit days and activities
 - Student, Teacher and Parent surveys were conducted
 - Partnership established with Military branch
 - On-going campus inspections and beautification projects
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - The Committees of PBIS, Attendance, ELL and Beneclusion were not able to receive release time as scheduled.
 - What specific actions related to those strategies were eliminated or modified during the year?
Specific release days provided to the seven representatives for each committee, one from each grade level, were eliminated.
 - Identify barriers to full or timely implementation of the strategies identified above.
The number of requests for Guest Teachers was not able to be fulfilled due to the shortage throughout the district from daily absences and scheduled professional development trainings.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
In order to compromise the shortage of time, Staff Meeting time scheduled with other agenda items, was adjusted to allow for meeting time for the committees.
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
The work of each Committee has a direct effect on student outcomes. For example, student attendance had a slight drop from 95.33% in 2017 to 95.15% in 2018. The Beneclusion Committee assists with the number of students in Special Education. Currently Pence has a 10.6% of students enrolled in special education. The ELL Committee plans school wide implementation of ELD instruction. In the past, we have had success in meeting AMAO measures, however, with the new ELPAC assessment, we have yet to determine what effect less planning time has had. The work of the PBIS committee has a direct effect on student behavior and climate. We were unable to secure the planned implementation of a Peace Patrol program due to the limitation of scheduled planning time.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Full and complete first year of implementation of Teacher's College Readers/Writers Workshop.
- Providing weekly collaboration in 90 minute blocks for teachers to plan, study and implement effective instructional strategies regarding Readers/Writers Units of Study.
- Use of the Fountas and Pinnell Reading Assessment to level students and determine specific needs and intervention processes.

Considering this was our first full year of implementation, Howard Pence experienced only a slight dip in the percentage of students Exceeding or Meeting grade level standards in English Language Arts. Student performance went from 37% in 2016-17 to 34% in 2017-18. With the implementation of a new program an implementation gap is sometimes expected, however, with our continued professional development, teacher experience with the program and student adaptability to the program, we anticipate a trend in the positive direction with student achievement.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - While the Fountas and Pinnell Assessment assists us with identifying students that are not performing at grade level benchmark, the slight decrease in achievement, 37% to 34%, is a result of not addressing the needs in a specific manner.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
Limited professional development and dedicated time in the area of small group instruction based on assessment results indicating specific student need.
 - Lack of timely implementation
N/A
 - Limited or ineffective professional development to support implementation
Professional development was more focused on the Readers/Writers Workshop components of the Mini-lesson, Independent Reading and Sharing rather than Small Group Instruction.
 - Lack of effective follow-up or coaching to support implementation
N/A
 - Not implemented with fidelity
N/A
 - Not appropriately matched to student needs/student population
N/A
 - Other:
 - Based on the analysis of this practice, would you recommend:
This year Howard Pence will focus on the instructional practice of small group work. Utilizing the results of the Fountas and Pinnell Assessment, conferring sessions, student progressions, teacher observation, and other assessments, teachers will ensure dedicated time to small group work based on this information in order to better meet the needs of individual students.
 - Eliminating it from next year's plan
N/A
 - Continuing it with the following modifications: N/A

Involvement/Governance

- How was the SSC involved in development of the plan?

Howard Pence's School Site Council attended regularly scheduled meeting throughout the year giving input and feedback on the goals detailed in the School Site Plan. Input is also gathered through the administration of the LCAP survey.

- How were advisory committees involved in providing advice to the SSC?
Howard Pence's ELAC Committee is an advisory committee to the School Site Council. The SPSA goals are shared and with the ELAC Committee detailing alignment with the LCAP goals. During this time opportunity for input, feedback and questions are held.
- How was the plan monitored during the school year?
During regularly scheduled School Site Council meetings, the plan along with student data is shared and discussed with all members.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
An increase in the number of parents and volunteers involved with school activities, events, updates and workshops.
An increase in the number of parents partaking in the LCAP survey.

Outcomes

- Identify any goals in the current SPSA that were met.
- A positive increase in a minimum of 3 out of 11 questions posed on the 2017-18 Student Survey. Howard Pence recorded the highest positive response in the district on the three respective questions of; 'My school makes my family feel welcome. My school is preparing me to be successful in the future. I feel safe at my school.'
- A positive increase in a minimum of 4 out of the 15 questions posed on the 2017-18 Parent Survey. Howard Pence recorded the highest positive response on 13 of the 15 questions of the 2017-18 LCAP parent survey.
- An increase in the number of parents who take the LCAP Parent Survey by 25%. The Parent LCAP Survey increased from 23 to 36.
- An increase in parent attendance at school events as measured by sign-in sheet signatures, as compared to prior year.
- The beautification project to landscape the front area of the school was completed prior to the beginning of the school year.
- Identify any goals in the current SPSA that were not met, or were only partially met.
- An increase of 8% in the number of students meeting or exceeding the ELA California Standards on the California Assessment of Student Performance and Progress (CAASP). (Decreased from 37% to 34%).
- An increase of 8% in the number of students meeting or exceeding the Math California Standards on the CAASP. (Decreased from 30% to 23%).
- Increase the average daily attendance from 95.33% to the District goal of 96%. (actual score of 95.15%)
- A minimum score of 98% will be achieved on the scaled Williams Visitation Report during the inspection of facilities and grounds. (actual score increase from 97.41% to 97.45%)
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
Readers/Writers Workshop was fully implemented, however, with continued professional development, increased familiarity with the Units of Study and a focus on small group practices, it will no longer be minimally effective but obtain highly effective status.
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Establish routinely conducted classroom visitations during the English Language Arts block looking specifically for small group instruction and feedback provided regarding this instructional practice.
- Continued professional development in both English Language Art (Readers/Writers Workshop) and Mathematics so as to build teacher capacity and instructional methods.
- Redesign Staff Meeting time to designated PLC time to produce effective grade level planning
- Expand and Conduct After School Intervention Program so to meet the needs of a larger group of students in need through the use of LLI
- To continue to increase the number of parent survey participants
- Continue to maintain a clean and safe school campus

Howard Pence Elementary

MINUTES

SCHOOL SITE COUNCIL MEETING

DATE OF MEETING: 10.23.2018

LOCATION: Howard Pence Elementary

TIME OF MEETING: 3:19

MEMBERS PRESENT: Melanie Mefford (5th grade teacher), Subia Gonzalez (Parent), Maria A. Lopez (Specialist), Monica Corona (4th Grade Teacher), Mr. Daily (Principal), Ana Flores (Parent), Vestalia Arvizu (Parent), Nic Gentilella

ABSENT: Leticia Diaz (Parent), Angelica Limon (Parent)

CALL TO ORDER: Monica Corona Chairperson, Mr. Daily Called to Order at 3:19/
Flag Salute by Maria Alejandra Lopez

Approval of Past School Site Council Meeting Notes (9-18-18)

Motion By: Melanie Mefford

Seconded by: Subia Gonzalez

Vote: 8

Favor: 8 /8

Oppose: 0

Review of SSC Handbook:

1. Members received the School site Council Handbook.
2. Members received the handbook.

Principal Update:

1. Went over the school report presented for the School Board.
2. Before we went on break some staff members attended the active shooter training. One of the findings was the importance of communication needed in every site.
3. Every staff member needs to have the Principal cell phone number for any emergency.
4. Pence staff members went to Las Vegas last week to present for the NEU conference. The presentation was shown for the SSC members.

Review and Approval of Site Plan:

Mr. Daily highlighted specific sections of the 2018-19 Site Plan. The shared content included:

School Mission and Vision

Student and School wide data (CAASPP and ELPAC)

Review of the 4 Goals; Learning for All, Positive School Culture/Parent and Community Engagement/Basic Services

In regards to the 4 goals all Actions/Services/Descriptions/Funding

Sources/Amounts were discussed.

Proposed Categorical Budget for the 2018-19 School year

After completion of reporting, discussing, and questions a motion to approve the Site Plan was made.

Motion By: Melanie Mefford

Seconded by: Nic Gentilella

Vote : 8

Favor 8 /8

Opposed:0

Meeting Adjourned by Monica Corona at 418

ACTION TO ADJOURN THIS MEETING:

Motion to approve: Maria Alejandra Lopez

Second by: Ana Flores

Vote: 8 Favor 8/8

Oppose:0

The School Plan for Student Achievement

School: Sunnyslope
CDS Code: 37-68395-6040539
District: South Bay Union
Principal: Cynthia Smith-Ough
Revision Date: October 17, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cynthia Smith-Ough
Position: Principal
Phone Number: (619) 628-8800
Address: 2500 Elm Avenue
San Diego, CA 92154
E-mail Address: csmith-ough@sbusd.org

The District Governing Board approved this revision of the SPSA on November 8, 2018.

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School Vision and Mission

Sunnyslope's Vision and Mission Statements

Our highest priority at Sunnyslope School is to develop curious, joyful, culturally competent, and proficient literacy users that embrace a "growth mindset" needed to thrive in the 21st Century. We support all learners towards advancing their literacy and numeracy skills, particularly in the areas of reading comprehension and conceptual understanding. By engaging students at high levels of cognition through academic speaking, reading, and writing centered around complex and authentic tasks, Sunnyslope students will graduate with pride in themselves and their community, with a sense of curiosity and perseverance, and with confidence in their academic and social abilities to meet the challenges of an ever-changing world. The fundamental belief that every child can learn and will rise or fall to the level of our expectations is the driving force of our work.

The mission of Sunnyslope is to work collaboratively to engage and empower students in their quest towards academic excellence and transformational leadership. We model respect, responsibility, and high expectations of excellence so that each individual can thrive and leave Sunnyslope with the confidence and intellectual capacity to influence positive change in the world.

School Profile

Sunnyslope Elementary School (grades TK through 6) is located in San Diego, California. Our student enrollment is approximately 515 students. The School Action Plan is the result of a coordinated effort involving the Sunnyslope Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union School District leadership personnel. We looked closely at the current achievement and culture at our school to identify action steps, strategies, and goals to ensure that our students perform at high levels of academic achievement as defined by the CA State Standards.

Sunnyslope Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 90%. Other ethnicities include 3% white, 2% African American, and 5% Asian, Filipino, or Pacific Islander. Sixty-one percent of our students speak a language other than English and approximately 98% of these students have Spanish as a primary language. In addition, 77% of students are identified as socioeconomically-disadvantaged and 88% of students pertain to LCFF unduplicated count.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	79	65	76	72	63	76	72	63	93.8	91.1	96.9
Grade 4	74	90	84	71	87	79	71	87	79	95.9	96.7	94
Grade 5	90	69	88	84	64	86	83	64	86	93.3	92.8	97.7
Grade 6	69	90	70	67	87	69	67	87	69	97.1	96.7	98.6
All Grades	314	328	307	298	310	297	297	310	297	94.9	94.5	96.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.7	2355.5	2381.6	7	5.56	7.94	16	6.94	19.05	20	31.94	31.75	58	55.56	41.27
Grade 4	2403.1	2398.0	2408.3	4	9.20	11.39	21	10.34	13.92	18	19.54	22.78	56	60.92	51.90
Grade 5	2432.5	2451.5	2438.8	2	6.25	6.98	22	26.56	13.95	20	20.31	23.26	55	46.88	55.81
Grade 6	2501.0	2469.9	2486.6	10	5.75	7.25	30	16.09	26.09	31	36.78	26.09	28	41.38	40.58
All Grades	N/A	N/A	N/A	6	6.77	8.42	22	14.52	17.85	22	27.42	25.59	50	51.29	48.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	6.94	11.11	34	31.94	44.44	59	61.11	44.44
Grade 4	8	10.34	11.39	37	33.33	37.97	55	56.32	50.63
Grade 5	8	14.06	8.14	34	43.75	40.70	58	42.19	51.16
Grade 6	9	4.60	14.49	46	55.17	37.68	45	40.23	47.83
All Grades	8	8.71	11.11	37	41.29	40.07	55	50.00	48.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	4.17	11.11	45	41.67	38.10	53	54.17	50.79
Grade 4	8	8.05	10.13	44	33.33	35.44	48	58.62	54.43
Grade 5	2	12.50	11.63	45	42.19	31.40	53	45.31	56.98
Grade 6	16	6.90	7.25	55	44.83	46.38	28	48.28	46.38
All Grades	7	7.74	10.10	47	40.32	37.37	46	51.94	52.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	4.17	9.52	49	58.33	63.49	47	37.50	26.98
Grade 4	8	6.90	10.13	56	45.98	55.70	35	47.13	34.18
Grade 5	1	6.25	8.14	63	67.19	54.65	36	26.56	37.21
Grade 6	9	8.05	8.70	76	50.57	56.52	15	41.38	34.78
All Grades	5	6.45	9.09	61	54.52	57.24	34	39.03	33.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	5.56	12.70	47	45.83	57.14	42	48.61	30.16
Grade 4	6	12.64	16.46	61	40.23	46.84	34	47.13	36.71
Grade 5	10	15.87	8.14	54	38.10	50.00	36	46.03	41.86
Grade 6	16	10.34	24.64	57	54.02	44.93	27	35.63	30.43
All Grades	10	11.00	15.15	55	44.98	49.49	35	44.01	35.35

Conclusions based on this data:

1. Based on this data, 52% of students tested in grades 3-6 scored below standard in producing clear and purposeful writing. This leads us to the conclusion that students need daily opportunities and experiences to write across genres and content areas to explain their thinking and reasoning in a clear and logical way. In addition, it is concluded that students need ample writing models and instruction using various writing structures as well as targeted differentiated instruction based on writing strengths and needs. By differentiating instruction in writing, providing students with clear writing models so that they understand the characteristics of various writing structures, and providing students with daily writing workshop opportunities, students will increase their mean scale score and get closer to reaching or exceeding level 3 (standard met) on the CAASPP.
2. 48% of all students tested in grades 3-6 scored below standard in the performance claim of "Reading"; therefore, after a close analysis of this data, staff concludes that greater attention is needed in the area of balanced literacy to ensure that all students receive instruction with both decoding and comprehension skills and strategies to help them make meaning of text within a gradual release of responsibility model to ensure a balance between student input and output of information as teachers gradually release the level of scaffolds. In addition, students need targeted small group instruction within their zone of proximal development to help students advance to higher levels of reading proficiency and help students get closer to level 3 (standard met) Smarter Balanced performance level.
3. Although there is a 5% increase for overall standard met or exceeded in English Language Arts/Literacy, fifth grade showed a decrease of 12.7 in the mean scale score from 2017 to 2018 which represents a 12.6% decline of students meeting standards in their overall achievement in ELA in 2018 than in 2017. Based on this data, greater attention needs to be placed on collaboration and planning of units of study for both reading and writing as well as the use of formative assessments to drive instruction.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	79	65	81	78	65	81	78	65	100	98.7	100
Grade 4	74	90	84	73	90	83	73	90	83	98.6	100	98.8
Grade 5	90	69	88	88	69	88	88	69	88	97.8	100	100
Grade 6	69	90	70	68	90	70	68	90	70	98.6	100	100
All Grades	314	328	307	310	327	306	310	327	306	98.7	99.7	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2383.5	2378.6	2407.2	7	3.85	4.62	21	17.95	29.23	23	34.62	36.92	48	43.59	29.23
Grade 4	2404.1	2414.3	2412.4	1	2.22	2.41	10	15.56	12.05	26	35.56	34.94	63	46.67	50.60
Grade 5	2422.0	2446.8	2455.8	2	4.35	10.23	6	7.25	12.50	19	33.33	22.73	73	55.07	54.55
Grade 6	2464.1	2456.4	2475.1	4	4.44	7.14	12	8.89	17.14	34	34.44	20.00	50	52.22	55.71
All Grades	N/A	N/A	N/A	4	3.67	6.21	12	12.54	16.99	25	34.56	28.43	59	49.24	48.37

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	12.82	12.31	30	32.05	41.54	58	55.13	46.15
Grade 4	3	3.33	6.02	15	24.44	28.92	82	72.22	65.06
Grade 5	3	8.70	14.77	17	26.09	28.41	80	65.22	56.82
Grade 6	7	8.89	10.00	28	25.56	28.57	65	65.56	61.43
All Grades	6	8.26	10.78	22	26.91	31.37	71	64.83	57.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	8.97	18.46	37	50.00	53.85	49	41.03	27.69
Grade 4	0	8.89	6.02	52	45.56	38.55	48	45.56	55.42
Grade 5	2	5.80	6.82	26	37.68	34.09	72	56.52	59.09
Grade 6	7	4.44	10.00	32	35.56	32.86	60	60.00	57.14
All Grades	6	7.03	9.80	36	42.20	39.22	58	50.76	50.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	6.41	16.92	60	56.41	58.46	31	37.18	24.62
Grade 4	5	8.89	4.82	27	41.11	38.55	67	50.00	56.63
Grade 5	3	4.35	11.36	24	34.78	32.95	73	60.87	55.68
Grade 6	6	8.89	11.43	56	34.44	35.71	38	56.67	52.86
All Grades	6	7.34	10.78	41	41.59	40.52	53	51.07	48.69

Conclusions based on this data:

1. According to CAASPP data, 76% of all students tested in grades 3-6 scored below standard in mathematics which equates to -64 points "Distance from Level 3" (DF3). This leads us to the strong conclusion that students need well-planned instruction that is explicitly structured to develop their procedural skills and conceptual understanding with ample opportunities for guided practice, complex problem solving, and time for discussion through the implementation of daily number talks.
2. Based on this data, the percentage of 5th grade students at or near standard decreased by 1.83% from 34.78% in 2017 to 32.95% in 2018. A closer analysis of the data revealed that 69 students did not meet achievement standards, and the average Distance from Level 3 (DF3) for 5th grade was -71. This data supports the conclusion that students need explicit instruction in the areas of concepts and procedures, problem solving and modeling, and practice with communicating their reasoning orally and in writing. Furthermore, understanding the meaning behind the mathematical operations and procedures is crucial along with plenty of opportunity for guided and independent practice to meet the needs of all students.
3. Although Sunnyslope demonstrated a 7% increase in overall student achievement of all students tested in grades 3-6, there was a 3% decrease of all students scoring at or near standard in the performance claim of "Problem Solving and Modeling/Data Analysis". This leads us to the conclusion that students need explicit instruction and support in using appropriate tools and strategies to solve real world and mathematical problems. In addition, teachers need more professional development and coaching with planning and teaching student-centered math lessons aligned to mathematical practices and state standards.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 1:	Learning for All: Implement and assess a rigorous, standards aligned, 21st Century educational program that promotes the development of the whole child. Sunnyslope will focus on strengthening the rigor and meeting the diverse needs in reading and writing for all learners by implementing a balanced literacy and student-centered approach to teaching and learning during Readers' and Writers' Workshop. All learners will be engaged in individual goal setting that includes responsive instruction, feedback, and assessment. All lessons will be aligned to CA State Standards and follow the gradual release of responsibility model to create and cultivate thinking-intensive readers, writers, listeners, and speakers across all content areas.	Related State and/or Local Priorities: 2 X Implementation of State Standards 4 X Pupil Achievement 7 X Course Access Local (Specify):
Identified Need :	After analyzing multiple data points such as English language acquisition assessment data, reading assessment data, and classroom observation data, an identified need at Sunnyslope School is to ensure a student-centered culture of learning by engaging all students at high levels of cognition in reading, writing, and speaking around meaningful tasks that support their acquisition of advanced literacy and numeracy skills. In addition, a significant number of our English language learners need focused, systematic and integrated English language development instruction that aligns to the demands of CA State Standards and addresses the language needs of all students.	
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All	

SPSA Year : 2018-19

Expected Annual Measurable Outcomes:	1. 5% increase in students meeting or exceeding standards in reading (from 51% to 55%) by demonstrating understanding of literary and non-fictional texts as evidenced on 2018-2019 CAASPP assessment.
	2. 5% increase in students meeting or exceeding standards in overall math achievement (from 23% to 28%) as evidenced on 2018-2019 CAASPP assessment.
	3. 3% more of all English language learners will advance in their English language proficiency in the areas of listening, speaking, reading, and writing as evidenced by ELPAC scores.
	4. 100% of ELA, ELD and Math lessons will be aligned to the rigor of CA State Standards as measured by observation and walkthrough data.
	5. 100% of all teachers will implement Readers and Writers Workshop units of study in their instruction.
	6. 100% of all students will have access to standards aligned instructional materials in core subjects, as measured by Williams Settlement compliance data.
	7. The average distance from standard (level 3) on SBAC/CAASPP assessment will increase by 10 points for all students tested, from -57 to -47 in ELA and from -64 to -54 in Math in order to decrease the distance away from standard met and get closer to level 3.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
1.1 Providing on-site staff professional development, planning and collaboration in English Language Arts (Reading & Writing Workshop), language, literacy, biliteracy development, and/or mathematics to meet the instructional needs of all students, especially Title I, English learners, and students with disabilities.	X All Students X Low Income Pupils X Other Subgroups: (Specify) Title 1	Teacher release day and/or hourly pay from LCFF Base funding (20 teachers, 2 hours each; \$40/hr) including payroll taxes; 10 release days with roving sub	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000
		Teacher release day and/or hourly pay from Title I funding (20 teachers, 5 hours each; \$40/hr) including payroll taxes; 10 release days for data analysis with roving sub	1000-1999: Certificated Personnel Salaries	Title I	5,000
		Consulting Fees for Teachers College Reading and Writing Project staff developers	5800: Professional/Consulting Services And Operating Expenditures	Title I	12,586
1.2 Registration fees for professional development workshops in English Language Arts, Dual Language/biliteracy, social-emotional learning, and/or STEAM to develop the whole child	X All Students	Registration and/or course fees	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,000

1.3 Purchase supplemental, CA State Standards aligned instructional materials and supplies as needed for English Language Arts, English language proficiency and mathematics. Additional materials will be purchased for appropriate interventions for at-risk and English learner students	<p>X All Students</p> <p>X English Learners</p> <p>X Other Subgroups: (Specify) At-risk; Title I</p>	Supplemental materials and supplies, including but not limited to, leveled classroom libraries, math manipulatives, fiction and non-fiction book sets, ELA and Language literacy resources, computer software, magazine/newsletter subscriptions, professional learning resources to support implementation of CA State Standards (0503)	4000-4999: Books And Supplies	LCFF - Base	9,943
1.4 Before and/or After-School and intersession extended learning opportunities to support all students in literacy and/or math, especially at-risk Title 1 students and English learner students.	X All Students	<p>Extra hourly pay for certificated teachers to provide Tier II intervention, extended learning and enrichment opportunities to meet the individual and diverse needs of students</p>	1000-1999: Certificated Personnel Salaries	Title I	10,628
			1000-1999: Certificated Personnel Salaries	LCFF - Base	7,646
1.5 Sports for Learning, a hands-on supplemental curriculum that engages students in STEM learning through movement and sports. This is in addition to the core program.	X All Students	<p>Consultant/Coach fees for 15 weeks of hands-on STEM curriculum instruction through sports</p>	5800: Professional/Consulting Services And Operating Expenditures	Title I	17,800
			5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,300

1.6 Impact teacher push-in support to provide intervention and support to English learner students not meeting standards in reading	X English Learners	Impact teacher to provide push-in support provide intervention small group instruction to English learner students that are below benchmark in reading	1000-1999: Certificated Personnel Salaries	Title III	19,800
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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 2:	Positive School Culture for All: Provide safe, nurturing and purposeful environments which support the social, emotional and physical well-being of all individuals in order for them to thrive. Sunnyslope School will cultivate and establish a "growth mindset" culture (the belief that intelligence or skill can be improved and developed). In addition, Sunnyslope will practice a responsive approach to teaching which emphasizes integrating social-emotional development along with positive behavior interventions and supports for all students to enhance academic success for all. Sunnyslope staff and students will continue to develop an academic mindset for high achievement by seeking challenges, learning from mistakes, and seeing possibilities in the face of adversity.	Related State and/or Local Priorities: 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify):
Identified Need :	Survey data, parent and staff discussions, and school observations indicated a continued need for overall improved school climate/culture at Sunnyslope School. With the complexities involved in teaching and learning, developing a culturally competent learning environment that believes in all students was an area of high priority with staff and parents to ensure both academic success and overall well-being for all stakeholders in the face of any obstacle or challenge.	
Goal Applies to:	Grade/Department/Other: ALL	
	Applicable Pupil Subgroups: ALL	

SPSA Year : 2018-19

- Expected Annual Measurable Outcomes:**
1. Student perception data on school and classrooms being clean and well-maintained (survey question #9) on school climate survey will improve by .5%
 - (from 3.1 to 3.6 on a 4 point scale).
 2. 3% decrease in chronic absences from 16.42% in 2017-18 to 13.42% in 2018-19
 3. 1% increase in average daily attendance from 94.62% in 2017-2018 to 95.62% in 2018-2019.
 4. 3% decrease in truancy from 20% (3 or more unexcused absences) in 2017-18 to 17% in 2018-19.
 5. 100% of all classrooms will implement daily class meetings focused on building a positive classroom culture.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
2.1 Implement practices and procedures that foster and develop a culturally responsive classroom and growth mindset culture for students, staff, and families	X All Students	Embed a culturally competent growth mindset and responsive classroom themes into staff professional development, coaching and parent/family workshops	None Specified	None Specified	
2.2 Professional development and learning opportunities for teachers in the areas of social-emotional learning, positive behavior interventions and restorative practices as needed to ensure we are responsive to the needs of all students and in cultivating a proactive learning community that values and respects each other.	X All Students	Extra hourly pay for staff development during intercession and/or after school	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,000
2.3 Provide parent and family workshops to help provide a safe nurturing home and school environment for all students to thrive emotionally.	X All Students	Parents will learn a variety of strategies to develop a growth mindset, implement positive behavior support strategies, and ways to connect with their child.	None Specified	None Specified	
2.4 Supplemental materials to support responsive teaching to meet the social-emotional needs of all students	X All Students	Purchase Social-emotional learning books that emphasize and model positive social emotional experiences for children	4000-4999: Books And Supplies	LCFF - Base	1,205

2.5 Additional supervision assistant to support with supervision on playground for the safety of all students	X All Students	Noon time supervisor to support with safety of all students (0503)	2000-2999: Classified Personnel Salaries	LCFF - Base	2,000
2.6 Personal phone calls and conferences to support families improve chronic absenteeism.	X All Students	School staff (principal, office staff, CVC, teachers) to reach out to families via phone calls, text, and/or home visit to find ways to support chronic absenteeism. Extra-classified support for parent outreach	2000-2999: Classified Personnel Salaries	LCFF - Base	500

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 3:	Parent and Community Engagement to Support Student Achievement:		Related State and/or Local Priorities:
	Ensure on-going, authentic parent engagement and community partnerships that strengthen the foundation for student success-both now and in the future.		3 X Parental Involvement
	Sunnyslope School will provide a variety of high interest and engaging school community events, activities, and workshops throughout the school year to strengthen the home-school connection and increase both parent, student, and staff attendance and participation in school.		4 X Pupil Achievement
			5 X Pupil Engagement
			6 X School Climate
			8 X Other Pupil Outcomes
			Local (Specify):
Identified Need :	Staff identified needs in the area of parent engagement, parent education, and student attendance to support and cultivate high academic achievement and success of all students.		
Goal Applies to:	Grade/Department/Other: ALL		
	Applicable Pupil Subgroups: ALL		

SPSA Year : 2018-19

1. 1% increase in average daily attendance from 94.62% in 2017-2018 to 95.62% in 2018-2019.
2. An increase of 5% in parent attendance at parent teacher conferences /Back to School Night as measured by sign-in sheet signatures (from an average of 80% in 2017-18 to 85% in 2018-19).

1. 1% increase in average daily attendance from 94.62% in 2017-2018 to 95.62% in 2018-2019.
2. An increase of 5% in parent attendance at parent teacher conferences /Back to School Night as measured by sign-in sheet signatures (from an average of 80% in 2017-18 to 85% in 2018-19).
3. An increase of 15% in PTA Membership from 100 members in 2017-18 school year to 115 members for the 2018-19 school year.

Actions/Services	Pupils to be Served	Description	Object	Funding Source	Amount
3.1 School Community Events and Activities that are accessible to all parents regardless of Title I, EL, and disabilities.	X All Students	<p>Variety of school community events for parents to feel welcomed and connected to</p> <p>Sunnyslope school, including but not limited to, Family Literacy Night, Fall Carnival, Coffee with the Principal meetings, Patriotic Friday assemblies</p> <p>Extra-Hourly Pay for certificated staff to plan and facilitate parent literacy activities at Family Literacy Night to support student success and parent connection (10 teachers, 3 hours each at \$40/hr)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	Title I	1,500
3.2 Community Volunteer Coordinator to support at-risk families and coordinate school community events.	<p>X Low Income Pupils</p> <p>X Foster Youth</p> <p>X Other Subgroups: (Specify) Title I; homeless</p>	Community Volunteer Coordinator supports Title I parents with resources, organizes school and community events, and promotes participation and attendance throughout the school	2000-2999: Classified Personnel Salaries	Title I	24,000

3.3 Student Attendance Recognition and Incentives aimed at increasing student daily average attendance and parent participation.	X All Students	School assemblies, student recognition, attendance certificates, attendance incentives	None Specified	None Specified
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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

GOAL 4: Basic Services to Support Student Achievement: Provide basic services aligned to district budget and goals in order to ensure facilities, materials, teacher quality and transportation systems benefit students. Sunnyslope School will provide a welcoming, safe, and innovative school environment that demonstrates school pride, a culture of learning and collaboration that puts kids first as represented by our various message boards and clean and orderly facilities.		Related State and/or Local Priorities: 1 X Basic 6 X School Climate Local (Specify):				
Identified Need : According to results from the Facilities Inspection Tool (FIT), there continues to be a need to educate staff on the importance of maintaining a clean and safe school campus, including guidelines specified by Williams Legislation.						
Goal Applies to: Grade/Department/Other: ALL Applicable Pupil Subgroups: ALL						
SPSA Year : 2018-19						
Expected Annual Measurable Outcomes:		1. 1% increase in overall score of Facilities Inspection Tool (FIT) from 97% to 98%.				
Actions/Services		Pupils to be Served	Description	Object	Funding Source	Amount
4.1 Routine Campus Facilities Inspection		X All Students	Monthly facilities walkthrough with principal, head custodian, and/or director of facilities	None Specified	None Specified	
4.2 School Communication Boards		X All Students	School communication boards well-maintained, current and up-to-date and represent a culture of learning and collaboration	None Specified	None Specified	

4.3 Safety Patrol Coordinator	X All Students	Safety Patrol Coordinator to monitor and support safety procedures of School Safety Patrol	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
4.4 Provide all basic school and custodial supplies for day to day operations.	X All Students	Basic supplies for day to day school operations which include but not limited to: the purchase of classroom and office supplies; custodial supplies, copy paper, printing costs, postage, copier lease, student incentives. (0503)	4000-4999: Books And Supplies	LCFF - Base	35,000

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
X	This site operates a SWP but does not consolidate its funds as part of operating a SWP. Approved On 5/23/13
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation
X	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$66,094
	LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$0
	LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$0
Total amount of state categorical funds allocated to this school		\$66,094

Federal Programs under No Child Left Behind (NCLB)		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$58,928	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$19,800	
Total amount of federal categorical funds allocated to this school		\$78,728	

Total amount of state and federal categorical funds allocated to this school	\$144, 822
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Proposed Categorical Budgets for 2018-19 School Year

Sunnyslope

Categorical Budgets

Categorical Funding Allocated to This School and Site Council-Approved Budgeting to Correspond with Action Plan Strategies

Projected for 2018-19 School Year

Fund Source	2018-19 Site Allocation	Estimated Carryover	Total Allocation	Certificated Salaries & Benefits	Classified Salaries & Benefits	Instructional Materials & Supplies	Prof Dev & Teacher Planning	TOTAL
Federal Programs								
Title I 3010	58,928	12,586	71,514	12,128	24,000		35,386	71,514
Title III	19,800	0	19,800	19,800				19,800
State Programs								
LCFF (Base) 0503	39,146	26,948	66,094	4,646	4,500	50,948	6,000	66,094
Additional Funding								
Total	117,874	39,534	157,408	36,574	28,500	50,948	41,386	157,408

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cynthia Smith-Ough	X				
Susana Stevens		X			
Mary Beth Zopatti		X			
Haydee Loces Romo		X			
Sandra Garcia			X		
Sara Guerrero				X	
Victor Orosco				X	
Nancy Vasquez				X	
Kimberly Garro				X	
Karla Acosta				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee


District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature


Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2018.

Attested:

Cynthia Smith-Ough

Typed Name of School Principal


Signature of School Principal

10/17/18
Date

Sandra Garcia

Typed Name of SSC Chairperson


Signature of SSC Chairperson

10/17/18
Date

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 1. Developing a culturally competent academic mindset that cultivates a culture of learning and collaboration within and among teams that is student-centered and focused on results.
 2. Creating proficient, confident, and motivated readers, writers, and thinkers that feel empowered to make a difference in the world.
 3. Creating literacy rich and engaging classroom learning environments that puts kids first.
- Identify the major expenditures supporting these priorities.
Title I, Title III, and LCFF

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
 - Fully implemented strategies include the following:
 - Professional development with staff developers from Teachers College Reading and Writing Project
 - Teacher attendance in professional workshop to support English Learners
 - Parent workshops and family community events offered throughout the year
 - Welcoming environment with engaging parent boards displayed throughout the school
 - Purchased supplemental materials to expand classroom libraries and to fill in gaps
 - Differentiated professional development and coaching to improve instruction for all learners - including Title I, EL, Foster Youth, students with disabilities
 - Implementing school-wide practices to develop a growth mindset
 - Weekly principal recognition of students demonstrating a growth mindset, academic progress, and or outstanding/improved attendance
 - Fully funding a Community Volunteer Coordinator
 - Routine walk-through of entire school campus conducted by principal, head custodian, and director of facilities
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
Readers' workshop was implemented schoolwide but not fully implemented consistently and with fidelity in all classrooms.

- What specific actions related to those strategies were eliminated or modified during the year?
Professional development opportunities provided to teachers during summer, winter and spring break as well as after school hours. Professional development was optional with the understanding that full implementation of Readers' and Writers' Workshop Units of Study was expected.
- Identify barriers to full or timely implementation of the strategies identified above.
Teacher attendance was limited and affected the number of teachers that were able to fully implement Readers' Workshop in the classroom with fidelity.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Teachers were given access to videos and presentations of professional development. Teachers also had opportunities to receive differentiated support through the assigned TOSA (Teachers on Special Assignment).
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
51% of students in grades 3-6 reading below standard as indicated by CAASPP data.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

The following strategies proved to be effective in improving student achievement at Sunnyslope:

1. Providing teachers with job-embedded professional development, modeling and coaching in the area of planning units of study analyzing student work to meet individual student needs - including those academically at-risk or language learners. Students that received targeted instruction and consistent interventions showed an increase in their fluency and comprehension skills in reading as demonstrated by their reading and writing assessments.

2. Providing teachers with professional learning in the area of growth mindset, social-emotional skills, and positive behavior supports and interventions were effective in creating a more positive school culture and building a community of learners. This is evidenced in classroom bulletin boards that highlight a growth mindset, the use of specific feedback by teachers to emphasize perseverance, effort, and hard work of students as notated in classroom observation data.

3. Shifting from a teacher-centered mindset to a student-centered mindset during team collaboration meetings as evidenced team agendas, meeting minutes, and observation data.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Use of small group instruction across content areas was not implemented consistently.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
- Limited use of common formative assessments to effectively plan next steps for instruction based on student needs.
- Inconsistent application of using data to deliver small group instruction to meet the diverse needs of students
 - Lack of timely implementation
Due to limited professional learning opportunities and teacher content knowledge how to implement balanced literacy components throughout their instruction (shared reading, guided reading, strategy groups, interactive writing), there was a lack of timely implementation of student intervention to address gaps in learning.
 - Limited or ineffective professional development to support implementation
Yes, professional development how to use student data across content areas was limited due to the focus of schoolwide implementation of Readers' and Writers' Workshop and being in year one as an affiliate school with Teachers College Reading and Writing Project.

- Lack of effective follow-up or coaching to support implementation
Yes, the majority of coaching support was in the area of ELA which resulted in limited coaching in the area of mathematics

- Not implemented with fidelity

The use of Number Talks to support students' conceptual understanding of math concepts

The use of small group instruction to differentiate teaching of math concepts and procedures and of reading/writing strategies within students' zone of proximal development.

- Not appropriately matched to student needs/student population

- n/a

- Other:

- Based on the analysis of this practice, would you recommend:

-Coaching and professional development in the area of scaffolding and differentiated instruction with a focus on common formative assessments, small group instruction, and consistent implementation of student conferencing and goal setting.

- Eliminating it from next year's plan
no

- Math labsites with the support of district TOSAs
- Coaching and feedback around conferencing and small group instruction
- Supporting teams to plan lessons based on students' evidence of learning
- Identifying the criteria for success around students' tasks
 - Continuing it with the following modifications:

Involvement/Governance

- How was the SSC involved in development of the plan?
- The SSC fully participated in the development of the plan by attending regular meetings throughout the year, giving their feedback in the parent LCAP survey, and by contributing their thoughts and ideas in collaborative discussions
- How were advisory committees involved in providing advice to the SSC?
-The ELAC advisory committee was involved by contributing information to SSC through ELAC reports and by giving their feedback and input in the LCAP parent survey
- How was the plan monitored during the school year?
-The plan was monitored by analyzing student academic progress in the areas of ELA, ELD, and mathematics. Academic progress is monitored for all student groups.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
-Increase professional development in using student data to plan and differentiate instruction

Outcomes

- Identify any goals in the current SPSA that were met.
- 5% increase in ELA overall student achievement on CAASSP from 21.29% to 26.27% of students meeting standards.
- Exceeded 5% increase in Math overall student achievement on CAASSP from 16.21% to 23.2% of students meeting standards; increase of 7%.
- PTA memberships exceeded 10% goal. PTA membership increased from 75 in 2016-17 to 100 in 2017-18
- Parents received increased opportunities throughout the year to attend various workshops and parent meetings centered around topics such as growth mindset, nutrition, and positive behavior supports at home.
- 15% increase in parent involvement - including the number of parents attending parent workshops and informational meetings as measured by parent sign-in sheets, compared to 2016-17 from of an average of 20 parents to an average of 25 parents in attendance.
- 100% of all teachers received on site professional development on research based literacy strategies and the implementation of reader's workshop as an approach to teaching balanced literacy to all students - including at-risk and English learners.
- 100% of All grade-level teams received consistent opportunities for professional learning and collaboration
- 100 of all students have access to standards aligned instructional materials in core subjects as measured by Williams Settlement compliance data
- 10% decrease on office referrals from 2016-2017 from 62 to 56
- Increased student perception data on opportunities provided them in school to solve problems respectfully (survey question #6) by 1% going from a score of 2.3 to 3.34 on a 4-point scale.
- Book room was supplemented with a variety of fiction and nonfiction book sets to support teachers with rigorous and and engaging lessons to increase student achievement in reading aligned to California State Standards.
- Classroom libraries supplemented to include a variety of high interest fiction and nonfiction books including a wide range of lexile levels and topics to meet the diverse needs and interests of all students.
- Identify any goals in the current SPSA that were not met, or were only partially met.
- Did not meet goal of 1% increase on Facilities Inspection Tool (FIT); however we maintained overall "good" rating of 97%
- Did not meet average daily attendance of increasing by 2%. Did increase from 94.54% in 2016-17 to 94.62
- Did not meet goal of decreasing truancy by 5% for students. Students with 1 or more unexcused absence remained at 54%.
 - List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Limited professional development in the area of English Language Development and understanding new ELPAC
- Based on this information, what might be some recommendations for future steps to meet this goal?
- Provide more on-the-spot coaching and specific feedback to teachers during class visits
- Individual teacher and grade-level team goal-setting opportunities and progress monitoring check-in sessions
- Provide more opportunities for schoolwide literacy walks with teacher teams, team lesson study, and cross-school collaboration
- Provide coaching support during PLC with the support of District TOSAs
- Provide more office support due to long-term substitute in Attendance Secretary role.

SUNNYSLOPE ELEMENTARY
SCHOOL SITE COUNCIL MEETING MINUTES

DATE OF MEETING: October 17, 2018

LOCATION: Room 5

TIME OF MEETING: 2:20

CALL TO ORDER by principal @ 2:22

MEMBERS PRESENT: Cynthia Smith-Ough (Principal) , Susana Stevens (Teacher), Mary Beth Zopatti (Teacher), Haydee Loces-Romo (Teacher) Sandra Garcia (Other Staff), Kimberly Garro (Parent), Karla Acosta (Parent)

ACTION ITEMS AND DISCUSSION:

- Welcome of all members
- Review and approval of agenda
- Review and approval of meeting minutes (9/12/18)
- Principal explained and reviewed LCFF (Local Control Funding Formula)
 - LCFF gives more flexibility; however, still an obligation to ensure we are meeting needs of ELL, SES, & Foster Youth
- Principal explained and reviewed LCAP (Local Control Accountability Plan) Goals & priorities
 - Describes how we will meet the needs of our students and measure progress toward annual goals in the following areas:
 - Learning and achievement for all
 - Positive school culture
 - Parent and community engagement
 - Basic services
- Public Comments (3 min Limit)
 - No public Comments at this time
- Principal explained and reviewed proposed 2018-2019 School Site Plan Goals & Priorities and Supporting Budget and Expenditures
 - Principal reviewed categorical budgets: Title I, Title III, Principal also reviewed LCFF-base funds.
 - SSC continued discussion on the importance of differentiating instruction to support our striving learners and to produce proficient, confident, and motivated readers and writers. Discussion using Title III funds for a supplemental push-in teacher (impact teacher) to provide intensive small group intervention in reading and writing for our English learner students.

- Principal reviewed CAASPP data: schoolwide and grade level. Although seeing an overall increase in the percentage of students meeting standards, we still have over 50% of students below benchmark in reading, writing, and math.
- Discussion on balanced literacy and the importance of providing student with engaging, interactive hands-on opportunities in STEM. Principal shared information from meeting with representative from Sports for Learning (a STEM & Soccer program) that provides students with interactive lessons through soccer during lunch recess. Two college coaches will provide support. Each coach works with a class. Classes participate on average 1-2 times per week. Additional opportunities for tournaments, attendance bonus, and/or rotation. Principal showed a sample schedule.
 - Additional discussion on how expenditures support goals and priorities
 - Providing students with access to high quality texts by continuing to replenish libraries based on need (LCFF Base, Lottery, Classroom Library fund)
 - Professional learning and collaboration for teachers (Title I-release/out-of-contract pay/registration fees)
 - After school intervention and enrichment (Title I and LCFF Base-out-of-contract pay for teachers)
 - Impact Teacher-push in for English learner support (Title III)
 - Community Volunteer Coordinator support for parent and community engagement (Title I)
- Principal reviewed Uniform Complaint Procedures. Each member received a copy.
- ELAC report
 - English learner identification and reclassification process.
 - Reviewed and discussed EL identification and reclassification flow chart

A) APPROVAL OF THE MINUTES FOR 9/12/18 :

MOTION BY: Mary Beth Zopatti
 SECONDED BY: Haydee Loces-Romo
 VOTE: All in Favor (6/0)

B) APPROVAL OF THE 2018-2019 SCHOOL SITE PLAN GOALS AND PRIORITIES AND SUPPORTING BUDGET AND EXPENDITURES

MOTION BY: Mary Beth Zopatti
 SECONDED BY: Susana Stevens
 VOTE: All in Favor (*7/0)

*note: Sandra Garcia arrived at the meeting at 2:50

MEETING ADJOURNED AT 3:18

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Kimberly Phifer, Assistant Superintendent, Human Resources and Organizational Development
SUBJECT: Employee of the Year Selection Committees

BACKGROUND INFORMATION

Each year, the Board of Trustees recommends a member of the community for the purpose of selecting the South Bay Teacher of the Year and a member of the community for the selection of Classified Employee of the Year.

The selection of the Teacher of the Year is a two-step process, where first departments and school sites select a person to represent that particular site, then the names are submitted to a District Selection Committee composed of representatives from each site and a member of the community appointed by the Board of Trustees. This Committee selects the District's Teacher of the Year.

In the selection of the Classified Employee of the Year, all members from each site, including Transportation, Warehouse, and the Education Center, nominate a Classified Employee of the Year from their respective site/department and a site representative. The site representatives form the basis of a District Committee for the final selection of the Classified Employee of the Year.

CURRENT CONSIDERATIONS

Tentative calendars (Exhibits) for the selection of Teacher of the Year and Classified Employee of the Year, call for the organization of the District-wide Selection Committees. Community members serving on Employee of the Year Selection Committees would begin reviewing nomination packets the week of January 11, 2019. The Governing Board appoints a member for each of these committees.

IMPACT ON STUDENT ACHIEVEMENT

Research indicates that staff quality has a stronger impact on student achievement than any other factor. We believe outstanding staff members make all the difference in achieving our goals. Honoring excellence and dedication in the work of teaching, learning, leadership, and support for learning sends a direct message to the community, our staff members, and our students that we value excellence and expect it of ourselves and of our students.

FINANCIAL IMPLICATIONS

The Employee of the Year District event costs approximately \$500.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend selection of two community members to serve on the Employee of the Year selection committees; one for the Classified Employee of the Year and one for the Certificated Employee of the Year.

SUPERINTENDENT'S RECOMMENDATION

Recommend selection.

ATTACHMENTS:

Description	Upload Date	Type
Certificated	10/24/2018	Exhibit
Classified	10/24/2018	Exhibit

TEACHER OF THE YEAR

Timeline

2018-19	ACTIVITY
Oct 22-Oct 26	Schools/Sites select their Site Committee and Chairperson (Site Chairperson serves as representative when Districtwide Selection Committee meets). <u>Please send FORM A TO: Maria Verdugo via email mverdugo@sbusd.org</u>
Oct 31	Sites begin Teacher of the Year selection process.
Nov 16	<ul style="list-style-type: none"> Teachers nominate Teacher of the Year at their site <u>and makes public announcement</u> Site's Chairperson submits name of site's Teacher of the Year. <u>Please send FORM B TO: Maria Verdugo via email mverdugo@sbusd.org</u>
Dec 3	Site's Chairperson completes nomination form (FORM C) and submits along with <u>nominee letter, 2 letters of recommendation and/or letters of support</u> for districtwide consideration.
Jan 11, 2019	Packets sent to site Committee Chairpersons for review
Feb 8, 2019	Districtwide Chairpersons Committee, Community Representative, and Education Center representative meets to make final decision on Districtwide Teacher of the Year.
Feb 12, 2019	All Employees of the Year are recognized and the Districtwide Teacher of the Year is announced at this Board of Trustees event.
(TBA)	Districtwide Teacher of the Year receives information related to Countywide competition.

CLASSIFIED EMPLOYEE OF THE YEAR

Timeline

2018-19	ACTIVITY
Oct 22- Oct 26	Schools/Sites select their Site Committee and Chairperson (Site Chairperson serves as representative when Districtwide Selection Committee meets). Please send <u>FORM A</u> TO: Maria Verdugo via email mverdugo@sbUSD.org
Oct 31	Sites begin Classified Employee of the Year selection process.
Nov 16	<ul style="list-style-type: none"> Classified employees nominate Classified Employee of the Year at their site <u>and makes public announcement.</u> Selection Committees submits name of site's Classified Employee of the Year. <p>Please send <u>FORM B</u> TO: Maria Verdugo via email mverdugo@sbUSD.org</p>
Dec 3	Site's Chairperson completes nomination form (<u>FORM C</u>) and submits along with <u>nominee letter, one letter of recommendation and/or letters of support</u> for districtwide consideration.
Jan 11, 2019	Packets sent to site Committee Chairpersons for review
Feb 8, 2019	Districtwide Chairpersons Committee, Community Representative, and Education Center representative meets to make final decision on Districtwide Classified Employee of the Year.
Feb 12, 2019	All Employees of the Year are recognized and the Districtwide Classified Employee of the Year is announced at this Board event.
(TBA)	Districtwide Classified Employee of the Year receives information related to Countywide competition.

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

ATTACHMENTS:

Description	Upload Date	Type
Minutes	10/30/2018	Exhibit

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

*MINUTES of the REGULAR
BOARD MEETING of OCTOBER 18, 2018*

1. PRELIMINARY – REGULAR BOARD MEETING

- CALL TO ORDER: By President Ellsworth at 6:00 PM in Burress Auditorium at 601 Elm Avenue, Imperial Beach, California.
- ROLL CALL: Present: Trustees Aguilar, Elliott-Sanders, Ellsworth, and Quinones. Superintendent McNamara and others present: (See Exhibit).
- PLEDGE OF ALLEGIANCE: Students Jade Macias and Omar Zurita led the flag salute.

2. COMMUNITY, STUDENT, AND STAFF RECOGNITION AND AWARDS

Assistant Superintendent Kim Phifer introduced the 2018-2019 San Diego County Teacher of the Year from Nestor Language Academy, Jose Villegas.

3. SCHOOL REPORTS

- Principal Jil Palmer presented information on the educational experience at Mendoza School, including achievement data, reading assessment results, professional development, parent and community engagement, new staff, and upcoming projects.

4. ACCLAMATIONS FROM THE BOARD OF TRUSTEES

- Trustee Quinones thanked everyone that improved the Burress Auditorium. She thanked Principals Daily and Griffith for welcoming the Board to their campuses. She recognized Principal Palmer for a great presentation.
- Trustee Elliott-Sanders described the Celebration of Life for Lupita Avilez and thanked all the participants and volunteers.
- Trustee Aguilar recognized Nestor Language for honoring Lupita Avilez. She congratulated Jose Villegas.
- Trustee Ellsworth thanked the District for participating in the Great California Shake Out earthquake drill. She also recognized the Facilities and Maintenance staff for their work.

5. REPORT OF ACTION TAKEN IN CLOSED SESSION

None.

6. CHANGES TO THE AGENDA

None.

7. APPROVAL OF MEETING AGENDA

Motion by Trustee Elliott-Sanders, **Second by** Trustee Aguilar to approve the October 18, 2018 Board Meeting agenda as posted. **Vote on Motion:** Ayes-Trustees Aguilar, Elliott-Sanders, Ellsworth and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

8. COMMUNICATIONS TO THE BOARD OF TRUSTEES

- Pamela Reichert-Montiel announced the upcoming DELAC meeting, which will include parent workshops.
- Pamela Reichert-Montiel reported on the recent Reachout Center Coordinating Council meeting, which included parent engagement training for Community Volunteer Coordinators. She announced the upcoming Resource Fair on November 1.
- Katie McNamara introduced Beth Gillen and Mary Doyle, who are running for the South Bay School Board. She announced that Assistant Superintendent Cindy Wagner and Principals Oser, Herbst-Loehr, and Trautman are attending workshops at Teacher's College in New York. She thanked Principal Palmer and the Mendoza team for a great presentation. She described her attendance at several recent conferences including the National Association of School Superintendents, the League of Innovative Schools, and the Equity Symposium. She reviewed the Active Shooter Drill, which took place at Imperial Beach Charter School on October 5. She thanked the San Diego County Sheriff's Department, the Imperial Beach Fire Department, the volunteers, and all the participants.

9. PUBLIC COMMENTS ON NON-AGENDA ITEMS

None.

10. DISCUSSION/ACTION ITEMS

- Governance Documents - First and Final Reading
Superintendent McNamara presented the governance documents and suggested revisions to BP 5113.12, BP 6170.1, and AR 1330. Following discussion the revisions were approved. Trustee Quinones asked whether or not grills and propane tanks are allowed on sites through Facility Use applications. Superintendent McNamara will research this question. Discussion concluded and Superintendent McNamara requested approval for First and Final Reading.

Motion by Trustee Aguilar, **Second by** Trustee Elliott-Sanders to approve the governance documents for First and Final Reading as amended. **Vote on Motion:** Ayes-Trustees Aguilar, Elliott-Sanders, Ellsworth and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

- Extended School Year Waiver
Director Bruce Cochrane requested a Public Hearing and approval of the Extended School Year Waiver.

Public Hearing called to order at 6:58 PM. There being no public comments, the Public Hearing was adjourned at 6:59 PM.

Motion by Trustee Quinones, **Second by** Trustee Aguilar to approve shortening the number of Extended School Year days from 20 to 15. **Vote on Motion:** Ayes-Trustees Aguilar, Elliott-Sanders, Ellsworth and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

- Annual Audit Report for Fiscal Year 2017-18
Director Bradley Wilkinson introduced Brian Hadley from Wilkinson, Hadley, King & Company LLP. Mr. Hadley discussed the District's Audit Report. Director Bradley Wilkinson requested acceptance of the District's Annual Audit Report for fiscal year 2017-18.

Motion by Trustee Elliott-Sanders, **Second by** Trustee Aguilar to accept the District's Annual Audit Report for fiscal year 2017-18. **Vote on Motion:** Ayes-Trustees Aguilar, Elliott-Sanders, Ellsworth and Quinones; Noes-None; Abstain-None; Absent-None. **Motion Carried.**

11. CONSENT CALENDAR

Motion by Trustee Quinones, **Second by** Trustee Aguilar to approve/ratify/accept/adopt all items on the Consent Calendar as posted and listed below. **Vote on Motion:** Ayes-Trustees Aguilar, Elliott-Sanders, Ellsworth and Quinones; Noes-None; Absent-None. **Motion Carried.**

- Minutes of the Regular Board Meeting on September 13, 2018.
- The Purchase Orders listed on Purchase Order Report 4.
- The school district warrants and checks as listed.
- The Certificated and Classified Activity Lists.

12. COMMUNICATION FROM BOARD OF TRUSTEES

- Trustee Aguilar thanked the audience for attending the meeting.
- Trustee thanked President Ellsworth for a great meeting. She described the recent Imperial Beach City Council meeting and their re-districting project. She announced that she joined the Imperial Beach Charter School PTA.
- Trustee Elliott-Sanders discussed the Elected Officials Reception, the plans to convert the area into an event center, and her conversation with Todd Gloria. She also described a campaign information meeting she attended.

13. ADJOURNMENT

The Regular Board Meeting was adjourned at 7:11 PM.

SUBMITTED BY:

APPROVED BY:

Katie McNamara, District Superintendent/Date

Elvia Aguilar, Clerk/Date

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Board of Trustees
FROM: Katie McNamara, Ed.D., District Superintendent
SUBJECT: Contract for Marketing Campaign

BACKGROUND INFORMATION

In 2017 and 2018, the District contracted with Target River to conduct marketing and student enrollment campaigns. The campaigns included enhancing South Bay's online presence, advertising, re-branding, and direct and electronic mailings.

CURRENT CONSIDERATIONS

The attached contract (Exhibit) is for a five month marketing campaign, which will run from January through May 2019. The goals for this campaign include strengthening the reputation of the District, creating community advocates, increasing enrollment, and highlighting special programs and initiatives. The tactics will include video advertising, social media ads, press releases, billboards, yard signs, and flyers. At the conclusion of the campaign, the District will receive a report on the number of impressions, site visitors, calls, and email leads.

IMPACT ON STUDENT ACHIEVEMENT

Increasing student enrollment and enhancing the image of the District are important components of both short and long-term growth, which enables new programs and teaching and learning initiatives.

FINANCIAL IMPLICATIONS

If approved, the branding campaign cost will not exceed \$46,350.

SUPERINTENDENT'S RECOMMENDATION

It is respectfully requested that the Board of Trustees approve the contract with Target River for the 2019 marketing campaign.

ATTACHMENTS:

Description	Upload Date	Type
Contract	10/31/2018	Exhibit

South Bay Union School District

We are excited to present a targeted marketing campaign to SBUSD. Below is the outlined plan to reach the community, utilizing marketing targeted marketing channels, to deliver relevant content that compels them to consider enrolling their child(ren) in a South Bay Union school.



Recommended Marketing Tactics:

- **Who** we recommend targeting
 - Residents within the community
 - Zip codes served by South Bay Union schools
- **How** we recommend reaching them
 - YouTube (video impressions and views of promotional video)
 - Display Ads (commonly referred to as banner ads)
 - Search Ads
 - Retargeting Ads
 - Facebook
 - Instagram
 - Yard Signs
 - Window Clings
 - Pandora
 - Search Engine Optimization
 - Outdoor (Billboard/Bulletins)
 - Landing Page
- **What** we suggest the content to be
 - Promote quality of staffing, facilities, programs, and locations
 - Promote Pre-School programs
 - Promote PreK/TK and Kindergarten programs
 - Promote unique programs and accolades
- **Campaign** timing and expenses
 - Campaign to run January, 2019 through May, 2019
 - Campaign to deliver a minimum of #5,000,000 impressions
 - Campaign cost is \$46,350
 - Campaign cost includes all ad design, production, media planning, media monitoring, and monthly reporting
- **Implementation**
 - Target River will provide a campaign set up form to be completed by the District.
 - Once form is received, Target River will produce ad elements and submit to District for review and approval
 - Target River will deliver a timeline to District outline timing of messaging

Terms

All ad copy to be reviewed and approved by authorized individual from client and client shall be responsible for the accuracy of all ads published. No warranty is expressed or implied. Campaign payments to be received as follows: initial payment of \$9,270 due by January 1, 2019. Remaining payments of \$9,270 due by February 1, March 1, April 1, and May 1 of 2019. No cancellation once insertion order is executed.

Print Name

Signature

Title at South Bay Union School District

Date

Print Name

Signature

Title at Target River

Date

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Cindy Wagner, Assistant Superintendent, Educational Leadership
SUBJECT: Williams Uniform Complaint Procedures Reporting

BACKGROUND INFORMATION

This report is provided as another component of the Williams Settlement requirements. Each quarter the District is required to complete a Uniform Complaint Procedure report with the number (if any) of complaints received, number of complaints resolved, and the number of complaints unresolved in the following areas: Instructional Materials, Facilities, and Teacher Vacancy and Misassignments.

CURRENT CONSIDERATIONS

The Educational Services Department completes this report each quarter online. We are pleased to report that during Quarter 1: July to September 2018, the District did not receive any complaints which met the requirements of the Williams Settlement reporting.

IMPACT ON STUDENT ACHIEVEMENT

Sufficient instructional materials, safe facilities, and proper teacher assignments are all necessary elements in assuring increased student achievement.

FINANCIAL IMPLICATIONS

There are no financial implications to this item.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend acceptance of the Williams Uniform Complaint Procedures Report for the 1st Quarter.

SUPERINTENDENT'S RECOMMENDATION

Recommend acceptance.

ATTACHMENTS:

Description

Upload Date Type

No Attachments Available

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: David Sheppard, Director, VIP Village Preschool
SUBJECT: Resolution 18-052

BACKGROUND INFORMATION

South Bay has a contract with the California Department of Education to provide a Preschool program to students whose families meet the low income guidelines established by the State. The programs are located at the VIP Village, Nicoloff School, and Imperial Beach Charter School (West Campus). We serve 416 Preschool-age children in 16 classes. Under the terms of the amended 2018-2019 Contract, the District will receive an increase of \$95,455. The total Maximum Reimbursable Amount of the contract is now \$1,999,241 for 180 contracted days.

CURRENT CONSIDERATIONS

In order to receive the additional funds for the State Preschool Program, it is necessary to enter into a local agreement (Exhibit) with the California Department of Education, Child Development Division.

A resolution (Exhibit) is also necessary to authorize approval for the District to enter into an amended agreement with the California Department of Education for Child Development Services for 2018-2019.

IMPACT ON STUDENT ACHIEVEMENT

Research clearly indicates that students who attend Preschool enter Kindergarten with greater established academic and social emotional foundations.

FINANCIAL IMPLICATIONS

Under the terms of the 2018-2019 contract, the District will now receive a Maximum Reimbursable Amount of \$1,999,241 in lieu of the previous amount of \$1,903,786 to be used for funding of Preschool services.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend adoption of Resolution 18-052 to enter into an amended local agreement with the California Department of Education for Child Development Service for the 2018-2019 school year.

SUPERINTENDENT'S RECOMMENDATION

Recommend adoption.

ATTACHMENTS:

Description	Upload Date	Type
Local Agreement	10/29/2018	Exhibit
Resolution	10/29/2018	Exhibit

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 18 - 19**Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Budget Act

DATE: July 01, 2018CONTRACT NUMBER: CSPP-8472PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAMPROJECT NUMBER: 37-6839-00-8CONTRACTOR'S NAME: SOUTHBAY UNION SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2018 designated as number CSPP-8472 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$1,903,786.00 and inserting \$1,999,241.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$45.73 and inserting \$48.28 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 41,631.0 and inserting 41,408.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 180. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING		PRINTED NAME AND TITLE OF PERSON SIGNING			
Jaymi Brown,		David Sheppard, Program Director			
TITLE		ADDRESS			
Contract Manager		1001 Fern Avenue, Imperial Beach, CA 91932			
AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)	FUND TITLE			Department of General Services use only
\$ 95,455	Child Development Programs	General			
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT	(OPTIONAL USE) 0656				
\$ 1,903,786	23038-6839				
TOTAL AMOUNT ENCUMBERED TO DATE	ITEM 30, 10, 010.	CHAPTER	STATUTE	FISCAL YEAR	
\$ 1,999,241	6100-196-0001	B/A	2018	2018-2019	
OBJECT OF EXPENDITURE (CODE AND TITLE)					
702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T B A NO		B R NO.	
SIGNATURE OF ACCOUNTING OFFICER		DATE			

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

RESOLUTION 18-052

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2018/19.**

RESOLUTION 18-052

BE IT RESOLVED that the Governing Board of the South Bay Union School District authorizes entering into local agreement number/s CSPP-8472 and that the persons listed below are authorized to sign the transaction for the Governing Board:

NAME	TITLE	SIGNATURE
Katie McNamara, Ed.D.	District Superintendent	_____
Janea Marking	Assistant Superintendent Business Services	_____
David Sheppard	Program Director	_____

PASSED AND ADOPTED THIS 8th day of November 2018, by the Governing Board of the South Bay Union School District of San Diego County, California.

I, Elvia Aguilar, Clerk of the Governing Board, South Bay Union School District of San Diego County, California, certify that the foregoing is a full, true and correct copy of the resolution adopted by the said Board of Trustees at the November 8, 2018 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

Elvia Aguilar, Clerk of the Board

November 8, 2018

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Sara Mosburg, Director, Child Nutrition/Purchasing/Warehouse
SUBJECT: Purchase Order Report 5

BACKGROUND INFORMATION

Pursuant to Education Code 17605, the Governing Board may delegate to any officer or employee of the District the authority to purchase supplies, materials, apparatus, equipment, and services. All transactions entered into by the officer or employee shall be reviewed by the Governing Board every 60 days. At South Bay, the Purchasing Department edits, processes, and approves all District purchase orders. Then we consolidate a list of all orders processed monthly. This is our presentation to the Board for authorization of payment.

CURRENT CONSIDERATIONS

Purchase Order Report 5 for 2018-19 (Exhibits) contains a listing of Purchase Orders, encumbered from October 10, 2018 to October 30, 2018, for approval and ratification at this time.

IMPACT ON STUDENT ACHIEVEMENT

The employees at South Bay Union School District purchase materials, supplies, food, equipment, and services for the students, which help to contribute to student achievement.

FINANCIAL IMPLICATIONS

The total amount for Purchase Order Report 5 is \$446,886.28, coming from the General, Charter Language Academy, Charter Imperial Beach, Child Development, Cafeteria, and Deferred Maintenance Funds.

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the Purchase Orders listed on Purchase Order Report 5.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit 1	10/30/2018	Exhibit
Exhibit 2	10/30/2018	Exhibit

South Bay Union School District

PO Board Report Fund Totals

Fiscal Year: 2018-2019

Fund	Description	Amount
0100	General Fund	292,838.88
0901	Charter Language Academy	10,648.02
0902	Charter Imperial Beach	10,244.07
1200	Child Development Fund 1206	6,049.74
1300	Cafeteria	125,955.57
1400	Deferred Maintenance	1,150.00
	Total Amount	446,886.28
	End of Report	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2018-2019

From Date: 10/10/2018		To Date: 10/30/2018		Threshold	\$1.00
PO Number	Vendor	Description	For	Amount	
1951351	JONES SCHOOL SUPPLY CO	ATTENDANCE INCENTIVE SUPPLIES	MENDOZA SCHOOL	961.58	
1951352	WAXIE	CUSTODIAL SUPPLIES	ONEONTA SCHOOL	68.25	
1951353	OFFICE DEPOT	CLASSROOM FURNITURE	CENTRAL SCHOOL	258.56	
1951354	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	BERRY SCHOOL	84.05	
1951355	ARENSON OFFICE FURNITURE	FILE CABINET - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	400.78	
1951356	SUPPLY MASTER, INC	PRINTER - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	284.46	
1951357	STAPLES	OFFICE SUPPLIES	CENTRAL SCHOOL	21.77	
1951358	AMAZON CAPITAL SERVICES, INC.	REPAIR SUPPLIES	TECHNOLOGY SERVICES	1,077.07	
1951359	AMAZON CAPITAL SERVICES, INC.	LAPTOP CASES	FACILITIES	295.60	
1951360	ACADEMIC SUPPLIER	TONER- CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	269.36	
1951361	OFFICE DEPOT	ART SUPPLIES	PENCE SCHOOL	49.56	
1951362	DION INTL TRUCK SERVICE	BUS REPAIR	TRANSPORTATION	8,781.69	
1951363	SOUTHWEST SCHOOL SUPPLY	ART SUPPLIES	SUNNYSLOPE SCHOOL	649.29	
1951364	ASBURY ENVIRONMENTAL SERVICE	HAZARDOUS WASTE REMOVAL	TRANSPORTATION	182.16	
1951365	NIMCO INC	SUPPLIES FOR RED RIBBON WEEK	CENTRAL SCHOOL	246.50	
1951366	AMAZON CAPITAL SERVICES, INC.	INSTRUCTIONAL SUPPLIES	SPECIAL EDUCATION	278.86	
1951367	AMAZON CAPITAL SERVICES, INC.	CLASSROOM SUPPLIES	CENTRAL SCHOOL	104.33	
1951368	AMAZON CAPITAL SERVICES, INC.	BOOK	STUDENT SUPPORT & ACCOUNTABILITY	34.96	
1951369	JUNIOR ACHIEVEMENT	STUDENT ADMISSION TO BIZ TOWN	BAYSIDE	667.00	
1951370	LAMB'S PLAYER'S THEATRE	ASSEMBLY	CENTRAL	150.00	
1951371	FOLLETT SCHOOL SOLUTIONS, INC	LIBRARY SUPPLIES	CENTRAL	96.98	
1951372	DFS FLOORING LP	FLOORING AT BAYSIDE	FACILITIES	5,101.00	
1951373	ARBOR WEST TREE SURGEONS INC.	TREE SERVICE AT ONEONTA	FACILITIES	2,670.00	
1951374	K12 INSIGHT LLC	LETS TALK SOLUTIONS	STUDENT SUPPORT & ACCOUNTABILITY	72,000.00	
1951375	PROMOW INC	MOWER	FACILITIES	3,685.78	

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1951376	MIRAMAR BOBCAT INC	EQUIPMENT	FACILITIES	2,696.99	
1951377	TERRA BELLA NURSERY	MATERIALS FOR BERRY FIELD	FACILITIES	5,000.00	
1951378	VIRCO MFG, INC	STUDENT CHAIRS	SPECIAL EDUCATION	878.49	
1951379	PEARSON ASSESSMENTS	TESTING MATERIALS	SPECIAL EDUCATION	1,334.54	
1951380	WESTERN ENVIRON/SAFETY TECHNOLOGIES	ASBESTOS INSPECTION AT IBW	FACILITIES	1,150.00	
1951381	COMMITTEE FOR CHILDREN	INSTRUCTIONAL MATERIALS	CENTRAL	5,208.64	
1951382	IMPERIAL SPRINKLER SUPPLY, INC.	SPRINKLER SUPPLIES FOR BERRY FIELD	FACILITIES	1,000.00	
1951383	I LOVE TO READ IN SPANISH LLC	INSTRUCTIONAL MATERIALS - CHARTER LANGUAGE ACADEMY FUND	STUDENT SUPPORT & ACCOUNTABILITY	3,111.41	
1951384	BRAILLE SUPERSTORE	INSTRUCTIONAL MATERIALS	SPECIAL EDUCATION	26.88	
1951385	VIRCO MFG, INC	STUDENT CHAIRS	SPECIAL EDUCATION	360.21	
1951386	THERAPY SHOPPE	STUDENT SUPPLIES	SPECIAL EDUCATION	504.95	
1951387	FUN AND FUNCTION	STUDENT SUPPLIES	SPECIAL EDUCATION	62.77	
1951388	PATHWAY COMMUNICATIONS LTD	PROJECTOR - CHARTER LANGUAGE ACADEMY FUND	NESTOR	1,518.00	
1951389	THE GLASS COMPANY INC	WINDOW REPAIRS AT CENTRAL	FACILITIES	2,843.37	
1951390	ALL ACCESS TREE CARE	TREE SERVICE AT VIP	FACILITIES	1,250.00	
1951391	INTRADATA, INC.	READ-N-QUIZ SOFTWARE	NICOLOFF	685.00	
1951392	WILLYS ELECTRONIC SUPPLY	STOCK REPLACEMENT	STORES	330.43	
1951393	***TRAVEL REQUEST	TRAVEL REQUEST	BAYSIDE SCHOOL	125.00	
1951394	***TRAVEL REQUEST	TRAVEL REQUEST	FACILITIES	1.00	
1951395	***TRAVEL REQUEST	TRAVEL REQUEST- CHILD DEVELOPMENT FUND	VIP PRESCHOOL	863.29	
1951396	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- TEACHER- PROFESSIONAL DEVELOPMENT MEETING	PENCE SCHOOL	82.00	
1951397	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- CLERICAL- ASSIST WITH PERFECT ATTENDANCE PARENT NOTIFICATION LETTERS	ONEONTA SCHOOL	142.50	

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1951398	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST - MULTIPLE POSITIONS- EXTRA HELP	FACILITIES	5,998.61	
1951399	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- BILIGUAL LIASON- LAS TRAINING	STUDENT SUPPORT & ACCOUNTABILITY	87.50	
1951400	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- CLERICAL- SET UP & SCHEDULE SST MEETINGS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	181.02	
1951401	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- VAPA/STEM TEACHER- VAPA/STEM PLANNING	STUDENT SUPPORT & ACCOUNTABILITY	7,492.75	
1951402	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- IMRT- FINISHING CL BOOKS - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	1,200.00	
1951403	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- INSTRUCTIONAL AIDE- SPECIAL EDUCATION FILES /IPADS	SPECIAL EDUCATION	630.00	
1951404	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- CERTIFICATED- MAP TRAINING	SPECIAL EDUCATION	156.00	
1951405	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- INSTRUCTIONAL AIDES- EXTRA HOURS FOR MTG AND TRAINING	SPECIAL EDUCATION	294.00	
1951406	***PERSONNEL REQUEST	RELEASE REQUEST- ROVING SUB FOR SST MEETINGS ALL DAY	PENCE SCHOOL	165.00	
1951407	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- TEACHER- AFTER SCHOOL TUTORING FOR AT RISK TITLE 1 STUDENTS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	328.00	
1951408	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- INSTRUCTIONAL AIDE- SUPPORT W/ INSTRUCTIONAL AIDE IN CLASSROOM	CENTRAL SCHOOL	332.50	
1951409	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- CUSTODIAN- OT HOURS PER FACILITY USE PERMIT/S	BUSINESS SERVICES	1,850.00	
1951410	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- TEACHER- PLANNING FOR UNIT OF STUDIES - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	492.00	
1951411	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- PRESCHOOL INSTRUCTIONAL ASSISTANT- PROFESSIONAL DEVELOPMENT TO MEET QPI/SDCOE REQUIREMENT CHILD DEVELOPMENT FUND	VIP PRESCHOOL	4,212.00	
1951412	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- TECH SUPPORT- SUPPORT FOR PUBLIC MEETINGS	SUPERINTENDENT	315.00	

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1951413	***FIELD TRIP REQUEST	FIELD TRIP REQUEST- CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	456.00	
1951414	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	STUDENT SUPPORT & ACCOUNTABILITY	250.00	
1951415	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	255.00	
1951416	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	255.00	
1951417	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	255.00	
1951418	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BAYSIDE SCHOOL	510.00	
1951419	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	456.00	
1951420	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BAYSIDE SCHOOL	361.00	
1951421	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BAYSIDE SCHOOL	361.00	
1951422	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BAYSIDE SCHOOL	456.00	
1951423	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	668.00	
1951424	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	510.00	
1951425	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	456.00	
1951426	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	456.00	
1951427	***FIELD TRIP REQUEST	FIELD TRIP REQUEST- CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	510.00	
1951428	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	456.00	
1951429	***FIELD TRIP REQUEST	FIELD TRIP REQUEST- CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	616.00	
1951430	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	456.00	
1951431	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	456.00	
1951432	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	456.00	
1951433	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	PENCE SCHOOL	510.00	

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1951434	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	EMORY SCHOOL	175.00			
1951435	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	510.00			
1951436	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	EMORY SCHOOL	510.00			
1951437	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	EMORY SCHOOL	175.00			
1951438	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	402.00			
1951439	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PLANNING FOR STRATEGIES FOR AT RISK STUDENTS	CENTRAL SCHOOL	495.00			
1951440	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PLANNING FOR STRATEGIES FOR AT RISK STUDENTS	CENTRAL SCHOOL	330.00			
1951441	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PLANNING FOR STRATEGIES FOR AT RISK STUDENTS	CENTRAL SCHOOL	330.00			
1951442	***RELEASE REQUEST (P-30)	RELEASE REQUEST- ATTEND CONFERENCE	CENTRAL SCHOOL	82.50			
1951443	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PROFESSIONAL DEVELOPMENT ROUNDS CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	660.00			
1951444	***RELEASE REQUEST (P-30)	RELEASE REQUEST- ANCHOR4LIFE PROFESSIONAL DEVELOPMENT - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	330.00			
1951445	***RELEASE REQUEST (P-30)	RELEASE REQUEST- SST'S - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	165.00			
1951446	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PROFESSIONAL DEVELOPMENT ROUNDS CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	660.00			
1951447	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PROFESSIONAL DEVELOPMENT ROUNDS CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	660.00			
1951448	***RELEASE REQUEST (P-30)	RELEASE REQUEST- CAMP COMP	BAYSIDE SCHOOL	165.00			
1951449	***RELEASE REQUEST (P-30)	RELEASE REQUEST- MATH LABSITE OCTOBER	STUDENT SUPPORT & ACCOUNTABILITY	8,250.00			
1951450	***RELEASE REQUEST (P-30)	RELEASE REQUEST- NEU CONVENTION PRESENTATION PLANNING	PENCE SCHOOL	492.00			
1951451	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	BAYSIDE SCHOOL	92.52			

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1951452	AMAZON CAPITAL SERVICES, INC.	BOOK - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	63.89	
1951453	AMAZON CAPITAL SERVICES, INC.	BOOKS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	53.31	
1951454	AMAZON CAPITAL SERVICES, INC.	BOOK	STUDENT SUPPORT & ACCOUNTABILITY	13.59	
1951455	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	FISCAL SERVICES	165.87	
1951456	SOUTHWEST SCHOOL SUPPLY	ART SUPPLIES	EMORY SCHOOL	797.12	
1951457	MISSION JANITORIAL SUPPLIES	CUSTODIAL SUPPLIES - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	86.36	
1951458	WAXIE	CUSTODIAL SUPPLIES - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	73.40	
1951459	MISSION JANITORIAL SUPPLIES	CUSTODIAL SUPPLIES - CHILD DEVELOPMENT FUND	VIP PRESCHOOL	100.35	
1951460	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	SUNNYSLOPE SCHOOL	551.66	
1951461	OFFICE DEPOT	OFFICE SUPPLIES	BAYSIDE SCHOOL	87.37	
1951462	WAXIE	CUSTODIAL SUPPLIES - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	49.13	
1951463	STAPLES	OFFICE SUPPLIES - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	53.27	
1951464	TEACHERS PAY TEACHERS	INSTRUCTIONAL MATERIALS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH	63.33	
1951465	MISSION JANITORIAL SUPPLIES	STOCK REPLACEMENT	STORES	2,811.09	
1951466	WAXIE	STOCK REPLACEMENT	STORES	1,329.07	
1951467	OFFICE DEPOT	STOCK REPLACEMENT	STORES	2,972.43	
1951468	SCHOOL SPECIALTY	STOCK REPLACEMENT	STORES	180.76	
1951469	ACADEMIC SUPPLIER	STOCK REPLACEMENT	STORES	422.40	
1951470	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	STUDENT SUPPORT & ACCOUNTABILITY	250.00	
1951471	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	ONEONTA	50.00	
1951472	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE- CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH	175.00	
1951473	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	STUDENT SUPPORT & ACCOUNTABILITY	180.00	
1951474	SAN DIEGO COUNTY SUPT OF SCHOOLS	CONFERENCE	STUDENT SUPPORT & ACCOUNTABILITY	300.00	

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1951475	SAN DIEGO COUNTY SUPT OF SCHOOLS	ENVELOPES	PENCE SCHOOL	99.85			
1951476	LAKESHORE LEARNING MATERIALS	PE CART - CHARTER LANGUAGE ACADEMY FUND	NESTOR	289.85			
1951477	SCHOLASTIC INC-MAGAZINES	MAGAZINE SUBSCRIPTION	BERRY	3,363.84			
1951478	UNITED PARCEL SERVICE (UPS)	FREIGHT CHARGES - CHARTER LANGUAGE ACADEMY FUND	STUDENT SUPPORT & ACCOUNTIBILITY	95.00			
1951479	SOREN BENNICK PRODUCTIONS	ASSEMBLY	BAYSIDE	840.00			
1951480	3 BLIND MICE WINDOW COVERINGS, INC.	SHADES AT NICOLOFF, BERRY & PENCE	FACILITIES	18,829.00			
1951481	3SCREENS.COM	ASSEMBLY - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH	625.00			
1951482	SOUTHWEST SCHOOL SUPPLY	STOCK REPLACEMENT	STORES	4,715.64			
1951483	CALIF STAMP COMPANY	CUSTOM STAMPS	BAYSIDE	33.14			
1951484	HANDY METAL MART	BACKPACK MATERIALS	BERRY	43.10			
1951485	HOME DEPOT	BACKPACK MATERIALS	BERRY	51.72			
1951486	POSITIVE PROMOTIONS	INCENTIVES	ONEONTA SCHOOL	1,085.13			
1951487	TRANE US CO	REPAIR PARTS	FACILITIES	5,000.00			
1951488	FIREHAWK	FIRE EXTINGUISHERS	FACILITIES	984.54			
1951489	FOLLETT SCHOOL SOLUTIONS, INC	LIBRARY BOOKS	CENTRAL	350.00			
1951490	SCHOOL OUTFITTERS	EASEL	BAYSIDE	359.41			
1951491	KEENAN & ASSOCIATES ADMINISTRATORS	INSURANCE	BUSINESS SERVICES	6,207.23			
1951492	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	SPECIAL EDUCATION	616.20			
1951493	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	FISCAL SERVICES	814.17			
1951494	STAPLES	OFFICE SUPPLIES	PURCHASING	139.22			
1951495	***TRAVEL REQUEST	TRAVEL REQUEST	ONEONTA SCHOOL	28.00			
1951496	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- CERTIFICATED- MAP TRAINING	SPECIAL EDUCATION	156.00			

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1951497	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- NOONTIME SUPERVISOR- TRAINING DURING FALL BREAK CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	96.00	
1951498	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- NOONTIME SUPERVISOR- TRAINING FOR NTS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	80.00	
1951499	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	ONEONTA SCHOOL	228.00	
1951500	***RELEASE REQUEST (P-30)	RELEASE REQUEST- SSP	CENTRAL SCHOOL	160.00	
1951501	***RELEASE REQUEST (P-30)	RELEASE REQUEST- GRADE LEVEL RELEASE	MENDOZA SCHOOL	742.50	
1951502	***RELEASE REQUEST (P-30)	RELEASE REQUEST- TEACHER TO ATTEND ELAC/DELAC MEETINGS	ONEONTA SCHOOL	82.50	
1951503	***RELEASE REQUEST (P-30)	RELEASE REQUEST- SST CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	165.00	
1951504	***RELEASE REQUEST (P-30)	RELEASE REQUEST- PROFESSIONAL DEVELOPMENT - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY FUND	159.00	
1951505	***RELEASE REQUEST (P-30)	RELEASE REQUEST- 8TH ANNUAL NEU CONVENTION IN LAS VEGAS	PENCE SCHOOL	495.00	
1951506	***RELEASE REQUEST (P-30)	RELEASE REQUEST- FALL CARNIVAL SET UP	MENDOZA SCHOOL	82.50	
1951507	***RELEASE REQUEST (P-30)	RELEASE REQUEST- TEACHER CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	83.00	
1951508	***RELEASE REQUEST (P-30)	RELEASE REQUEST- TEACHER CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	165.00	
1951509	SAN DIEGO COUNTY SUPT OF SCHOOLS	ENVELOPES	FISCAL SERVICES	178.95	
1951510	IB TROPHIES & AWARDS	NAMEPLATES	CENTRAL	21.01	
1951511	FRANKLIN COVEY PRODUCTS	INSTRUCTIONAL MATERIALS	ONEONTA	1,374.50	
1951512	IDENT-A-KID SERVICES OF AMERICA	STOCK REPLACEMENT	STORES	399.80	
1951513	MYSTERY SCIENCE INC.	MYSTERY SCIENCE LICENSE	CENTRAL	749.00	
1951514	BARNES & NOBLE (OTAY RANCH)	BOOKS	STUDENT SUPPORT & ACCOUNTABILITY	88.48	
1951515	BARNES & NOBLE (OTAY RANCH)	BOOKS	STUDENT SUPPORT & ACCOUNTABILTY	31.78	
1951516	HEINEMANN PUBLISHING	INSTRUCTIONAL MATERIALS - CHARTER LANGUAGE ACADEMY FUND	IMPERIAL BEACH	635.85	

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1951517	COMMITTEE FOR CHILDREN	YETI SOFTWARE	BERRY	499.00			
1951518	COMMITTEE FOR CHILDREN	INSTRUCTIONAL MATERIALS	EMORY	989.15			
1951519	STAPLES	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	95.02			
1951520	CASBO- SD/IMP	WORKSHOP	BUSINESS SERVICES	40.00			
1951521	OFFICE DEPOT	OFFICE SUPPLIES	SUNNYSLOPE SCHOOL	51.05			
1951522	***TRAVEL REQUEST	TRAVEL REQUEST	BUSINESS SERVICES	958.19			
1951523	REVOLVING CASH FUND	PETTY CASH REIMBURSEMENT	SUNNYSLOPE SCHOOL	63.24			
1951524	REVOLVING CASH FUND	PETTY CASH RIMEBURSEMENT	SUNNYSLOPE SCHOOL	41.80			
1951525	REVOLVING CASH FUND	PETTY CASH REIMBURSEMENT - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	15.72			
1951526	REVOLVING CASH FUND	PETTY CASH REIMBURSEMENT	PURCHASING	70.58			
1951527	***RELEASE REQUEST (P-30)	RELEASE REQUEST- ASSESSMENTS FOR AT-RISK STUDENTS	MENDOZA SCHOOL	159.00			
1951528	***RELEASE REQUEST (P-30)	RELEASE REQUEST- ELAC PREPPING	PENCE SCHOOL	82.50			
1951529	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT - CHILD DEVELOPMENT FUND	VIP PRESCHOOL	874.10			
1951530	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	NICOLOFF SCHOOL	1,787.60			
1951531	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	STUDENT SUPPORT & ACCOUNTABILITY	49.00			
1951532	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	STUDENT SUPPORT & ACCOUNTABILITY	4,403.13			
1951533	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	HUMAN RESOURCES	5.45			
1951534	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	HUMAN RESOURCES	254.00			
1951535	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	SUPERINTENDENT	995.31			
1951536	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	OFFICE DEPOT	18.61			
1951537	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	TRANSPORTATION	415.41			
1951538	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	91.75			
1951539	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	FACILITIES	287.00			

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1951540	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	FACILITIES	20.98			
1951541	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	FACILITIES	493.08			
1951542	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	STUDENT SUPPORT & ACCOUNTABILITY	152.24			
1951543	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	BUSINESS SERVICES	1,002.94			
1951544	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	STUDENT SUPPORT & ACCOUNTABILITY	143.05			
1951545	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	FACILITIES	366.00			
1951546	AMAZON CAPITAL SERVICES, INC.	SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	37.68			
1951547	AMAZON CAPITAL SERVICES, INC.	CLASSROOM FURNITURE	BAYSIDE SCHOOL	101.27			
1951548	OFFICE DEPOT	OFFICE SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	112.40			
1951549	SCHOOL SPECIALTY	MATERIALS & SUPPLIES FOR VAPA/STEM	STUDENT SUPPORT & ACCOUNTABILITY	7,068.68			
1951550	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	STUDENT SUPPORT & ACCOUNTABILITY	2,311.85			
1951551	SCHOOL SPECIALTY	OFFICE SUPPLIES	HUMAN RESOURCES	31.00			
1951552	INSTITUTE FOR EFFECTIVE EDUC	NON-PUBLIC CONTRACT	SPECIAL EDUCATION	5,789.30			
1951553	CRISIS PREVENTION INST INC	CPI TRAINING	SPECIAL EDUCATION	7,012.00			
1951554	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	SUPERINTENDENT	870.23			
1951555	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	CENTRAL SCHOOL	29.14			
1951556	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	PENCE SCHOOL	1,661.18			
1951557	***PURCHASING CARD	PURCHASINGCARD REIMBURSEMENT	TECHNOLOGY SERVICES	1,895.53			
1951558	LEXIA LEARNING SYSTEMS LLC	SOFTWARE	SPECIAL EDUCATION	4,000.00			
1951559	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	STUDENT SUPPORT & ACCOUNTABILITY	369.88			
1951560	***PURCHASING CARD	PURCHASING CARD REIMBURSEMENT	BERRY SCHOOL	997.04			
1951561	AMAZON CAPITAL SERVICES, INC.	CLASSROOM FURNITURE - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	21.54			
1951562	***TRAVEL REQUEST	TRAVEL REQUEST- CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	140.00			
1951563	***TRAVEL REQUEST	TRAVEL REQUEST	BUSINESS SERVICES	135.16			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2018-2019

From Date: 10/10/2018		To Date: 10/30/2018		Threshold	\$1.00
PO Number	Vendor	Description	For	Amount	
1951564	***PERSONNEL REQUEST	ADDITIONAL TIME REQUEST- NOONTIME SUPERVISOR- PROFESSIONAL DEVELOPMENT - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	160.00	
1951565	***FIELD TRIP REQUEST	FIELD TRIP REQUEST - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	382.50	
1951566	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BAYSIDE SCHOOL	308.00	
1951567	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	MENDOZA SCHOOL	510.00	
1951568	***FIELD TRIP REQUEST	FIELD TRIP REQUEST	BERRY SCHOOL	228.00	
1951569	***RELEASE REQUEST (P-30)	RELEASE REQUEST- CONFERENCE CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	495.00	
1951570	***RELEASE REQUEST (P-30)	RELEASE REQUEST- STEAM PHOTO ESSAY RELEASE	BAYSIDE SCHOOL	165.00	
1951571	MISSION JANITORIAL SUPPLIES	CUSTODIAL SUPPLIES - CHARTER LANGUAGE ACADEMY FUND	NESTOR LANGUAGE ACADEMY	50.88	
1951572	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	31.57	
1951573	SOUTHWEST SCHOOL SUPPLY	ART SUPPLIES - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH CHARTER SCHOOL	262.31	
1951574	SOUTHWEST SCHOOL SUPPLY	BINDERS	BERRY SCHOOL	130.33	
1951575	THE GLASS COMPANY INC	MAINTENANCE SUPPLIES	FACILITIES	1,382.42	
1951576	SCHOLASTIC INC-MAGAZINES	MAGAZINE SUBSCRIPTION	PENCE	126.50	
1951577	JMB ASPHALT & CONCRETE	ASPHALT WORK AT NESTOR	FACILITIES	4,500.00	
1951578	COOL SCHOOL STUDIOS	ATTENDANCE INCENTIVES	PENCE	581.85	
1951579	AUVSI FOUNDATION	STEM MATERIALS	BAYSIDE	5,874.29	
1951580	STUDENT DRIVER PRODUCTS	SAFETY SIGN - CHARTER LANGUAGE ACADEMY FUND	NESTOR	106.67	
1951581	MIRACLE RECREATION EQUIPMENT	PLAYGROUND PARTS	FACILITIES	1,219.26	
1951582	LAKESHORE LEARNING MATERIALS	FURNITURE	BAYSIDE	940.66	
1951583	SCHOLASTIC BOOK CLUBS	BOOKS	STUDENT SUPPORT & ACCOUNTABILITY	13.48	
1951584	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	STUDENT SUPPORT & ACCOUNTABILITY	1,213.37	
1951585	IMPERIAL SPRINKLER SUPPLY, INC.	SPRINKLER SUPPLIES	FACILITIES	3,500.00	

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2018-2019

From Date:	10/10/2018	To Date:	10/30/2018	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
1951586	EPSILON SYSTEMS SOLUTIONS, INC.	MAINTENANCE SUPPLIES	FACILITIES	2,000.00			
1951587	DELANEY EDUCATIONAL ENTERPRISE	BOOKS - CHARTER IMPERIAL BEACH FUND	IMPERIAL BEACH	1,093.25			
1951588	STUDENT LAP TRACKER	SOFTWARE - STUDENT LAP TRACK	BAYSIDE	1,075.15			
1951589	LEARNING A-Z	RAZ-PLUS SOFTWARE	MENDOZA	483.84			
1951590	MELISSA PATTULLO	ASSISTIVE TECHNOLOGY ASSESSMENT	SPECIAL EDUCATION	10,000.00			
1951591	AMAZON CAPITAL SERVICES, INC.	BOOKS	STUDENT SUPPORT & ACCOUNTABILITY	193.08			
1951592	AMAZON CAPITAL SERVICES, INC.	BOOKS	STUDENT SUPPORT & ACCOUNTABILITY	342.75			
1960209	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	12,437.52			
1960210	ECONOMY RESTAURANT SUPPLY	THERMOMETERS	CHILD NUTRITION	3,740.00			
1960211	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,858.58			
1960212	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,414.82			
1960213	TEMPERATURE DESIGN ENERGY	REPAIRS	CHILD NUTRITION	146.78			
1960214	AFFORDABLE GREASE PUMPING	REPAIRS FOR 2018-19 FISCAL YEAR	CHILD NUTRITION	2,720.00			
1960215	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	10,470.50			
1960216	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,406.91			
1960217	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,085.02			
1960218	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,442.07			
1960219	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,355.88			
1960220	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,761.27			
1960221	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,396.83			
1960222	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	887.75			
1960223	AMAZON CAPITAL SERVICES, INC.	OFFICE SUPPLIES	CHILD NUTRITION	61.37			
1960224	P & R PAPER SUPPLY	STOCK REPLACEMENT	CHILD NUTRITION	2,529.55			
1960225	SAN DIEGO RESTAURANT SUPPLY	KITCHEN CAN OPENER	CHILD NUTRITION	285.54			
1960226	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	8,370.71			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2018-2019

From Date:	10/10/2018	To Date:	10/30/2018	Threshold	\$1.00		
PO Number	Vendor	Description	For	Amount			
1960227	DEH/COUNTY OF SAN DIEGO	HEALTH PERMIT	CHILD NUTRITION	372.00			
1960228	CHEFS' TOYS	HOT FOOD COUNTER	CHILD NUTRITION	19,187.80			
1960229	ACADEMIC SUPPLIER	INK	CHILD NUTRITION	161.63			
1960230	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	771.28			
1960231	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	782.13			
1960232	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,429.61			
1960233	MISSION JANITORIAL SUPPLIES	STOCK REPLACEMENT	CHILD NUTRITION	3,137.25			
1960234	GOLD STAR FOODS	STOCK REPLACEMENT	CNS	16,867.53			
1960235	REVOLVING CASH FUND	STUDENT SPECIAL DIET FOOD	CHILD NUTRITION	12.67			
1960236	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	733.75			
1960237	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	927.17			
1960238	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,020.76			
1960239	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,038.40			
1960240	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,146.51			
1960241	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,295.85			
1960242	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,214.89			
1960243	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,312.25			
1960244	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	14,400.96			
1960245	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	337.50			
1960246	P & R PAPER SUPPLY	STOCK REPLACEMENT	CHILD NUTRITION	3,464.20			
1960247	BAG KING	BAGS	CHILD NUTRITION	515.05			
1960248	***PURCHASING CARD	P-CARD	CHILD NUTRITION	13.93			
1960249	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	744.57			
1960250	GOLD STAR FOODS	STOCK REPLACEMENT	CHILD NUTRITION	1,696.78			

South Bay Union School District

PO Board Report Over Threshold

Fiscal Year: 2018-2019

From Date: 10/10/2018 To Date: 10/30/2018 Threshold \$1.00

PO Number	Vendor	Description	For	Amount
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Total POs:	284	Total Amount	446,886.28
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End of Report

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

TO: Katie McNamara, Ed.D., District Superintendent
FROM: Fiscal Services
SUBJECT: Warrant and Check Registers

BACKGROUND INFORMATION

The Board of Trustees approves monthly warrants and checks issued to conduct the business of the school district as a matter of standard operating procedure.

CURRENT CONSIDERATIONS

This report (Exhibit) contains a listing of School District Warrants for the General, Charter Nestor, Charter Imperial Beach, Child Development, Cafeteria, Deferred Maintenance, and Capital Facilities Funds through October 29, 2018.

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

Account	Warrant/Check Numbers	Total
General Fund	Commercial Warrant Nos. 346814 – 346822, 346835 – 346919, 346934 – 346985, 347001, 347004 – 347066 & 347086 – 347147.	\$1,312,616.29
Charter Nestor Language Academy	Commercial Warrant Nos. 346823 – 346825, 346920 – 346921, 347067 – 347068 & 347148 – 347152.	\$7,227.17
Charter Imperial Beach	Commercial Warrant Nos. 346826, 346922 – 346928, 346986 – 346987, 347069 – 347072 & 347153 – 347156.	\$18,583.84
Child Development Fund	Commercial Warrant Nos. 346827, 346929, 346988 – 346990, 347002, 347073 & 347157 – 347161.	\$7,577.70
Cafeteria Fund	Commercial Warrant Nos. 346828 – 346834, 346930 – 346932, 346991 – 347000, 347003, 347074 – 347083 & 347162 – 347173.	\$213,353.25
Deferred Maintenance	Commercial Warrant Nos. 347084 & 347174.	\$12,850.00
Capital Facilities Fund	Commercial Warrant Nos. 346933 & 347085.	\$3,222.32

RECOMMENDATION

It is respectfully requested that the Superintendent recommend approval/ratification of the school

district warrants and checks as listed.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval/ratification.

ATTACHMENTS:

Description	Upload Date	Type
Exhibit	10/30/2018	Exhibit

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund:	0100	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346814	10/01/2018	CAL-AM WATER CO	\$12,117.03	1101	Printed	Expense	<input type="checkbox"/>		
346815	10/01/2018	CALIF ASSN OF SCHOOL TRANSP OFFICIALS	\$299.00	1101	Printed	Expense	<input type="checkbox"/>		
346816	10/01/2018	CALIF SCHOOL BOARDS ASSOCIATION	\$2,700.00	1101	Printed	Expense	<input type="checkbox"/>		
346817	10/01/2018	CITY OF SAN DIEGO	\$2,466.52	1101	Printed	Expense	<input type="checkbox"/>		
346818	10/01/2018	CITY TREASURER	\$71.34	1101	Printed	Expense	<input type="checkbox"/>		
346819	10/01/2018	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$349.00	1101	Printed	Expense	<input type="checkbox"/>		
346820	10/01/2018	SAN DIEGO GAS & ELECTRIC	\$37,340.56	1101	Printed	Expense	<input type="checkbox"/>		
346821	10/01/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$17,418.41	1101	Printed	Expense	<input type="checkbox"/>		
346822	10/01/2018	THE BOARD OF TRUSTEES OF THE LELAND	\$2,000.00	1101	Printed	Expense	<input type="checkbox"/>		
346835	10/01/2018	ERIC HALL AND ASSOCIATES	\$12,086.92	1106	Printed	Expense	<input type="checkbox"/>		
346836	10/08/2018	1000BULBS.COM	\$505.94	1107	Printed	Expense	<input type="checkbox"/>		
346837	10/08/2018	2-D STAGE LIGHTING ELECTRIC	\$2,190.00	1107	Printed	Expense	<input type="checkbox"/>		
346838	10/08/2018	A T & T	\$27,526.60	1107	Printed	Expense	<input type="checkbox"/>		
346839	10/08/2018	A-1 HYDRAULICS	\$1,617.49	1107	Printed	Expense	<input type="checkbox"/>		
346840	10/08/2018	AMAZON CAPITAL SERVICES, INC.	\$14,410.30	1107	Printed	Expense	<input type="checkbox"/>		
346841	10/08/2018	ARAMARK UNIFORM SERVICES	\$38.93	1107	Printed	Expense	<input type="checkbox"/>		
346842	10/08/2018	BOYS & GIRLS CLUB OF SOUTH COUNTY	\$62,522.78	1107	Printed	Expense	<input type="checkbox"/>		
346843	10/08/2018	BUSWEST, LLC	\$225.59	1107	Printed	Expense	<input type="checkbox"/>		
346844	10/08/2018	C&L SUPPLY COMPANY	\$3,318.32	1107	Printed	Expense	<input type="checkbox"/>		
346845	10/08/2018	CALIF STAMP COMPANY	\$958.07	1107	Printed	Expense	<input type="checkbox"/>		
346846	10/08/2018	CDW GOVERNMENT	\$6,725.34	1107	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346847	10/08/2018	CITY TREASURER	\$4,507.72	1107	Printed	Expense	<input type="checkbox"/>		
346848	10/08/2018	CLARK SECURITY PROD, DIV OF ANIXTER	\$584.54	1107	Printed	Expense	<input type="checkbox"/>		
346849	10/08/2018	COMMITTEE FOR CHILDREN	\$4,190.00	1107	Printed	Expense	<input type="checkbox"/>		
346850	10/08/2018	CONCEPTS SCHOOL & OFFICE FURNISHINGS	\$841.74	1107	Printed	Expense	<input type="checkbox"/>		
346851	10/08/2018	CREATIVE BUS SALES INC	\$470.93	1107	Printed	Expense	<input type="checkbox"/>		
346852	10/08/2018	CROWN EQUIPMENT/LIFT TRUCKS	\$175.00	1107	Printed	Expense	<input type="checkbox"/>		
346853	10/08/2018	CULVER-NEWLIN INC	\$4,017.19	1107	Printed	Expense	<input type="checkbox"/>		
346854	10/08/2018	DEMCO INC (SUPPLIES)	\$174.12	1107	Printed	Expense	<input type="checkbox"/>		
346855	10/08/2018	DFS FLOORING LP	\$1,247.72	1107	Printed	Expense	<input type="checkbox"/>		
346856	10/08/2018	DUNN-EDWARDS	\$81.00	1107	Printed	Expense	<input type="checkbox"/>		
346857	10/08/2018	DYNAMIC AIR	\$3,145.00	1107	Printed	Expense	<input type="checkbox"/>		
346858	10/08/2018	E.L. ACHIEVE	\$337.80	1107	Printed	Expense	<input type="checkbox"/>		
346859	10/08/2018	EAST PENN MFG CO	\$114.91	1107	Printed	Expense	<input type="checkbox"/>		
346860	10/08/2018	ERIC HALL AND ASSOCIATES	\$1,500.00	1107	Printed	Expense	<input type="checkbox"/>		
346861	10/08/2018	FEDERAL EXPRESS CORP	\$152.14	1107	Printed	Expense	<input type="checkbox"/>		
346862	10/08/2018	FERGUSON ENTERPRISES INC	\$199.09	1107	Printed	Expense	<input type="checkbox"/>		
346863	10/08/2018	FOLLETT SCHOOL SOLUTIONS, INC	\$481.33	1107	Printed	Expense	<input type="checkbox"/>		
346864	10/08/2018	FORDYCE CONSTRUCTION, INC.	\$31,800.00	1107	Printed	Expense	<input type="checkbox"/>		
346865	10/08/2018	GEARY PACIFIC SUPPLY	\$5,422.14	1107	Printed	Expense	<input type="checkbox"/>		
346866	10/08/2018	GLASS COMPANY INC	\$170.11	1107	Printed	Expense	<input type="checkbox"/>		
346867	10/08/2018	GRAPELAND STATE BANK	\$1,135.65	1107	Printed	Expense	<input type="checkbox"/>		
346868	10/08/2018	HANDY METAL MART	\$35.04	1107	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

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4759039498

From Date: 10/01/2018

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From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund:	0100	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346869	10/08/2018	HARTFORD GROUP BENEFITS DIVISION	\$2,344.77	1107	Printed	Expense	<input type="checkbox"/>		
346870	10/08/2018	HOME DEPOT CREDIT SERVICE	\$1,262.45	1107	Printed	Expense	<input type="checkbox"/>		
346871	10/08/2018	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	\$2,456.77	1107	Printed	Expense	<input type="checkbox"/>		
346872	10/08/2018	IB DESIGNZ	\$3,301.19	1107	Printed	Expense	<input type="checkbox"/>		
346873	10/08/2018	IO ENVIRONMENTAL & INFRASTRUCTURE, INC.	\$43,560.00	1107	Printed	Expense	<input type="checkbox"/>		
346874	10/08/2018	LEARNING A-Z	\$3,519.00	1107	Printed	Expense	<input type="checkbox"/>		
346875	10/08/2018	MALLORY SAFETY AND SUPPLY LLC	\$272.07	1107	Printed	Expense	<input type="checkbox"/>		
346876	10/08/2018	MASONS SAW & LAWNMOWER SRVC	\$291.66	1107	Printed	Expense	<input type="checkbox"/>		
346877	10/08/2018	MAXIM STAFFING SOLUTIONS	\$9,875.82	1107	Printed	Expense	<input type="checkbox"/>		
346878	10/08/2018	MC GREGOR AND ASSOC INSURANCE ADMIN	\$679.15	1107	Printed	Expense	<input type="checkbox"/>		
346879	10/08/2018	MC KESSON MEDICAL-SURGICAL	\$172.36	1107	Printed	Expense	<input type="checkbox"/>		
346880	10/08/2018	MISSION JANITORIAL SUPPLIES	\$8,708.32	1107	Printed	Expense	<input type="checkbox"/>		
346881	10/08/2018	MONOPRICE INC	\$383.35	1107	Printed	Expense	<input type="checkbox"/>		
346882	10/08/2018	NCS PEARSON INC	\$3,788.70	1107	Printed	Expense	<input type="checkbox"/>		
346883	10/08/2018	OAP PACKAGING	\$59.26	1107	Printed	Expense	<input type="checkbox"/>		
346884	10/08/2018	OFFICE DEPOT	\$1,102.46	1107	Printed	Expense	<input type="checkbox"/>		
346885	10/08/2018	OPTIMIST CLUB OF IMPERIAL BEACH	\$85.00	1107	Printed	Expense	<input type="checkbox"/>		
346886	10/08/2018	ORIENTAL TRADING CO	\$472.25	1107	Printed	Expense	<input type="checkbox"/>		
346887	10/08/2018	OTAY COMMUNICATIONS	\$2,573.80	1107	Printed	Expense	<input type="checkbox"/>		
346888	10/08/2018	OTAY LANDFILL INC	\$65.26	1107	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346889	10/08/2018	PRACTI CAL INC	\$434.06	1107	Printed	Expense	<input type="checkbox"/>		
346890	10/08/2018	PROBUILD	\$94.01	1107	Printed	Expense	<input type="checkbox"/>		
346891	10/08/2018	RANCHO AUTO PARTS	\$630.97	1107	Printed	Expense	<input type="checkbox"/>		
346892	10/08/2018	REBECCA MARGOLIS	\$961.01	1107	Printed	Expense	<input type="checkbox"/>		
346893	10/08/2018	REFRIGERATION SUPPLIES DISTR	\$3.89	1107	Printed	Expense	<input type="checkbox"/>		
346894	10/08/2018	RUSSELL SIGLER INC	\$8,181.94	1107	Printed	Expense	<input type="checkbox"/>		
346895	10/08/2018	SAN DIEGO COUNTY SUPT OF SCHOOLS	\$30.89	1107	Printed	Expense	<input type="checkbox"/>		
346896	10/08/2018	SAN DIEGO FRICTION PRODUCTS, INC.	\$77.10	1107	Printed	Expense	<input type="checkbox"/>		
346897	10/08/2018	SAN DIEGO GAS & ELECTRIC	\$102,864.94	1107	Printed	Expense	<input type="checkbox"/>		
346898	10/08/2018	SAN DIEGO METROPOLITAN TRANSIT	\$1,188.00	1107	Printed	Expense	<input type="checkbox"/>		
346899	10/08/2018	SCHOOL NURSE SUPPLY	\$278.00	1107	Printed	Expense	<input type="checkbox"/>		
346900	10/08/2018	SCHOOL SPECIALTY ..	\$492.38	1107	Printed	Expense	<input type="checkbox"/>		
346901	10/08/2018	SCHOOLMASTERS SAFETY	\$146.16	1107	Printed	Expense	<input type="checkbox"/>		
346902	10/08/2018	SITEONE LANDSCAPE SUPPLY HOLDING	\$389.86	1107	Printed	Expense	<input type="checkbox"/>		
346903	10/08/2018	SOCO GROUP	\$2,965.43	1107	Printed	Expense	<input type="checkbox"/>		
346904	10/08/2018	SOUTHCOAST MOBILE WASH	\$126.00	1107	Printed	Expense	<input type="checkbox"/>		
346905	10/08/2018	SOUTHWEST SCHOOL SUPPLY	\$1,615.09	1107	Printed	Expense	<input type="checkbox"/>		
346906	10/08/2018	STANDARD PLUMBING	\$59.26	1107	Printed	Expense	<input type="checkbox"/>		
346907	10/08/2018	T-MOBILE	\$8,925.00	1107	Printed	Expense	<input type="checkbox"/>		
346908	10/08/2018	TERRA BELLA NURSERY	\$86.11	1107	Printed	Expense	<input type="checkbox"/>		
346909	10/08/2018	TRANE CO	\$583.88	1107	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346910	10/08/2018	TROXELL COMMUNICATIONS	\$615.79	1107	Printed	Expense	<input type="checkbox"/>		
346911	10/08/2018	TYLER TECHNOLOGIES, INC	\$550.00	1107	Printed	Expense	<input type="checkbox"/>		
346912	10/08/2018	U S GAMES	\$324.32	1107	Printed	Expense	<input type="checkbox"/>		
346913	10/08/2018	UNITED PARCEL SERVICE (UPS)	\$33.26	1107	Printed	Expense	<input type="checkbox"/>		
346914	10/08/2018	UNITED RENTALS NORTHWEST	\$21.55	1107	Printed	Expense	<input type="checkbox"/>		
346915	10/08/2018	VALLEY INDUSTRIAL SPECIALTIES	\$258.93	1107	Printed	Expense	<input type="checkbox"/>		
346916	10/08/2018	WAXIE	\$2,678.45	1107	Printed	Expense	<input type="checkbox"/>		
346917	10/08/2018	WEST COAST TURF	\$27,664.00	1107	Printed	Expense	<input type="checkbox"/>		
346918	10/08/2018	WESTBERG & WHITE INC	\$20,277.00	1107	Printed	Expense	<input type="checkbox"/>		
346919	10/08/2018	YARELI CASTANON	\$85.00	1107	Printed	Expense	<input type="checkbox"/>		
346934	10/09/2018	ACADEMIC SUPPLIER - RASIX COMPUTER CTR	\$187.45	1113	Printed	Expense	<input type="checkbox"/>		
346935	10/15/2018	ALLIANCE FOR AFRICAN ASSISTANCE	\$712.24	1114	Printed	Expense	<input type="checkbox"/>		
346936	10/15/2018	AMAZON CAPITAL SERVICES, INC.	\$3,738.83	1114	Printed	Expense	<input type="checkbox"/>		
346937	10/15/2018	APPLE INC	\$6,255.54	1114	Printed	Expense	<input type="checkbox"/>		
346938	10/15/2018	ARAMARK UNIFORM SERVICES	\$38.93	1114	Printed	Expense	<input type="checkbox"/>		
346939	10/15/2018	ATKINSON-ANDELSON-LOYA-RUUD -ROMO	\$14,165.15	1114	Printed	Expense	<input type="checkbox"/>		
346940	10/15/2018	ATTANASIO & ASSOCIATES INC.	\$48,280.00	1114	Printed	Expense	<input type="checkbox"/>		
346941	10/15/2018	BOOKSOURCE	\$25,401.64	1114	Printed	Expense	<input type="checkbox"/>		
346942	10/15/2018	BOYS & GIRLS CLUB OF SOUTH COUNTY	\$12,623.16	1114	Printed	Expense	<input type="checkbox"/>		
346943	10/15/2018	BRAD WILKINSON	\$36.62	1114	Printed	Expense	<input type="checkbox"/>		
346944	10/15/2018	BRADLEY WILKINSON	\$40.77	1114	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

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Fund:	0100	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346945	10/15/2018	BRAIN LEARNING	\$6,900.00	1114	Printed	Expense	<input type="checkbox"/>		
346946	10/15/2018	BSN SPORTS, INC	\$221.97	1114	Printed	Expense	<input type="checkbox"/>		
346947	10/15/2018	BUSWEST, LLC	\$107.73	1114	Void	Expense	<input checked="" type="checkbox"/>	10/15/2018	10/15/2018
346948	10/15/2018	CAL-AM WATER CO	\$7,648.03	1114	Printed	Expense	<input type="checkbox"/>		
346949	10/15/2018	CALIF ELECTRIC SUPPLY	\$344.98	1114	Printed	Expense	<input type="checkbox"/>		
346950	10/15/2018	CITY TREASURER	\$2,101.66	1114	Printed	Expense	<input type="checkbox"/>		
346951	10/15/2018	CREATIVE BUS SALES INC	\$834.91	1114	Printed	Expense	<input type="checkbox"/>		
346952	10/15/2018	ETA HAND2MIND	\$3,309.27	1114	Printed	Expense	<input type="checkbox"/>		
346953	10/15/2018	FOLLETT SCHOOL SOLUTIONS, INC	\$545.13	1114	Printed	Expense	<input type="checkbox"/>		
346954	10/15/2018	FORDYCE CONSTRUCTION, INC.	\$5,050.00	1114	Printed	Expense	<input type="checkbox"/>		
346955	10/15/2018	GCR TIRE CENTERS	\$980.71	1114	Printed	Expense	<input type="checkbox"/>		
346956	10/15/2018	GLASS COMPANY INC	\$386.60	1114	Printed	Expense	<input type="checkbox"/>		
346957	10/15/2018	GRAH SUPPLY	\$644.79	1114	Printed	Expense	<input type="checkbox"/>		
346958	10/15/2018	GRAINGER	\$963.23	1114	Printed	Expense	<input type="checkbox"/>		
346959	10/15/2018	HANDY METAL MART	\$70.08	1114	Printed	Expense	<input type="checkbox"/>		
346960	10/15/2018	HEIDI HARJER	\$1,080.00	1114	Printed	Expense	<input type="checkbox"/>		
346961	10/15/2018	ILLUMINATE EDUCATION	\$4,850.00	1114	Printed	Expense	<input type="checkbox"/>		
346962	10/15/2018	IMAGINE LEARNING	\$21,000.00	1114	Printed	Expense	<input type="checkbox"/>		
346963	10/15/2018	JODI KING	\$46.33	1114	Printed	Expense	<input type="checkbox"/>		
346964	10/15/2018	KP CORPORATION	\$1,028.07	1114	Printed	Expense	<input type="checkbox"/>		
346965	10/15/2018	LEXIA LEARNING SYSTEMS LLC	\$2,500.00	1114	Printed	Expense	<input type="checkbox"/>		
346966	10/15/2018	MISSION JANITORIAL SUPPLIES	\$136.31	1114	Printed	Expense	<input type="checkbox"/>		
346967	10/15/2018	MONOPRICE INC	\$126.84	1114	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346968	10/15/2018	NCS PEARSON INC	\$3,773.46	1114	Printed	Expense	<input type="checkbox"/>		
346969	10/15/2018	O'REILLY AUTOMOTIVE INC	\$38.79	1114	Printed	Expense	<input type="checkbox"/>		
346970	10/15/2018	OTAY LANDFILL INC	\$530.83	1114	Printed	Expense	<input type="checkbox"/>		
346971	10/15/2018	PRACTI CAL INC	\$47.08	1114	Printed	Expense	<input type="checkbox"/>		
346972	10/15/2018	RANCHO AUTO PARTS	\$101.34	1114	Printed	Expense	<input type="checkbox"/>		
346973	10/15/2018	RDO TRUST #80-6130	\$1,507.72	1114	Printed	Expense	<input type="checkbox"/>		
346974	10/15/2018	SAN DIEGO GAS & ELECTRIC	\$46.83	1114	Printed	Expense	<input type="checkbox"/>		
346975	10/15/2018	SAN DIEGO METROPOLITAN TRANSIT	\$1,224.00	1114	Printed	Expense	<input type="checkbox"/>		
346976	10/15/2018	SJ TOWING, INC	\$495.00	1114	Printed	Expense	<input type="checkbox"/>		
346977	10/15/2018	SOCO GROUP	\$10,465.58	1114	Printed	Expense	<input type="checkbox"/>		
346978	10/15/2018	STANDARD ELECTRONICS	\$1,335.04	1114	Void	Expense	<input checked="" type="checkbox"/>	10/15/2018	10/15/2018
346979	10/15/2018	TEAM TALK NETWORK	\$824.68	1114	Printed	Expense	<input type="checkbox"/>		
346980	10/15/2018	TIME FOR KIDS	\$509.85	1114	Printed	Expense	<input type="checkbox"/>		
346981	10/15/2018	TRANE CO	\$66.18	1114	Printed	Expense	<input type="checkbox"/>		
346982	10/15/2018	VALLEY INDUSTRIAL SPECIALTIES	\$1,170.69	1114	Printed	Expense	<input type="checkbox"/>		
346983	10/15/2018	VIRCO INC	\$905.36	1114	Printed	Expense	<input type="checkbox"/>		
346984	10/15/2018	WESTAIR GASES & EQUIPMENT, INC.	\$315.49	1114	Printed	Expense	<input type="checkbox"/>		
346985	10/15/2018	WESTERN PUMP INC	\$125.00	1114	Printed	Expense	<input type="checkbox"/>		
347001	10/15/2018	AMERICAN EXPRESS	\$33,531.69	1118	Printed	Expense	<input type="checkbox"/>		
347004	10/22/2018	AMERICAN EXPRESS	\$7,575.78	1121	Printed	Expense	<input type="checkbox"/>		
347005	10/22/2018	A-Z BUS SALES	\$158.41	1122	Printed	Expense	<input type="checkbox"/>		
347006	10/22/2018	ACADEMIC SUPPLIER - RASIX COMPUTER CTR	\$1,033.40	1122	Printed	Expense	<input type="checkbox"/>		

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347007	10/22/2018	AMAZON CAPITAL SERVICES, INC.	\$886.66	1122	Printed	Expense	<input type="checkbox"/>		
347008	10/22/2018	APPLE INC	\$8,118.49	1122	Printed	Expense	<input type="checkbox"/>		
347009	10/22/2018	ARAMARK UNIFORM SERVICES	\$77.86	1122	Printed	Expense	<input type="checkbox"/>		
347010	10/22/2018	ASBURY ENVIRONMENTAL SERVICE	\$182.16	1122	Printed	Expense	<input type="checkbox"/>		
347011	10/22/2018	BSN SPORTS, INC	\$289.38	1122	Printed	Expense	<input type="checkbox"/>		
347012	10/22/2018	CAL-AM WATER CO	\$8,841.70	1122	Printed	Expense	<input type="checkbox"/>		
347013	10/22/2018	CALIF DEPT OF JUSTICE	\$686.00	1122	Printed	Expense	<input type="checkbox"/>		
347014	10/22/2018	CITY TREASURER	\$774.85	1122	Printed	Expense	<input type="checkbox"/>		
347015	10/22/2018	CREATIVE BUS SALES INC	\$670.92	1122	Printed	Expense	<input type="checkbox"/>		
347016	10/22/2018	DEBRA DUPREE	\$600.00	1122	Printed	Expense	<input type="checkbox"/>		
347017	10/22/2018	DECKER EQUIPMENT	\$525.27	1122	Printed	Expense	<input type="checkbox"/>		
347018	10/22/2018	DION INTL TRUCK SERVICE	\$8,781.69	1122	Printed	Expense	<input type="checkbox"/>		
347019	10/22/2018	DUNN-EDWARDS	\$28.84	1122	Printed	Expense	<input type="checkbox"/>		
347020	10/22/2018	EAST PENN MFG CO	\$390.39	1122	Printed	Expense	<input type="checkbox"/>		
347021	10/22/2018	ENABLING DEVICES	\$55.95	1122	Printed	Expense	<input type="checkbox"/>		
347022	10/22/2018	ERIC HALL AND ASSOCIATES	\$872.13	1122	Printed	Expense	<input type="checkbox"/>		
347023	10/22/2018	ETA HAND2MIND	\$1,732.77	1122	Printed	Expense	<input type="checkbox"/>		
347024	10/22/2018	GRAINGER	\$190.53	1122	Printed	Expense	<input type="checkbox"/>		
347025	10/22/2018	HARTFORD GROUP BENEFITS DIVISION	\$2,505.77	1122	Printed	Expense	<input type="checkbox"/>		
347026	10/22/2018	IMAGESTUFF.COM	\$415.86	1122	Printed	Expense	<input type="checkbox"/>		
347027	10/22/2018	IMPERIAL SPRINKLER SUPPLY, INC.	\$755.46	1122	Printed	Expense	<input type="checkbox"/>		
347028	10/22/2018	JMB ASPHALT & CONCRETE	\$12,490.00	1122	Printed	Expense	<input type="checkbox"/>		

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347029	10/22/2018	K12 INSIGHT LLC	\$30,000.00	1122	Printed	Expense	<input type="checkbox"/>		
347030	10/22/2018	LAMINATOR.COM	\$102.86	1122	Printed	Expense	<input type="checkbox"/>		
347031	10/22/2018	LEARNING A-Z	\$3,298.35	1122	Printed	Expense	<input type="checkbox"/>		
347032	10/22/2018	LIGHTSPEED TECHNOLOGIES	\$44.72	1122	Printed	Expense	<input type="checkbox"/>		
347033	10/22/2018	MASONS SAW & LAWNMOWER SRVC	\$142.24	1122	Printed	Expense	<input type="checkbox"/>		
347034	10/22/2018	MAXI AIDS	\$169.90	1122	Printed	Expense	<input type="checkbox"/>		
347035	10/22/2018	MIRAMAR BOBCAT INC	\$762.83	1122	Printed	Expense	<input type="checkbox"/>		
347036	10/22/2018	MISSION JANITORIAL SUPPLIES	\$704.53	1122	Printed	Expense	<input type="checkbox"/>		
347037	10/22/2018	NANCY ARMAS	\$47.31	1122	Printed	Expense	<input type="checkbox"/>		
347038	10/22/2018	O'REILLY AUTOMOTIVE INC	\$107.73	1122	Printed	Expense	<input type="checkbox"/>		
347039	10/22/2018	OFFICE DEPOT	\$1,532.78	1122	Printed	Expense	<input type="checkbox"/>		
347040	10/22/2018	ONESOURCE DISTRIBUTORS	\$767.33	1122	Printed	Expense	<input type="checkbox"/>		
347041	10/22/2018	OPTIMUM FLOORCARE	\$424.12	1122	Printed	Expense	<input type="checkbox"/>		
347042	10/22/2018	OTAY COMMUNICATIONS	\$96.12	1122	Printed	Expense	<input type="checkbox"/>		
347043	10/22/2018	PROBUILD	\$500.18	1122	Printed	Expense	<input type="checkbox"/>		
347044	10/22/2018	PROMOW INC	\$3,435.06	1122	Printed	Expense	<input type="checkbox"/>		
347045	10/22/2018	PROTECTED INSURANCE PROG FOR SCHOOLS	\$167,869.33	1122	Printed	Expense	<input type="checkbox"/>		
347046	10/22/2018	RANCHO AUTO PARTS	\$139.00	1122	Printed	Expense	<input type="checkbox"/>		
347047	10/22/2018	REFRIGERATION SUPPLIES DISTR	\$3,593.27	1122	Printed	Expense	<input type="checkbox"/>		
347048	10/22/2018	RUSSELL SIGLER INC	\$5,093.83	1122	Printed	Expense	<input type="checkbox"/>		
347049	10/22/2018	SCHOLASTIC INC	\$255.41	1122	Printed	Expense	<input type="checkbox"/>		
347050	10/22/2018	SCHOOL OUTFITTERS	\$693.47	1122	Printed	Expense	<input type="checkbox"/>		

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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347051	10/22/2018	SCHOOL OUTLET	\$158.71	1122	Printed	Expense	<input type="checkbox"/>		
347052	10/22/2018	SCHOOL SPECIALTY ..	\$6,223.71	1122	Printed	Expense	<input type="checkbox"/>		
347053	10/22/2018	SITEONE LANDSCAPE SUPPLY HOLDING	\$22.73	1122	Printed	Expense	<input type="checkbox"/>		
347054	10/22/2018	SOUTH BAY FENCE INC	\$5,450.00	1122	Printed	Expense	<input type="checkbox"/>		
347055	10/22/2018	SOUTHCOAST MOBILE WASH	\$1,472.00	1122	Printed	Expense	<input type="checkbox"/>		
347056	10/22/2018	STANDARD ELECTRONICS	\$3,520.04	1122	Printed	Expense	<input type="checkbox"/>		
347057	10/22/2018	SUPPLY MASTER	\$1,047.34	1122	Printed	Expense	<input type="checkbox"/>		
347058	10/22/2018	SUSAN PROSAPIO	\$99.53	1122	Printed	Expense	<input type="checkbox"/>		
347059	10/22/2018	TERRA BELLA NURSERY	\$90.36	1122	Printed	Expense	<input type="checkbox"/>		
347060	10/22/2018	TRANE CO	\$418.62	1122	Printed	Expense	<input type="checkbox"/>		
347061	10/22/2018	U S HEALTHWORKS MEDICAL GROUP PC	\$260.84	1122	Printed	Expense	<input type="checkbox"/>		
347062	10/22/2018	VALLEY INDUSTRIAL SPECIALTIES	\$614.11	1122	Printed	Expense	<input type="checkbox"/>		
347063	10/22/2018	VERONICA CHAVEZ	\$550.00	1122	Printed	Expense	<input type="checkbox"/>		
347064	10/22/2018	WESTAIR GASES & EQUIPMENT, INC.	\$315.49	1122	Printed	Expense	<input type="checkbox"/>		
347065	10/22/2018	XEROX CORPORATION	\$7,151.37	1122	Printed	Expense	<input type="checkbox"/>		
347066	10/22/2018	XEROX FINANCIAL SERVICES	\$31,870.55	1122	Printed	Expense	<input type="checkbox"/>		
347086	10/29/2018	AMAZON CAPITAL SERVICES, INC.	\$573.84	1129	Printed	Expense	<input type="checkbox"/>		
347087	10/29/2018	ATKINSON-ANDELSON-LOYA-RUUD -ROMO	\$9,989.60	1129	Printed	Expense	<input type="checkbox"/>		
347088	10/29/2018	BOB TURNER'S CRANE SERVICE, INC.	\$749.00	1129	Printed	Expense	<input type="checkbox"/>		
347089	10/29/2018	BOOKSOURCE	\$12,706.57	1129	Printed	Expense	<input type="checkbox"/>		
347090	10/29/2018	BOYS & GIRLS CLUB OF SOUTH COUNTY	\$74,493.50	1129	Printed	Expense	<input type="checkbox"/>		

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347091	10/29/2018	CAL-AM WATER CO	\$6,054.64	1129	Printed	Expense	<input type="checkbox"/>		
347092	10/29/2018	CALIF STAMP COMPANY	\$33.14	1129	Printed	Expense	<input type="checkbox"/>		
347093	10/29/2018	CASCIO - INTERSTATE MUSIC	\$4,049.48	1129	Printed	Expense	<input type="checkbox"/>		
347094	10/29/2018	CHANNEL TECHS	\$1,181.38	1129	Printed	Expense	<input type="checkbox"/>		
347095	10/29/2018	CINDY WAGNER	\$34.00	1129	Printed	Expense	<input type="checkbox"/>		
347096	10/29/2018	CITY TREASURER	\$661.36	1129	Printed	Expense	<input type="checkbox"/>		
347097	10/29/2018	CLARK SECURITY PROD, DIV OF ANIXTER	\$439.30	1129	Printed	Expense	<input type="checkbox"/>		
347098	10/29/2018	CULVER-NEWLIN INC	\$2,390.36	1129	Printed	Expense	<input type="checkbox"/>		
347099	10/29/2018	DEANNA HARO	\$103.77	1129	Printed	Expense	<input type="checkbox"/>		
347100	10/29/2018	DEBORAH PARSONS	\$39.14	1129	Printed	Expense	<input type="checkbox"/>		
347101	10/29/2018	ETA HAND2MIND	\$30,089.85	1129	Printed	Expense	<input type="checkbox"/>		
347102	10/29/2018	FEDERAL EXPRESS CORP	\$288.26	1129	Printed	Expense	<input type="checkbox"/>		
347103	10/29/2018	FERGUSON ENTERPRISES INC	\$114.26	1129	Printed	Expense	<input type="checkbox"/>		
347104	10/29/2018	FOLLETT SCHOOL SOLUTIONS, INC	\$390.60	1129	Printed	Expense	<input type="checkbox"/>		
347105	10/29/2018	FONDO DE CULTURA ECONOMICA USA, INC.	\$3,396.00	1129	Printed	Expense	<input type="checkbox"/>		
347106	10/29/2018	GCR TIRE CENTERS	\$706.48	1129	Printed	Expense	<input type="checkbox"/>		
347107	10/29/2018	GENERAL PROCUREMENT, INC	\$580.00	1129	Printed	Expense	<input type="checkbox"/>		
347108	10/29/2018	GLOBAL INDUSTRIAL EQUIPMENT	\$777.08	1129	Printed	Expense	<input type="checkbox"/>		
347109	10/29/2018	HANDY METAL MART	\$618.96	1129	Printed	Expense	<input type="checkbox"/>		
347110	10/29/2018	HOME DEPOT CREDIT SERVICE	\$4,962.34	1129	Printed	Expense	<input type="checkbox"/>		
347111	10/29/2018	IMPERIAL SPRINKLER SUPPLY, INC.	\$536.55	1129	Printed	Expense	<input type="checkbox"/>		
347112	10/29/2018	INTRADATA, INC.	\$685.00	1129	Printed	Expense	<input type="checkbox"/>		

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347113	10/29/2018	IVETTE SINQUIMANI	\$19.62	1129	Printed	Expense	<input type="checkbox"/>		
347114	10/29/2018	JULI BARNES-WYSS	\$77.94	1129	Printed	Expense	<input type="checkbox"/>		
347115	10/29/2018	KAREN SKALBECK GEORGE	\$1,043.00	1129	Printed	Expense	<input type="checkbox"/>		
347116	10/29/2018	KARLA MINSHEW	\$407.12	1129	Printed	Expense	<input type="checkbox"/>		
347117	10/29/2018	KEENAN & ASSOCIATES	\$2,497.82	1129	Printed	Expense	<input type="checkbox"/>		
347118	10/29/2018	KEVIN C. BARRY	\$65.18	1129	Printed	Expense	<input type="checkbox"/>		
347119	10/29/2018	KIMBERLY S JONES	\$21.47	1129	Printed	Expense	<input type="checkbox"/>		
347120	10/29/2018	LESLIE SANDEZ	\$151.90	1129	Printed	Expense	<input type="checkbox"/>		
347121	10/29/2018	MAILFINANCE	\$641.82	1129	Printed	Expense	<input type="checkbox"/>		
347122	10/29/2018	MARLA FERNANDEZ	\$303.72	1129	Printed	Expense	<input type="checkbox"/>		
347123	10/29/2018	MICRO PC OUTLET	\$64.92	1129	Printed	Expense	<input type="checkbox"/>		
347124	10/29/2018	MIGUEL DEL VILLAR	\$31.99	1129	Printed	Expense	<input type="checkbox"/>		
347125	10/29/2018	MIND STREAMS EDUCATION, LLC	\$467.41	1129	Printed	Expense	<input type="checkbox"/>		
347126	10/29/2018	MONOPRICE INC	\$580.23	1129	Printed	Expense	<input type="checkbox"/>		
347127	10/29/2018	OTAY COMMUNICATIONS	\$96.12	1129	Printed	Expense	<input type="checkbox"/>		
347128	10/29/2018	OTAY LANDFILL INC	\$175.74	1129	Printed	Expense	<input type="checkbox"/>		
347129	10/29/2018	OTAY MESA SALES, INC.	\$1,115.94	1129	Printed	Expense	<input type="checkbox"/>		
347130	10/29/2018	PRAXAIR DISTRIBUTION INC-272	\$67.59	1129	Printed	Expense	<input type="checkbox"/>		
347131	10/29/2018	RANCHO AUTO PARTS	\$24.20	1129	Printed	Expense	<input type="checkbox"/>		
347132	10/29/2018	REBECCA MARGOLIS	\$961.01	1129	Printed	Expense	<input type="checkbox"/>		
347133	10/29/2018	SAN DIEGO GAS & ELECTRIC	\$10,556.44	1129	Printed	Expense	<input type="checkbox"/>		
347134	10/29/2018	SITEONE LANDSCAPE SUPPLY HOLDING	\$1,574.96	1129	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0100 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347135	10/29/2018	SOAPY JOE'S IMPERIAL BEACH, INC.	\$20.00	1129	Printed	Expense	<input type="checkbox"/>		
347136	10/29/2018	SONIA HERNANDEZ	\$40.22	1129	Printed	Expense	<input type="checkbox"/>		
347137	10/29/2018	SOREN BENNICK PRODUCTIONS	\$840.00	1129	Printed	Expense	<input type="checkbox"/>		
347138	10/29/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$17,647.17	1129	Printed	Expense	<input type="checkbox"/>		
347139	10/29/2018	STEPHEN BALL	\$185.63	1129	Printed	Expense	<input type="checkbox"/>		
347140	10/29/2018	SUSY CHAVEZ	\$390.73	1129	Printed	Expense	<input type="checkbox"/>		
347141	10/29/2018	TERESA ACOSTA	\$58.08	1129	Printed	Expense	<input type="checkbox"/>		
347142	10/29/2018	THOMAS BEVILACQUA	\$142.14	1129	Printed	Expense	<input type="checkbox"/>		
347143	10/29/2018	UNITED PARCEL SERVICE (UPS)	\$18.02	1129	Printed	Expense	<input type="checkbox"/>		
347144	10/29/2018	VERONICA SORIANO	\$9.81	1129	Printed	Expense	<input type="checkbox"/>		
347145	10/29/2018	VICTOR MARRERO	\$53.84	1129	Printed	Expense	<input type="checkbox"/>		
347146	10/29/2018	XEROX CORPORATION	\$14,703.80	1129	Printed	Expense	<input type="checkbox"/>		
347147	10/29/2018	ZULEMA PINA	\$14.17	1129	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 272 Total Amount: \$1,314,059.06 - \$1,442.77 (TWO VOIDED CHECKS) = \$1,312,616.29

Fund: 0901 Charter Language Academy

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346823	10/01/2018	DANIA CABRERA	\$51.23	1102	Printed	Expense	<input type="checkbox"/>		
346824	10/01/2018	SCRIPPS NATIONAL SPELLING BEE, INC.	\$167.50	1102	Printed	Expense	<input type="checkbox"/>		
346825	10/01/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$519.50	1102	Printed	Expense	<input type="checkbox"/>		
346920	10/08/2018	CULVER-NEWLIN INC	\$1,630.69	1108	Printed	Expense	<input type="checkbox"/>		
346921	10/08/2018	OFFICE DEPOT	\$263.98	1108	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0901 Charter Language Academy

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347067	10/22/2018	CDW GOVERNMENT	\$611.74	1123	Printed	Expense	<input type="checkbox"/>		
347068	10/22/2018	XEROX FINANCIAL SERVICES	\$3,153.30	1123	Printed	Expense	<input type="checkbox"/>		
347148	10/29/2018	BEATRIZ CARLOS	\$195.98	1130	Printed	Expense	<input type="checkbox"/>		
347149	10/29/2018	ESTELA CORRALES	\$146.76	1130	Printed	Expense	<input type="checkbox"/>		
347150	10/29/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$91.75	1130	Printed	Expense	<input type="checkbox"/>		
347151	10/29/2018	UNITED PARCEL SERVICE (UPS)	\$95.00	1130	Printed	Expense	<input type="checkbox"/>		
347152	10/29/2018	XEROX CORPORATION	\$299.74	1130	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 12 Total Amount: \$7,227.17

Fund: 0902 Charter Imperial Beach

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346826	10/01/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$1,783.28	1103	Printed	Expense	<input type="checkbox"/>		
346922	10/08/2018	AMAZON CAPITAL SERVICES, INC.	\$151.06	1109	Printed	Expense	<input type="checkbox"/>		
346923	10/08/2018	ARENSON OFFICE FURNITURE	\$601.25	1109	Printed	Expense	<input type="checkbox"/>		
346924	10/08/2018	CALIF STAMP COMPANY	\$27.94	1109	Printed	Expense	<input type="checkbox"/>		
346925	10/08/2018	DELANEY EDUCATIONAL ENTERPRISE	\$1,490.96	1109	Printed	Expense	<input type="checkbox"/>		
346926	10/08/2018	LAKESHORE LEARNING MATERIALS	\$107.73	1109	Printed	Expense	<input type="checkbox"/>		
346927	10/08/2018	MISSION JANITORIAL SUPPLIES	\$506.23	1109	Printed	Expense	<input type="checkbox"/>		
346928	10/08/2018	SOUTHWEST SCHOOL SUPPLY	\$75.64	1109	Printed	Expense	<input type="checkbox"/>		
346986	10/15/2018	AMAZON CAPITAL SERVICES, INC.	\$214.75	1115	Printed	Expense	<input type="checkbox"/>		
346987	10/15/2018	CUSTOM BINDING PRODUCTS	\$468.80	1115	Printed	Expense	<input type="checkbox"/>		
347069	10/22/2018	ABC SCHOOL EQUIPMENT INC	\$6,020.17	1124	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 0902 Charter Imperial Beach

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347070	10/22/2018	OFFICE DEPOT	\$142.15	1124	Printed	Expense	<input type="checkbox"/>		
347071	10/22/2018	SCHOOL SPECIALTY ..	\$106.68	1124	Printed	Expense	<input type="checkbox"/>		
347072	10/22/2018	XEROX FINANCIAL SERVICES	\$6,306.60	1124	Printed	Expense	<input type="checkbox"/>		
347153	10/29/2018	LOURDES MEDINA	\$115.00	1131	Printed	Expense	<input type="checkbox"/>		
347154	10/29/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$96.93	1131	Printed	Expense	<input type="checkbox"/>		
347155	10/29/2018	STAPLES ADVANTAGE	\$40.61	1131	Printed	Expense	<input type="checkbox"/>		
347156	10/29/2018	XEROX CORPORATION	\$328.06	1131	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 18 Total Amount: \$18,583.84

Fund: 1200 Child Development Fund 1206

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346827	10/01/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$36.56	1104	Printed	Expense	<input type="checkbox"/>		
346929	10/08/2018	SOUTHWEST SCHOOL SUPPLY	\$722.10	1110	Printed	Expense	<input type="checkbox"/>		
346988	10/15/2018	COTHRINE TRAINING SERVICES	\$4,664.00	1116	Printed	Expense	<input type="checkbox"/>		
346989	10/15/2018	MARTHA AVALOS	\$29.05	1116	Printed	Expense	<input type="checkbox"/>		
346990	10/15/2018	NOEMI RODRIGUEZ	\$19.40	1116	Printed	Expense	<input type="checkbox"/>		
347002	10/15/2018	AMERICAN EXPRESS	\$76.23	1119	Printed	Expense	<input type="checkbox"/>		
347073	10/22/2018	OFFICE DEPOT	\$38.07	1125	Printed	Expense	<input type="checkbox"/>		
347157	10/29/2018	CANDACE REESE	\$127.64	1132	Printed	Expense	<input type="checkbox"/>		
347158	10/29/2018	CHERIE MAURICE	\$69.54	1132	Printed	Expense	<input type="checkbox"/>		
347159	10/29/2018	SONIA SANDOVAL	\$78.26	1132	Printed	Expense	<input type="checkbox"/>		
347160	10/29/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$874.10	1132	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 1200 Child Development Fund 1206

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347161	10/29/2018	XEROX CORPORATION	\$842.75	1132	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 12 Total Amount: \$7,577.70

Fund: 1300 Cafeteria

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346828	10/01/2018	DIAMOND JACK ENTERPRISES	\$1,931.50	1105	Printed	Expense	<input type="checkbox"/>		
346829	10/01/2018	FOOD SAFETY SYSTEMS	\$3,500.00	1105	Printed	Expense	<input type="checkbox"/>		
346830	10/01/2018	GOLD STAR FOODS	\$2,117.64	1105	Printed	Expense	<input type="checkbox"/>		
346831	10/01/2018	ROMANS TRUCK	\$419.78	1105	Printed	Expense	<input type="checkbox"/>		
346832	10/01/2018	SO-CAL DOMINOIDS INC	\$1,592.25	1105	Printed	Expense	<input type="checkbox"/>		
346833	10/01/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$19.92	1105	Printed	Expense	<input type="checkbox"/>		
346834	10/01/2018	TEMPERATURE DESIGN ENERGY	\$272.60	1105	Printed	Expense	<input type="checkbox"/>		
346930	10/08/2018	HOLLANDIA DAIRY	\$36,248.41	1111	Printed	Expense	<input type="checkbox"/>		
346931	10/08/2018	P & R PAPER SUPPLY	\$5,453.26	1111	Printed	Expense	<input type="checkbox"/>		
346932	10/08/2018	TEMPERATURE DESIGN ENERGY	\$216.00	1111	Printed	Expense	<input type="checkbox"/>		
346991	10/15/2018	AFFORDABLE GREASE PUMPING	\$680.00	1117	Printed	Expense	<input type="checkbox"/>		
346992	10/15/2018	DIAMOND JACK ENTERPRISES	\$8,844.10	1117	Printed	Expense	<input type="checkbox"/>		
346993	10/15/2018	GALASSO'S BAKERY	\$1,507.56	1117	Printed	Expense	<input type="checkbox"/>		
346994	10/15/2018	GOLD STAR FOODS	\$22,843.66	1117	Printed	Expense	<input type="checkbox"/>		
346995	10/15/2018	MISSION JANITORIAL SUPPLIES	\$3,377.31	1117	Printed	Expense	<input type="checkbox"/>		
346996	10/15/2018	MR COPY INC / MRC SMART TECH	\$116.75	1117	Printed	Expense	<input type="checkbox"/>		
346997	10/15/2018	P & R PAPER SUPPLY	\$3,175.00	1117	Printed	Expense	<input type="checkbox"/>		
346998	10/15/2018	SAN DIEGO RESTAURANT SUPPLY	\$5,026.72	1117	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 1300 Cafeteria

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346999	10/15/2018	TEMPERATURE DESIGN ENERGY	\$146.78	1117	Printed	Expense	<input type="checkbox"/>		
347000	10/15/2018	WAXIE	\$52.19	1117	Printed	Expense	<input type="checkbox"/>		
347003	10/15/2018	AMERICAN EXPRESS	\$87.75	1120	Printed	Expense	<input type="checkbox"/>		
347074	10/22/2018	CHEFS' TOYS	\$19,187.80	1126	Printed	Expense	<input type="checkbox"/>		
347075	10/22/2018	DEH/COUNTY OF SAN DIEGO	\$372.00	1126	Printed	Expense	<input type="checkbox"/>		
347076	10/22/2018	DIAMOND JACK ENTERPRISES	\$4,608.85	1126	Printed	Expense	<input type="checkbox"/>		
347077	10/22/2018	GALASSO'S BAKERY	\$699.36	1126	Printed	Expense	<input type="checkbox"/>		
347078	10/22/2018	GOLD STAR FOODS	\$30,743.29	1126	Printed	Expense	<input type="checkbox"/>		
347079	10/22/2018	JENNIFER RAFANAN	\$130.00	1126	Printed	Expense	<input type="checkbox"/>		
347080	10/22/2018	LLOYD PEST CONTROL	\$456.00	1126	Printed	Expense	<input type="checkbox"/>		
347081	10/22/2018	MISSION JANITORIAL SUPPLIES	\$3,097.27	1126	Printed	Expense	<input type="checkbox"/>		
347082	10/22/2018	P & R PAPER SUPPLY	\$2,529.55	1126	Printed	Expense	<input type="checkbox"/>		
347083	10/22/2018	WAXIE	\$312.74	1126	Printed	Expense	<input type="checkbox"/>		
347162	10/29/2018	ACADEMIC SUPPLIER - RASIX COMPUTER CTR	\$161.63	1133	Printed	Expense	<input type="checkbox"/>		
347163	10/29/2018	AMAZON CAPITAL SERVICES, INC.	\$61.05	1133	Printed	Expense	<input type="checkbox"/>		
347164	10/29/2018	ANA DE CASTRO	\$10.00	1133	Printed	Expense	<input type="checkbox"/>		
347165	10/29/2018	BAG KING	\$515.05	1133	Printed	Expense	<input type="checkbox"/>		
347166	10/29/2018	DIAMOND JACK ENTERPRISES	\$6,786.25	1133	Printed	Expense	<input type="checkbox"/>		
347167	10/29/2018	ECONOMY RESTAURANT SUPPLY	\$3,740.00	1133	Printed	Expense	<input type="checkbox"/>		
347168	10/29/2018	GALASSO'S BAKERY	\$1,481.12	1133	Printed	Expense	<input type="checkbox"/>		
347169	10/29/2018	GOLD STAR FOODS	\$35,910.54	1133	Printed	Expense	<input type="checkbox"/>		
347170	10/29/2018	P & R PAPER SUPPLY	\$3,464.20	1133	Printed	Expense	<input type="checkbox"/>		

South Bay Union School District

Reprint Check Listing

Fiscal Year: 2018-2019

Criteria:

Bank Account: SD County Treasurer: Wells Fargo
4759039498

From Date: 10/01/2018

To Date: 10/29/2018

From Check:

To Check:

From Voucher:

To Voucher:

Account: 4759039498

Fund: 1300 Cafeteria

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347171	10/29/2018	SOUTH BAY UNION SCHOOL DISTRICT	\$13.93	1133	Printed	Expense	<input type="checkbox"/>		
347172	10/29/2018	WAXIE	\$1,030.56	1133	Printed	Expense	<input type="checkbox"/>		
347173	10/29/2018	XEROX CORPORATION	\$412.88	1133	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 43 Total Amount: \$213,353.25

Fund: 1400 Deferred Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
347084	10/22/2018	SOUTH BAY FENCE INC	\$11,700.00	1127	Printed	Expense	<input type="checkbox"/>		
347174	10/29/2018	WESTERN ENVIRON/SAFETY TECHNOLOGIES	\$1,150.00	1134	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 2 Total Amount: \$12,850.00

Fund: 2519 Capital Facilities

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
346933	10/08/2018	ERIC HALL AND ASSOCIATES	\$1,500.00	1112	Printed	Expense	<input type="checkbox"/>		
347085	10/22/2018	ERIC HALL AND ASSOCIATES	\$1,722.32	1128	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 2 Total Amount: \$3,222.32

Total Amount: \$1,576,873.34 - \$1,442.77 (TWO VOIDED CHECKS) = \$1,575,430.57

End of Report

SOUTH BAY UNION SCHOOL DISTRICT
Imperial Beach, California

November 8, 2018

ATTACHMENTS:

Description	Upload Date	Type
Classified	11/1/2018	Exhibit
Certificated	11/1/2018	Exhibit

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – NOVEMBER 8, 2018**

CLASSIFIED PERSONNEL ACTIVITY LIST

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

Name	Position	Salary	Effective Date
Blankenship, Maria	Clerical / IA	23 / 22	10/23/2018
Cebreros, Alejandra	Supervision Assistant	13	11/05/2018
Dillaway, George	Bus Driver / Bus Attendant	31 / 18	10/23/2018
Haro, Maria	Instructional Assistant	22	10/29/2018
Sierra, Izmael	Custodian	25	10/29/2018
Warren, Cheryl	Supervision Assistant	13	10/29/2018

Approve/Ratify Employment

Name	Position	Site	Salary	Effective Date
Cebreros, Alejandra	Supervision Assistant	IBCS West	13-1	11/09/2018
Garcia, Julio	Supervision Assistant	Pence	13-1	11/09/2018
Warren, Cheryl	Supervision Assistant	IBCS	13-1	11/09/2018

Approve/Ratify Promotion

Name	Position	Site	Salary	Effective Date
Alfaro, Olivia	Satellite Kitchen Lead	CNS/BA	22-4	11/09/2018

Resignation/Retirement Accepted by Superintendent (For Information Only)

Name	Position	Site	Submission Date	Acceptance Date	Effective Date
Blankenship, Maria	Child Nut. Asst. Lunch	CNS/Nicoloff	10/22/2018	10/25/2018	10/22/2018-RS

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

Name	Action	Effective Date
Juarez Garcia, Xochitl	Transfer from 1.50 hr. BE Sup. Asst. position to 1.75 hr. NE Sup. Asst. position	10/29/2018
Reynolds, Katrina	Additional 1 hr. CE Supervision Assistant position	10/29/2018
Sanchez, Itzya	Additional .25 hr. NIC Supervision Assistant position	10/08/2018
Topete Gamino, Victoria	Additional .45 hr. BA Supervision Assistant position	10/22/2018

**SOUTH BAY UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING – NOVEMBER 8, 2018**

CERTIFICATED PERSONNEL ACTIVITY LIST

Approve/Ratify Employment – Temporary Certificated Manager

Name	Position	Salary	Effective Date
Mangan, Martha	Providing nursing support as needed	\$467.99/day	11/02/2018-06/04/2019

Approve/Ratify Employment – Temporary Contract

Name	Position	Salary	Effective Date
Martinez, Michael	EM-Impact Teacher	4 hrs. @ \$37.69	11/09/2018-06/04/2019

Approve/Ratify Employment – Probationary Contract

Name	Position	Salary	Effective Date
Aguilera, Sharon	Teacher for Lrng. & Innovation	Class VI / Step 2	09/26/2018
Becker, Anna	IBCS – Teacher	Class VI / Step 6	08/20/2018
Christensen, Dylan	IBCS – Teacher	Class I / Step 1	07/17/2018
Del Villar, Miguel	Sp. Ed. – School Nurse	Class IV / Step 2	09/10/2018
Devan, Jodene	Teacher for Lrng. & Innovation	Class V / Step 6	08/20/2018
Devine, Erin	Teacher for Lrng. & Innovation	Class IV / Step 6	08/30/2018
Dove, Kristin	ME - Teacher	Class V / Step 6	08/20/2018
Everett, Mary	IBCS – Teacher	Class IV / Step 5	09/04/2018
Garcia Gallego, Patricia	ON - Teacher	Class V / Step 3	07/17/2018
Hansen, Brittany	IBCS – Teacher	Class IV / Step 2	07/17/2018
Hausken, Toreii	NIC – Teacher	Class IV / Step 4	09/06/2018
Holmgren, Hailey	Teacher for Lrng. & Innovation	Class IV / Step 2	08/20/2018
Jollie, Skye	ME – Teacher	Class III / Step 2	09/14/2018
Kuhns, Peter	Teacher for Lrng. & Innovation	Class VI / Step 6	08/20/2018
Lull, Rebecca	SS – Teacher	Class IV / Step 6	07/17/2018
Meza, Maria	NIC – Teacher	Class III / Step 3	07/17/2018
Monterrubio, Jessica	ME – Teacher	Class IV / Step 1	08/30/2018
Prosapio, Susan	Teacher for Lrng. & Innovation	Class III / Step 1	08/27/2018
Steagall, Kylie	PE – Education Specialist	Class III / Step 1	07/17/2018
Tomlinson, Karen	Teacher for Lrng. & Innovation	Class III / Step 6	08/27/2018
Wagner, Ronald	Teacher for Lrng. & Innovation	Class VI / Step 6	08/20/2018
Ziepkke-Grant, Lisa	BA – Teacher	Class IV / Step 1	09/07/2018

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

Name	Position	Salary	Effective Date
Carrillo, Christian	Guest Teacher	\$125.00/day	10/18/2018
Herrera, Hezekian	Guest Teacher	\$125.00/day	10/22/2018
Martinez Mayoral, Maria	Guest Teacher	\$125.00/day	10/29/2018
Midwood, Richard	Guest Teacher	\$125.00/day	10/23/2018
Vega, Elianna	Guest Teacher	\$125.00/day	10/22/2018
Wyant, Amanda	Guest Teacher	\$125.00/day	10/22/2018