

ORCUTT UNION SCHOOL DISTRICT  
Regular Closed Meeting of the Board of Trustees  
Wednesday, November 4, 2020  
Closed Session – 6:00 P.M.  
Public Session – 6:30 P.M.  
District Board Room  
500 Dyer St., Orcutt, CA 93455

**There will be a link posted on the district website home page prior to the start of the meeting. To view the meeting go to that link. If you want to just listen to the meeting or make a public comment, you will need to follow the instructions below.**  
**Due to Covid 19 Pandemic and need for Social Distancing, the physical Board meeting is closed to the public, however you can access the board meeting via audio teleconference**

**Orcutt Conference Call**

Please join the meeting from your computer, tablet or smartphone.

<https://www.gotomeet.me/orcutt>

You can also dial in using your phone.

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**Access Code: 887-747-125**

**CALL TO ORDER** 6:00 P.M.

- A. Pledge of Allegiance

**CLOSED SESSION PUBLIC COMMENTS**

- A. This section of the agenda is intended for members of the public to address the Board of Trustees on items that are being considered in Closed Session. Those wishing to speak about items to be discussed in closed session will need to email Alice Salazar, at [asalazar@orcutt-schools.net](mailto:asalazar@orcutt-schools.net) and state that you want to make a public comment. Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

**ADJOURN TO CLOSED SESSION**

- A. Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.
1. Public Employment per Personnel Report.
  2. Public Employee Employment/Discipline/Dismissal/Release.
  3. Conference with labor negotiator Dr. Holly Edds, Superintendent and/or Susan Salucci
    - a. OEA
    - b. CSEA
  4. Conference with labor negotiators for unrepresented employees:
    - a. Certificated and Classified Management, and Confidential.  
Agency representative – Superintendent.
    - b. Superintendent. Agency representative – Board of Trustees
  5. Student disciplinary/expulsion matters.
  6. Conference with Legal Counsel: Anticipated Litigation Pursuant to California Government section 54956.9(d) (2).

**RECONVENE TO PUBLIC SESSION** 6:30 P.M.

- A. Public Report on Action Taken in Closed Session
- B. Adoption of November 4, 2020 Agenda

Moved \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

C. PUBLIC COMMENT ANNOUNCEMENT

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. Audience members wishing to address the Board during the Public Comment segment of the agenda are asked to email Alice Salazar at [asalazar@orcutt-schools.net](mailto:asalazar@orcutt-schools.net). You will need to join the meeting, and you will be called upon during the public comment section of the agenda.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

**ITEMS SCHEDULED FOR INFORMATION/DISCUSSION**

A. Superintendent's Report

An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.

1. OAHS ASB Update
2. Health Services Video Presentation

B. Items from the Board

C. Public Comment

The public comment section of the agenda is an opportunity for the public to provide input to the Board of Trustees. Any request to speak must be emailed to Alice Salazar at [asalazar@orcutt-schools.net](mailto:asalazar@orcutt-schools.net) and state that you want to make a public comment. If you are speaking to an item that is not on the agenda, you can only speak during the public comment section.

Those wishing to speak about an item that is on the agenda may do so during the public comment section, or when the item is being considered. If you choose to speak on an item at the time it is being considered, your name will be called before the Board's deliberation.

Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

**Please make sure to join the meeting (see instructions on page 1) if you plan on making a public comment.**

D. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting is defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations, i.e., CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from district schools or staff.

**CONSENT AGENDA ITEMS**

Actions proposed for Consent Agenda (block vote) items are consistent with approved practices of the district and are deemed routine in nature. Since trustees receive board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items. Consent Agenda items are voted on at one time, although any such item can be considered separately at a board member's request.

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting Minutes, October 14, 2020
- E. Minutes, Special Curriculum Board Meeting Minutes, October 21, 2020
- F. MOU for Orcutt Children's Arts Foundation for Use of Office Space
- G. MOU for Santa Maria Public Library and the Orcutt Union School District
- H. BP 3555, Nutrition Program Compliance, for the Second Reading
- I. BP 4119.11, 4219.11, 4319.11, Sexual Harassment, for the Second Reading

- J. BP 4119.42, 4219.42, 4319.42, Control Plan for Blood Borne Pathogens, for the Second Reading
- K. BP 5141.22, Infectious Diseases, for the Second Reading
- L. BP 5145.6, Parental Notifications, for the Second Reading
- M. BP 5145.7, Sexual Harassment, for the Second Reading
- N. BP 6142.7, Physical Education and Activity, for the Second Reading
- O. BP 6159, Individualized Education Program, for the Second Reading
- P. BP 6159.1, Procedural Safeguards for Special Education, for the Second Reading
- Q. BP 6159.2, Nonpublic Nonsectarian School and Agency Services for Special Education, for the Second Reading
- R. Joe Nightingale Full Day Kindergarten Project, change order #4, for \$20,368.78
- S. Alice Shaw Full Day Kindergarten Project, change order #5, for \$7,849.48
- T. Ralph Dunlap Full Day Kindergarten Project, change order #5, for \$26,986.48
- U. Joe Nightingale Site Safety & Security Project, change order #3, for \$28,706.14
- V. Orcutt Academy Site Safety & Security Project, change order #4, for \$13,207.00
- W. Pine Grove School Site Safety and Security, change order #4, for \$15,335.12

The Superintendent and Assistant Superintendent of Business Services recommend ratification of the change orders described above and in the attached materials. The fiscal impact to the Measure G Bond Fund (21) and Developer Fee Fund (25) will be \$112,453.00. It is recommended that the Board of Trustees approve Consent Agenda Items A through W, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

### **ITEMS SCHEDULED FOR ACTION**

#### **A. GENERAL**

##### **1. Set Annual Organizational Meeting**

It is recommended that the Board of Trustees set its Annual Organizational Meeting for December 16, 2020, with Public Session beginning at 5:00 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. This will be an additional Board Meeting for December.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

##### **2. Ratification of Assistant Superintendent Human Resources Contract**

It is recommended that the Board of Trustees ratify the Employment Agreement with Assistant Superintendent, Human Resources, Susan Salucci.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

##### **3. Governance Handbook**

It is recommended that the Board of Trustees approve the revisions made to the Governance Handbook, as submitted.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

##### **4. Board Bylaw 9010 Public Statements**

It is recommended that the Board of Trustees approve the revisions to Board Bylaws 9010, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

##### **5. Board Policy 1114 Community Relations**

It is recommended that the Board of Trustees approve the revisions to Board Policy 1114, Community Relations, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

## **B. EDUCATIONAL SERVICES**

### **1. School Plan for Student Achievement for Patterson, Ralph Dunlap, Orcutt JHS, and Pine Grove**

It is recommended that the Board of Trustees approve the School Plan for Student Achievement for Patterson Rd. Elementary, Ralph Dunlap Elementary, Orcutt JHS and Pine Grove Elementary, as submitted.

Moved \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

## **GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, December 9, 2020, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There will be a Special Board Bond Study Meeting on Wednesday, November 18, 2020, beginning at 5:00 pm in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

## **ADJOURN TO CLOSED SESSION (If Needed)**

- A. Public Report on Action Taken in Closed Session

## **ADJOURN**

*In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.*

*All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.*





# Orcutt Union School District

## Classified Personnel Action Report

Nov. 4, 2020

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Beas, Laura	Olga Reed	Instructional Assistant, I	12/1	3.5	\$15.46 per hr.	10/21/2020	Promotion
Chavez, Zina	District Office	Sr. Payroll Technician	28/6	8.0	\$5,095 per mo.	07/01/2020	Change in salary placement
Gabaldon, Shelley	Orcutt Academy K-8	Instructional Assistant, I	12/3	6.0	\$17.04 per hr.	10/19/2020	Promotion
Monahan, Ashley	Orcutt JH	Instructional Assistant, I	12/5	6.0	\$18.79 per hr.	11/3/2020	Resignation
Nyback, Kim	Patterson	Instructional Assistant, II	13/6	6.0	\$175.00 per mo.	1/1/2021	Longevity – 20 years
Samaniego, Christina	Technology	Data Specialist	31/5	8.0	\$5,226 per mo.	11/01/2020	Promotion
Urquhart, Kristina	Health Services	Licensed Vocational Nurse	27/6	6.0	\$50.00 per mo.	10/01/2020	Professional Growth – 1 increment



# Orcutt Union School District

## Certificated Personnel Action Report

November 4, 2020

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Alter, Sara	Ralph Dunlap	Hourly	\$25	9/1-9/30/20	Intervention, 114 hrs
Anadon, Alyssa	Joe Nightingale	Extra Duty	\$48.32/hr	9/10-9/16/20	IEP Meetings, 1.5 hrs
Baldwin, Beth	Lakeview JHS	Extra Duty	\$40/hr	9/10/20	IEP Meeting, .5 hr
Batchelor, Melanie	Pine Grove	Hourly	\$25	9/1-9/30/20	After Hour Support, 43 hrs
Beyers, Karly	Pine Grove	Hourly	\$25	9/16-9/30/20	Intervention, 60 hrs
Birdsall, Neeta	Alice Shaw	Hourly	\$25	9/1-9/30/20	Intervention, 108.5 hrs
Blanchard, Kimberly	Joe Nightingale	Hourly	\$25	9/1-9/30/20	Intervention, 114 hrs
Bormes, Lori	Ralph Dunlap	Hourly	\$25	9/1-9/30/20	After Hour Support, 43 hrs
Buchanan, Sarah	Pine Grove	Hourly	\$25	9/1-9/30/20	Intervention, 114 hrs
Campbell, Kaitlin	Orcutt Academy I/S	Hourly	\$30	9/1-9/30/20	Support Teacher, 112 hrs
Cantrell, Andrea	Ralph Dunlap	Hourly	\$25	9/1-9/30/20 9/14/20	Intervention, 111 hrs Intervention Training, 3 hrs
Cedillo, Monica	Orcutt Academy HS	Extra Duty	\$40/hr	9/8/20	Senior Parent Night, 1.5 hrs
Chambless, Amy	Alice Shaw	Extra Duty	\$48.32/hr	9/8-9/30/20	IEP Meetings, 2.5 hrs
Cutler, Elizabeth	Lakeview JHS	Extra Duty	\$40/hr	9/11/20	IEP Meeting, 1 hr
Day, Michelle	Orcutt Academy K-8	Extra Duty	\$48.32/hr	9/8/20	IEP Meeting, 1.5 hrs
Del Carmen, Maria	Lakeview JHS	Extra Duty	\$40/hr	9/21/20	IEP Meeting, .5 hr
Del Valle, Danielle	Alice Shaw	Hourly	\$25	9/17-9/30/20	Intervention, 48 hrs
Dell'Armo, Rosie	Orcutt JHS	Extra Duty	\$40/hr	9/30/20	IEP Meeting, 1.25 hrs
Devereaux, William	Patterson Road	Extra Duty	\$40/hr	9/17/20	IEP Meeting, 1 hr
Duft, Jamie	Orcutt Academy I/S	Hourly	\$30	9/1-9/30/20	Hourly Support Teacher, 120 hrs

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Ebner, Karen	Lakeview JHS	Extra Duty	\$48.32/hr	8/26-9/21/20	IEP Meetings, 7 hrs
Edds, John	District	Hourly	\$25	9/3-9/22/20	ELPAC Testing, 19.5 hrs
Feliz, Jessica	Patterson Road	Extra Duty	\$40/hr	9/1-9/2/20	Kinder Class Move, 4 hrs
Fichter, Megan	Lakeview JHS	Extra Duty	\$48.32/hr	9/2-9/28/20	IEP Meetings, 5 hrs
Frantz, Michele	Joe Nightingale	Extra Duty	\$40/hr	9/29/20	IEP Meeting, 1 hr
Freeland, Susan	Joe Nightingale	Hourly	\$25	9/1-9/30/20	Intervention, 118.5 hrs
Freitas, Jennifer	District	Hourly	\$25	9/3-9/15/20	ELPAC Testing, 15.5 hrs
Garcia, Deedra	Patterson Road	Hourly	\$25	9/1-9/30/20	Intervention, 110 hrs
Garcia, Teresa	Alice Shaw	Hourly	\$25	9/17-9/30/20	Intervention Training, 27.5 hrs
Golden, Cassandra	Orcutt JHS	Hourly	\$25	9/1-9/30/20	After Hour Support, 43.5 hrs
Gordon, Kelsey	Patterson Road	Daily	\$110	9/28-9/30/20	Shadow for long term assignment, 3 days
Grennan-Slider, Julie	Joe Nightingale	Extra Duty	\$40/hr	9/24/20	IEP Meeting, 1 hr
Grijalva, Rolando	District	Hourly	\$30	9/22-9/24/20	Home & Hospital, 5.5 hrs
Guerrero, Angeli	Ralph Dunlap	Extra Duty	\$48.32/hr	8/20-9/3/20	IEP Meetings, 3.5 hrs
Hemphill, Juliann	Orcutt Academy	Hourly	\$20	9/1-9/28/20	Webmaster, 9 hrs
Henry, Kristi	Joe Nightingale	Extra Duty	\$48.32/hr	9/8-9/30/20	IEP Meetings, 2. hrs
Ibarra, Emily	Joe Nightingale	Hourly	\$25	9/1-9/30/20	After Hour Support, 42.75 hrs
John, JoLynn	District	Hourly	\$30	9/17-10/1/20	Home & Hospital, 12.75 hrs
Johnson, Cameran	Patterson Road	Hourly	\$25	9/14-9/30/20	Intervention, 37 hrs
Johnson, Melissa	Joe Nightingale	Hourly Daily	\$25 \$110	9/3-9/18/20 9/18-9/24/20	ELPAC Testing, 17.5 hrs Shadow for long term assignment/IEP, 1.75 day
Jones, Cara	Alice Shaw	Daily	\$110	8/30/20	Shadow for long term assignment, 1 day
Joseph, Joy	District	Extra Duty	\$40/hr	9/1-9/30/20	Home & Hospital, 14.75 hrs
Kantorowski, Jennifer	Olga Reed/Orcutt Academy K-8	Hourly	\$25	9/1-9/30/20 9/1-9/30/20	After Hour Support, 42.75 hrs Intervention, 70.5 hrs
Kuykendall, Emma	Patterson Road	Hourly	\$25	9/1-9/30/20	Intervention, 121 hrs
Lara, Nichol	Alice Shaw	Hourly	\$25	9/1-9/30/20	Intervention, 107 hrs
Larrabee, Jennifer	Patterson Road	Hourly	\$25	9/2-9/30/20	Art Enrichment, 70 hrs
Leach, Veronica	Olga Reed/Orcutt Academy K-8	Hourly	\$25	9/1-9/30/20	Intervention, 54 hrs Intervention, 10 hrs

\*To be prorated

<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/ STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Lehman, Gregory	Patterson Road	Hourly	\$25	9/17/20	IEP Meeting, 1 hr
Lopez, Shannon	Joe Nightingale	Extra Duty	\$48.32/hr	9/14-9/29/20	IEP Meetings, 7 hrs
Macdonald, Christa	Alice Shaw	Stipend	\$1200	2020-21	Lead Teacher, 2 <sup>nd</sup> Grade
Majewski, Katlin	Pine Grove	Hourly	\$25	9/1-9/30/20	Intervention, 114 hrs
Manfredi, Patty	Lakeview JHS	Extra Duty	\$40/hr	9/2-9/25/20	IEP Meetings, 1hr
Mason, Caryn	Orcutt Academy I/S	Hourly	\$30	9/1-9/30/20	Support Teacher, 112 hrs
Matautia, Jewelee	Orcutt Academy K-8 / I/S	Hourly	\$25	9/1-9/30/20 9/14-9/30/20	Intervention, 72 hrs Intervention, 30 hrs
Millan, Laurie	Alice Shaw	Hourly	\$25	9/1-9/30/20	Intervention, 107.5 hrs
Millin, Genevieve	Orcutt Academy HS	Extra Duty	\$40/hr	8/26/20	IEP Meeting, 1.5 hrs
Naess, Jennifer	Patterson Road	Extra Duty	\$48.32/hr	8/19-9/30/20	IEP Meetings, 6.4 hrs
Norling, Michaela	Alice Shaw	Extra Duty	\$48.32/hr	9/10-9/14/20	IEP Meetings, .75 hr
Padilla, Valerie	Alice Shaw	Extra Duty	\$48.32/hr	9/11/20	IEP Meeting, .75 hr
Pawley, Jeff	Lakeview JHS	Extra Duty	\$40/hr	9/14/20	IEP Meeting, 1 hr
Pawley, Lise	Joe Nightingale	Extra Duty	\$40/hr	9/10-9/16/20	IEP Meetings, 1.75 hrs
Perales, Anita	Joe Nightingale	Extra Duty	\$48.32/hr	9/14-9/29/20	IEP Meetings, 6.5 hrs
Perez, Anayeli	Orcutt Academy HS	Extra Duty	\$40/hr	9/8-9/14/20	Senior Parent/Financial Aid Night, 2.25 hrs
Perez, Cecilia	Orcutt JHS	Extra Duty	\$48.32/hr	9/9-9/16/20	IEP Meetings, 1.5 hrs
Phillips, Erica	Ralph Dunlap	Extra Duty	\$40/hr	8/17-9/25/20	IEP Meetings, 7.75 hrs
Provost, Janell	Alice Shaw	Extra Duty	\$40/hr	9/10/20	IEP Meeting, 1 hr
Ramirez, Nancy	Joe Nightingale	Extra Duty	\$40/hr	9/8-9/16/20	IEP Meetings, 1.5 hrs
Rhyne, Suzi	Joe Nightingale	Extra Duty	\$40/hr	9/23/20	IEP Meeting, .75 hr
Rianda, Terry	District	Hourly	\$50	9/3-9/24/20 9/9-9/29/20	Intern Support, 3 hrs Induction Mentor, 15 hrs
Richardson, Laura	Joe Nightingale	Hourly	\$25	9/1-9/30/20	Intervention, 118.5 hrs
Ruth, Amy	Alice Shaw	Extra Duty	\$40/hr	9/8/20	IEP Meeting, 1.25 hr
Ryken, Austria	Pine Grove	Extra Duty	\$40/hr	9/3-9/9/20	Classroom Move, 12 hrs
Salvesen, Kris	District	Hourly	\$25	9/3-9/17/20	ELPAC Testing, 22 hrs
Slovek, Julie	Pine Grove	Extra Duty	\$40/hr	9/30/20	IEP Meeting, 1 hr
Smith, April	Lakeview JHS	Hourly	\$25	9/1-9/30/20	After Hour Support, 42.5 hrs

\*To be prorated

## Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am- 4:30 pm.

This procedure is in compliance with the Public Document Law , Government Code Section Number 6257.

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING MINUTES  
October 14, 2020**

**CALL TO ORDER**

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 14, 2020, in the District Board Room, beginning with Liz Phillips calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Mark Steller. Members Present: Phillips, Waffle, Steller, Henderson, and Morinini. Administrators Present: Edds, Salucci, Bertoldi and Klempen. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting" and streamed via "You Tube".

**CLOSED SESSION PUBLIC COMMENTS**

None

**ADJOURN TO CLOSED SESSION**

It was moved by Mark Steller seconded by Shaun Henderson and carried to adjourn to Closed Session at 6:02 p.m. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 6:31 p.m. Liz Phillips reported that no action was taken in closed session.

**RECONVENE TO PUBLIC SESSION**

It was moved by Melanie Waffle seconded by Shaun Henderson to adopt the October 14, 2020 agenda.

**PUBLIC COMMENT**

Monique Segura, President of the Orcutt Educators Association (OEA) thanked the Board and Staff. Phyllis Jackson, President of the California School Employees Association (CSEA) gave an update. Auni Baldwin, Kristen Reeves, Pamela Blythe, Katherine Benedetti Crystal Recinos, Natasha Gamble, and Hannah Rubalcava, Parents, commented on Distance Learning.

**SUPERINTENDENT'S REPORT**

OAHS ASB had a video update. Michelle Boyd introduced Pine Grove Student Council and played a video

**ITEMS FROM THE BOARD**

Lisa Morinini, Shaun Henderson, Melanie Waffle, Mark Steller and Liz Phillips thanked all staff, parents, students and bargaining units with the continued hard work and efforts during this challenging time.

**CONSENT AGENDA ITEMS**

- A. OAHS Hiring of Charter High School Coaches for 2020-21 School Year
- B. Classified Personnel Action Report
- C. Certificated Personnel Action Report
- D. Approval of Warrants
- E. Minutes, Regular Board Meeting, September 9, 2020
- F. Minutes, Special Board Meeting, September 16, 2020
- G. Minutes, Special Board Meeting, October 7, 2020
- H. BP 4112.9, 4219.9, 4319.9, Employee Notification, for Second the Reading
- I. BP 4113, Assignment, for the Second Reading
- J. BP 4119.43, 4219.43, 4319.43, Universal Precautions for the Second Reading
- K. BP 4151, Employee Compensation, for the Second Reading
- L. OAHS Restroom Alteration Project, change order #5, for \$6,500.25
- M. Olga Reed Cafeteria Project, change order #5, for \$3,337.35
- N. Alice Shaw Full Day Kindergarten Project, changer order #4, \$21,159.87
- O. Joe Nightingale Full Day Kindergarten Project, change order #3, for \$62,439.64
- P. Ralph Dunlap Full Day Kindergarten Project, change order #3, for \$26,393.91
- Q. Pine Grove/Patterson Road Full Day Project, change order #4, for \$17,077.59
- R. Pine Grove Site Safety & Security Project, change order #3, for \$35,853.20
- S. Joe Nightingale Site Safety & Security Project, change order #2, for \$41,968.40

T. Orcutt Academy Site Safety & Security Project, change order #3, for \$53,466.16

U. Lakeview Site Safety & Security Project, change order #2, for \$12,541.82

V. Williams/Valenzuela Uniform Complaints Quarterly Report

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve consent agenda items A - V, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **ACTION AGENDA ITEMS**

#### **Ratification of Assistant Superintendent, Business Services Contract**

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the Ratification of Assistant Superintendent, Business Services Contract with Dr. Nicholas Taylor, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Acceptance of Gifts**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the acceptance of gifts and that a letter of appreciation be forwarded to Mr. and Mrs. David Strait, and Pickle & Peanut Restaurants, DBD McDonald's, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Public Hearing: AB 1200 Public Disclosure of proposed Collective Bargaining Agreement-California School Employees' Association (Orcutt), and Classified/Confidential Management**

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the AB 1200 Public Disclosure of proposed Collective Bargaining Agreement-California School Employees' Association (Orcutt), and Classified/Confidential Management, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Authorized Signatures: District Personnel Approved by the Superintendent for Release of Commercial Payroll Warrants**

It was moved by Lisa Morinini, seconded by Mark Steller, and carried to approve the Authorized Signatures: District Personnel Approved by the Superintendent for Release of Commercial Payroll Warrants, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Self-Insurance Program Employee (SIPE) JPA Resolution No. 9**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to adopt Resolution No. 9, Self-Insurance Program Employee (SIPE), as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Board Policy 3555 Nutrition Program Compliance**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 3555 Nutrition Program Compliance, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **SB 820 Growth Funding Application for Orcutt Academy Charter**

It was moved by Melanie Waffle, seconded by Mark Steller, and carried to approve the SB 820 Growth Funding Application for Orcutt Academy Charter, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Board Policy 5141.22 Infectious Diseases**

It was moved by Lisa Morinini, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 5141.22 Infectious Diseases, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

#### **Board Policy 5145.6 Parent Notifications**

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to approve the revisions made to Board Policy 5145.6, Parent Notifications, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 5145.7 Sexual Harassment**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to approve the revisions made to Board Policy 5145.7, Sexual Harassment, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 6142.7 Physical Education and Activity**

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 6142.7, Physical Education and Activity, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 6159 Individualized Education Program**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 6159, Individualized Education Program, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 6159.1 Procedural Safeguards for Special Education**

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to approve the revisions made to Board Policy 6159.1, Procedural Safeguards for Special Education, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 6159.2, Nonpublic, Nonsectarian School and Agency Services for Special Education, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 4119.11, 4219.11, 4319.11 Sexual Harassment**

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 4119.11, 4219.11, 4319.11, Sexual Harassment, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Board Policy 4119.42, 4219.42, 4319.42 Control Plan for Blood Borne Pathogens**

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 4119.42, 4219.42, 4319.42, Control Plan for Blood Borne Pathogens, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Ratification of the Renewal of the Agreement with Confidential Employees'**

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the Ratification of the Renewal of the Agreement with Confidential Employees', as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Ratification of the Renewal of the Agreement with Certificated Management and Classified Management**

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to approve the Ratification of the Renewal of the Agreement with Certificated Management and Classified Management, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

### **Approval of Agreement with the California School Employees Association (CSEA) #255**

It was moved by Melanie Waffle, seconded by Mark Steller, and carried to approve the Agreement with the California School Employees Association (CSEA) #255, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.



**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, November 4, 2020, with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

**ADJOURN**

It was moved by Mark Steller, seconded by Melanie Waffle and carried to adjourn the meeting at 8:25 PM.

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Holly Edds, Ed.D. Board Secretary

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Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL CURRICULUM BOARD MEETING  
Open to the Public via Teleconference  
Wednesday, October 21, 2020**

**CALL TO ORDER**

A Special Curriculum Board meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, October 21, 2020, beginning with Liz Phillips calling Public Session to order at 5:00 p.m. Alice Salazar led the Pledge of Allegiance. Members Present: Phillips, Waffle, Steller, and Henderson. Absent: Morinini. Administrators: Edds, Salucci, and Bertoldi. It was moved by Mark Steller seconded by Melanie Waffle and carried to adopt the September 16, 2020, agenda, as presented. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

**PUBLIC COMMENTS**

None

**ACTION AGENDA ITEMS**

**RDZ, Contractors Change Order #4 for Ralph Dunlap Full Day Kindergarten Project**

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to approve the RDZ Contractors Change Order #4 for \$18,052.22, as submitted. Ayes: Phillips, Waffle, Steller, Henderson.

**SPECIAL CURRICULUM BOARD MEETING – School Site Updates: Single Plan for Student Achievement**

All School Principals spoke to the Board via Teleconference regarding their Single Plan for Student Achievement.

**ADJOURN**

It was moved by Melanie Waffle, seconded by Mark Steller and carried to adjourn the meeting at 6:56 p.m.

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Holly Edds, Ed.D., Board Secretary

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Melanie Waffle, Clerk, Board of Trustees

**MEMORANDUM OF UNDERSTANDING  
BETWEEN ORCUTT UNION SCHOOL DISTRICT  
AND  
ORCUTT CHILDREN'S ARTS FOUNDATION  
FOR USE OF OFFICE SPACE**

**THIS MEMORANDUM OF UNDERSTANDING ("MOU")** is executed on \_\_\_\_\_, 2020 ("Execution Date") by and between the Orcutt Union School District ("District") and Orcutt Children's Arts Foundation ("OCAF"). District and OCAF are referred to individually as a "Party" and collectively as the "Parties."

**RECITALS**

- A. WHEREAS**, pursuant to Education Code section 38130, *et seq.* ("Civic Center Act"), the management, direction, and control of school facilities are vested in the District's Board of Trustees ("Board"), and the Board may provide for the use of school facilities as a civic center where such use is consistent with school purposes and does not interfere with the regular conduct of school work; and
- B. WHEREAS**, District owns the real property located at 500 Dyer Street, Orcutt, 93455 ("Facility"); and
- C. WHEREAS**, OCAF's mission is to provide all children in the District the opportunities to experience and participate in the visual and performing arts by bringing together community resources ("Program"); and
- D. WHEREAS**, OCAF desires to use and occupy an office space at the Facility; and
- E. WHEREAS**, the District recognizes the benefits the Program provides to District's students and their families and desires to assist OCAF in facilitating the Program by providing the Premises for that use; and
- F. WHEREAS**, the District is authorized to contract with OCAF to carry on any program, activity, or may otherwise act in any manner not in conflict with or inconsistent with, or preempted by, any law and is not in conflict with the purposes for which school districts are established; and
- G. WHEREAS**, the Parties desire to enter into this MOU to outline the Parties' goals and intentions to facilitate the operations of the Program, establish their respective fiscal and administrative responsibilities, and address other matters of mutual interest.

**NOW, THEREFORE**, in consideration of the promises and the mutual covenants and agreements set forth herein, the Parties agree as follows:

## **AGREEMENT**

1. **Incorporation of Recitals.** The Recitals above are true and correct and are incorporated as though fully set forth herein.
2. **Purpose.** The purpose of this MOU is to facilitate the continued operation of the Program by OCAF. District agrees to grant to OCAF a license to occupy and use the Premises in order to operate the Program, as provided herein. In exchange, OCAF agrees to make the Program available to District students and their family at no charge.
3. **Premises.** The Premises shall consist of one (1) office at the District Facility, to be determined in the District's sole discretion. The District shall have the right to relocate OCAF in the Facility by providing OCAF thirty (30) day prior written notice. The Premises shall include non-exclusive access to shared use areas, including, but not limited to, break rooms, copy room, and conference rooms ("Shared Use Areas").
4. **Term.** OCAF shall occupy the Premises on a month-to-month basis, commencing on the Effective Date.
5. **Termination.** This MOU may be terminated by either Party with thirty (30) day prior written notice to the other Party.
6. **Family Educational Rights and Privacy Act ("FERPA") and Education Code Compliance regarding Student Records.** The Parties will comply with FERPA and regulations promulgated thereunder, as well as California laws related to student records and privacy under the Education Code and related regulations, regarding the disclosure of student education records as defined therein.
7. **Fingerprinting/Criminal Background Investigation Certification.** OCAF shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. OCAF personnel and its employees and agents involved in the Program regularly present at the Premises are deemed to have more than limited contact with District students. Accordingly, at no cost to District, OCAF shall require all such personnel to complete background checks and be fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints must reveal that none of said personnel have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code, in order for said personnel to be involved in the Program at the Premises. Any OCAF personnel, employees or agents, involved in the Program but not regularly present at the Premises are deemed to have limited or no contact with District students and a background check and fingerprinting is not required, unless such individual has more than limited contact with District students, as determined by District. OCAF shall provide District with a list of all personnel, employees and agents, involved in the Program who may be present at Premises, the individual's classification of contact with District students, and a statement regarding the

individual's background check results. OCAF further agrees and acknowledges that if at any time during the Term of this Agreement OCAF learns or becomes aware of additional information which differs in any way from the representations regarding an individual's satisfactory background check, or OCAF adds personnel to be present at Premises, OCAF shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any contact is permissible.

### **LICENSING PROVISIONS**

8. **Grant of License.** The District, as licensor, hereby grants to OCAF, as licensee, a license (the "License") for the mutual benefit of the community and students served by both the District and OCAF. Pursuant to the License, OCAF shall have the non-exclusive right to use the Premises, including the Shared Use Areas, subject to the terms and conditions herein, for the purpose of operating the Program. The License is granted in exchange for the covenants expressed in this MOU, including OCAF's covenant to operate the Program for the benefit of District and District's students, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged.

9. **Use of Premises.**

- (a) OCAF shall use the Premises for the purpose of operating the Program. OCAF shall not use the Premises for any other purpose, except as provided herein, without the express written consent of the District.
- (b) OCAF shall comply with all applicable federal, state, and local laws and regulations, as those laws and regulations may change from time to time. OCAF shall conduct its activities without causing waste, vandalism, or a nuisance at the Premises. OCAF shall be responsible for ensuring that the Premises is properly secured.
- (c) Except as otherwise set forth herein, OCAF shall be solely responsible for any costs or expenses associated with operating the Program. District will not charge OCAF a monthly rent for its use of the Premises. However, District may be entitled to reimbursement for expenses contributed for the benefit of the Program to the extent that OCAF's available funding revenue exceeds its costs of operating the Program.

10. **Coronavirus.**

- (a) Health Guidelines. In using the Premises, OCAF agrees to follow all District, local, state, and federal policies and guidelines regarding human protection from the Coronavirus, including but not limited to social distancing, sanitation and disinfection of the Premises, face coverings, and health screening (the "Guidelines"). OCAF will inform District as soon as practicable should OCAF learn of a confirmed or likely coronavirus infection of an OCAF staff member at

the Premises. The identity of the person infected shall not be revealed. The Guidelines to strictly follow are located at various sites, including, but not limited to:

- (i) <https://covid19.ca.gov/>
- (ii) <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- (iii) <https://publichealthsb.org/>

(b) **Assumption of Risk.** OCAF recognizes that there is presently a significant element of risk of Coronavirus transmission when any group of people gathers. OCAF has reviewed and understands the risks reflected in the local, state, and federal alerts and guidelines, including, but not limited to, the links above. OCAF assumes all risks, known and unknown, arising from use and occupancy of the Premises, including risks from the Coronavirus.

(c) **Waiver and Release of Claims.** To the fullest extent permitted by law, OCAF releases District, its governing board, members of its governing board, agents, officers, and employees (collectively referred to herein as "District Releasees"), from and against all claims and causes of action, for any injury or harm of any kind which may arise from or out of use and occupancy of the Premises, including the risks from Coronavirus. This release is intended to discharge District Releasees against any and all liability arising out of or connected in any way with use and occupancy of the Premises, even though that liability may occur or arise out of the negligence or carelessness on the part of the District. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made.

11. **Licensed "As-Is."** The Premises are licensed to OCAF, and OCAF accepts the Premises, in its existing "As-Is" condition on the date of this License. OCAF also accepts the Premises subject to all existing easements, licenses, and any other recorded or unrecorded encumbrances.

12. **Maintenance and Repairs.** The District shall provide maintenance and repair services to the Premises, including any Shared Use Area. Any damage to the Premises resulting from OCAF's gross negligence or willful misconduct, shall be repaired or replaced by the District and invoiced to OCAF in accordance with the District's usual billing practices.

13. **Custodial Obligations.** The District shall provide general custodial services for the OCAF office including cleaning floors and walkways, emptying trash and recycle containers. OCAF agrees to properly store or seal all foodstuffs in such a manner as to not be an attractant to mice, rats, and/or other vermin.

14. **Utilities.** Utility services, including, but not limited to electricity, water, gas, internet, and alarm shall be provided by the District at no cost to OCAF.

15. **Alterations.** No alterations or improvements shall be made to the Premises by OCAF without the advance and express written consent of District, and upon such terms and conditions as District may require.
16. **Premises Inspection.** During normal business hours, District may enter and inspect the Premises for compliance under the MOU. Such entry shall not unreasonably interfere with the activities being conducted by OCAF. District shall have keys to unlock all doors in the Premises and the right to enter by any means necessary in an emergency.

### **GENERAL PROVISIONS**

17. **Indemnification.** Each Party agrees to indemnify, defend, and hold harmless the other Party and its respective governing board, members of its governing board, agents, officers, and employees from and against any and all claims, demands, lawsuits or other proceedings, bodily injury, property damages, personal injury, and other liabilities and damages, including attorneys' fees and costs, arising out of the indemnifying Party's alleged or actual omission, act or negligence, in the performance or failure to perform its obligations under this MOU. *The scope of the Parties duty to indemnify also includes losses arising from or otherwise related to exposure to the Coronavirus.* The indemnity, defense, and hold harmless obligations set forth herein shall survive the termination of this MOU for any alleged or actual omission, act or negligence, in the performance or failure to perform its obligations under this MOU that occurred during the term of this MOU.
18. **Insurance.** Before the commencement of this MOU and during the term of this MOU, OCAF shall obtain and maintain, at its sole expense, the following insurance policies covering the Premises:
- (a) Commercial general liability insurance for bodily injury, personal injury, and property damage, with liability limits of net less than One Million Dollars (\$1,000,000.00) per occurrence, and Two Million Dollars (\$2,000,000.00) aggregate. OCAF shall name the District as an additional insured and shall provide the District a certificate of insurance from the carrier of the policy.
  - (b) OCAF shall maintain worker's compensation insurance as required by Labor Code section 3200, *et seq.*
  - (c) All insurance maintained pursuant to this MOU shall provide coverage for organic pathogens and viruses, including but not limited to claims related to the Coronavirus.
19. **Assignment.** OCAF may not assign its duties and obligations under this MOU, or any other interest, right, or privilege created herein, without the prior written consent of the District.

20. **Notice.** Whenever under this MOU one Party is required or permitted to give notice to the other, such notice will be in writing and deemed given upon the earlier of personal delivery or five (5) calendar days after such notice is mailed by registered or certified United States mail, return receipt requested, postage prepaid to the individual at the address identified with the signatures below.
21. **Effect of Termination.** Upon termination of the Agreement, OCAF shall return the Premises to its original condition, normal wear and tear excepted. All authorized improvements to the Premises shall remain the sole property of the District. Termination or expiration of this MOU shall not release any Party hereto from any liability or obligation hereunder, whether of indemnity or otherwise, resulting from any acts, omissions, or events happening prior to such termination or expiration, or thereafter in case by the terms of this MOU it is provided that anything shall or may be done after termination or expiration thereof.
22. **Integration/Entire Agreement of Parties.** This MOU constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This MOU may be amended or modified only by a written instrument executed by both Parties.
23. **Amendments.** This MOU may only be amended by a written instrument signed by the Parties.
24. **Severability.** If any provision of this MOU is determined by a court or tribunal of competent jurisdiction to be void, voidable, or unenforceable as a matter of law, then such provision shall be deemed deleted and all other remaining provisions of this MOU shall otherwise remain in full force and effect.
25. **Waiver.** No waiver by either Party of any provision of this MOU shall constitute or be deemed a waiver of any other provision hereof or of any subsequent breach of the same or any provision hereof.
26. **Interpretation.** This MOU shall be construed as a whole, according to its fair meaning, and not strictly for or against either Party hereto. The captions to the sections in this MOU are included for convenience only, and are not intended and shall not be deemed to modify or explain any of the terms contained herein.
27. **Relationship of the Parties.** The Parties agree that their agents and employees in the performance of this MOU are not, for any purpose, officers or employees or agents of the other Party.
28. **Signature Authority.** Each Party has the full power and authority to enter into and perform this MOU, and the person signing this MOU on behalf of each Party has been properly authorized and empowered to enter into this MOU.



29. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document. Signatures transmitted by facsimile and/or electronic signatures shall be deemed original signatures.

30. **Governing Law and Venue.** This MOU shall be construed and interpreted in accordance with the laws of the State of California. Venue shall be in the Superior Court of California, County of Santa Barbara.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU on the date indicated below.

**ORCUTT UNION SCHOOL  
DISTRICT**

By: \_\_\_\_\_

Title:  
500 Dyer St.  
Orcutt, CA 93455  
Telephone:  
E-mail:  
Date:

**ORCUTT CHILDREN'S ART  
FOUNDATION**

By: Irish Waterbury

Title:  
500 Dyer St.  
Orcutt, CA 93455  
Telephone:  
E-mail:  
Date:

## **Memorandum of Understanding between the Santa Maria Public Library and the Orcutt Union School District**

This Memorandum of Understanding (MOU) is made and entered into this day\_\_\_\_\_ by and between the Santa Maria Public Library, a public entity and legal subdivision of the State of California ("Library"), and the Orcutt Union School District (OUSD).

**WHEREAS**, the mission of the Library is to inspire lifelong literacy and learning, embracing and strengthening our diverse community through free and equal access to information, knowledge, and ideas.

**WHEREAS**, OUSD seeks to safely nurture, educate, inspire, and empower our students to successfully navigate and thrive in an ever-changing world.

**WHEREAS**, the Library and OUSD wish to collaborate on ways to help community students increase literacy and academic success.

**WHEREAS**, in order to achieve effective collaboration, the Library and OUSD need to share information about students that may otherwise be prohibited from disclosure

### **NOW, THEREFORE,**

And in consideration of the mutual promises set forth in this agreement, the Library and OUSD agree as follows:

**A. Purpose.** The purpose of this agreement is to set forth a collaboration between the Library and OUSD that will allow access to public library materials by all students in the OUSD, by joint use of student ID cards/ student ID numbers as public library cards.

**B. Library Roles and Responsibilities** To the best of its ability and in accordance with legal mandates, County and Library policies, and organizational and administrative needs, the Library agrees to the following:

1. The Library's Student Success Library Card initiative will offer access to Library databases, print and materials, and other resources through integration of OUSD students' school ID numbers into the Library's system, to all students in the OUSD, whose parents have opted them into the program. Student Success Library cards will be valid for the duration of the student's enrollment in OUSD , unless terminated by OUSD or the student's parent.
2. Implementation will include introducing the Library's educational resources to students and OUSD staff through virtual or in person class visits and/or electronic distribution of information.

3. Library will maintain all pupil records in a secure computer environment commensurate with the Library's existing patron privacy policy, and not copy or reproduce such records except as necessary to fulfill the obligations of this MOU or as otherwise required by law.
4. Library agrees to use any and all student data received through this agreement for only these purposes:
  - a. Administration of circulation records.
  - b. Providing program information to OUSD students. Students may opt out of program information emails.
  - c. Analysis of library usage and demographic information for data collection and reporting for annual California State Library statistics and to aid in efforts to improve library services. Individually identifiable information will be removed prior to use of any data.
5. Pursuant to this agreement and California Education Code section 49075, the Library may receive a student record that contains the student name, ID number, birthdate, school, grade, home address, and school email address. This record is provided only if a student opts into the program and with the consent of a student's parent(s)/guardian(s). The information shall not be transmitted by the Library to any third part without the written consent of the parent(s)/guardian(s). If a student and their parent(s)/guardian(s) decline to opt into this program then the Library shall not receive their information from the District.
6. Work collaboratively with OUSD to strengthen the partnership between the two agencies in an effort to better serve community students.
7. Student Success Library Cards shall be subject to the terms and conditions of regular library card usage, including any fines, late fees or payments for lost or damaged property.
8. Library may terminate a Student Success Library Card for failure to follow the terms and conditions or other Library rules.

**C. OUSD Roles and Responsibilities.** To the best of its ability and in accordance with legal mandates, mission, and organizational and administrative needs, OUSD agrees to the following:

1. Comply with all requirements of the California Education Code and other applicable law. In addition, OUSD shall provide Library with detailed instructions regarding actions the Library must take in furtherance of Library's obligations under this MOU that would require compliance with the California Education Code or any other applicable laws and specifically those requirements concerning student privacy or marketing to, or communications with, students.
2. Support implementation of the Santa Maria Public Library Student Success Card program by providing the Library with the following information: Student first and last name, ID number, birthdate, school, grade, address, and school email address for each student who opts into the program from OUSD.

3. Create, manage, and assume all costs of an annual opt-in process for parents and students to join the Student Success Library Card initiative. OUSD shall distribute Library's terms and conditions for library card use to students and parents as part of the opt-in notification.

**D. Term of Agreement.** This MOU will remain in effect until it is terminated by either party (the Library or OUSD) upon 30-day written notice to the other party specifying the effective termination date.

**E. Modification.** No changes, amendments, or alterations to this MOU shall be effective unless in writing and executed by both parties (the Library and OUSD).

**F. Governing Law and Venue.** This MOU has been executed and delivered in the State of California and the validity, enforceability and interpretation of any of the clauses hereof shall be governed by the laws of the State of California. All duties and obligations of the parties created hereunder are performable in the City of Santa Maria, Santa Barbara County shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this Contract.

**G. Enforceability.** If any term, condition or provision of the MOU is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remained of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated

**H. Dispute Resolution.** In the event of a dispute between the Library and the OUSD concerning the interpretation of this Agreement or the performance of any of the terms of this Agreement, such matters in dispute shall be submitted to mediation in a manner to be mutually agreed upon.

**I. Notices.** Any notice required to be given pursuant to the terms and provisions hereof shall in writing and shall be sent by first class mail to the Library at:

Library Director  
Santa Maria Public Library  
Library Administration  
421 S. McClelland Street  
Santa Maria, CA 93454-5116

and to Orcutt Union School District at:

Superintendent of Schools  
Orcutt Union School District Administration  
500 Dyer St.  
Orcutt, CA 93455

**J. Warranty of authority.** Each person signing this agreement on behalf of a party warrants that he or she has authority to do so. This agreement is subject to ratification by the OUSD Board of Trustees.

**K. Indemnification.** To the fullest extent permitted by law, the Parties shall indemnify, defend and hold each other harmless, including their directors, officers, and employees from and against all liabilities (including without limitation all claims, losses, damages, penalties, fines, and judgments, associated investigation and administrative expenses, and defense costs, including but not limited to reasonable attorneys' fees, court costs and costs of alternative dispute resolution) regardless of nature or type that arise out of, pertain to, or relate to the breach of this agreement by either party or any negligent, reckless, or willful misconduct by either party or the acts or omissions of an employee, agent or subcontractor of either party. The provisions of this paragraph survive completion of the services or the termination of this contract.

**L. Insurance.** Each Party shall maintain sufficient insurance or self-insurance, in their own discretion.

IN WITNESS WHEREOF, this agreement is executed by the parties on the date first written above.

ORCUTT UNION SCHOOL DISTRICT

\_\_\_\_\_  
By:

APPROVED AS TO FORM:

\_\_\_\_\_  
School District Counsel

CITY OF SANTA MARIA

\_\_\_\_\_

By:

APPROVED AS TO FORM:

\_\_\_\_\_  
City Attorney

\_\_\_\_\_  
Risk Manager

**Nutrition Program Compliance**

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her on any basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

**Compliance Coordinator**

The Board designates the compliance coordinator, **for nutrition programs, who may also be the officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, as the district's civil rights coordinator** to ensure compliance with the laws governing its nutrition programs ~~and to investigate any related complaints.~~

The responsibilities of the compliance ~~officer~~/coordinator include, but are not limited to:

1. Providing the name of the civil rights coordinator, Section 504 coordinator, and Title IX coordinator, if different from the civil rights coordinator, to the California Department of Education and other interested parties

(cf. 6164.6 - Identification and Education Under Section 504)

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs

(cf. 6159 - Individualized Education Program)

4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below

## Nutrition Program Compliance

6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

9. Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log and working with the appropriate person to resolve any complaint, **and referring the complainant to the appropriate state or federal agency when necessary**

10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

(cf. 5145.13 - Response to Immigration Enforcement)

## Notifications

**The compliance coordinator shall ensure that** the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster or a substitute poster approved by the USDA's Food and Nutrition Service shall be displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The **compliance** coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their program rights and responsibilities and steps necessary for participation. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be file anonymously or by a third party.

(cf. 5145.6 - Parental Notifications)

In addition, the **compliance** coordinator **shall ensure that** all forms of communication available to the public regarding program availability shall contain, in a prominent location, **a statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.**

~~the following statement:~~

**Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as**



## Nutrition Program Compliance

cups, buttons, magnets, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

~~"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.~~

~~Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.~~

### Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at: (5 CCR 15582)

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email [program.intake.usda.gov](mailto:program.intake.usda.gov)

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

~~Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude menus. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.~~

~~A short version of the nondiscrimination statement, stating "This institution is an equal opportunity provider," may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.~~

**Nutrition Program Compliance**

Complaints **Regarding Noncompliance with Program Requirements**

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's parent/guardian by phone, email, or letter.

The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of the district or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

~~concerning the district's nutrition programs shall be investigated using the process identified in AR 1312.3—Uniform Complaint Procedures.~~

~~(cf. 1312.3—Uniform Complaint Procedures)~~

~~When a complaint alleging discrimination on the basis of race, color, national origin, sex, age, or disability is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:~~

**Nutrition Program Compliance**

- ~~1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California~~
- ~~2. Department of Education, Nutrition Services Division, 1430 N Street, Room 4503, Sacramento, CA 95814-2342 or call (916) 323-8531 or (800) 952-5609~~
- ~~3. U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service – English), (800) 845-6136 (Federal Relay Service – Spanish), fax (202) 690-7442, or email [program.intake.usda.gov](mailto:program.intake.usda.gov).~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination  
42238.01 Definitions for purposes of funding  
48985 Notices to parents in language other than English  
49060-49079 Student records  
49490-49590 Child nutrition programs

PENAL CODE

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
~~2000h-2000h-6 Title IX~~

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 7

**210.19 National School Lunch Program, additional responsibilities**

210.23 National School Lunch Program, district responsibilities

215.7 Special Milk Program, requirements for participation

215.14 Special Milk Program, nondiscrimination

220.7 School Breakfast Program, requirements for participation

**220.13 School Breakfast Program, special responsibilities of state agencies**

225.3 Summer Food Service Program, administration

225.7 Summer Food Service Program, program monitoring

**225.11 Summer Food Service Program, corrective action procedures**

**226.6 Child and Adult Care Food Program, state agency administrative responsibilities**

**250.15 Out-of-condition donated foods, food recalls, and complaints**

CODE OF FEDERAL REGULATIONS, TITLE 28

**Nutrition Program Compliance**

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, **June 2018**, ~~rev. November 2015~~

U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE  
PUBLICATIONS

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

Regulation Approved ~~9-11-19~~ **13-4-20**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

BP 4119.11 (a)  
BP 4219.11 (a)  
BP 4319.11 (a)

## Personnel

### SEXUAL HARASSMENT

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

~~The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to ~~staff~~ **employees and others to whom the policy may apply**

~~(cf. 4112.9/4212.9/4312.9 — Employee Notifications)~~

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

~~All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)~~

## Personnel

### SEXUAL HARASSMENT

~~Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.~~

~~A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.~~

~~Complaints of sexual harassment shall be filed in accordance with AR 4030 Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.~~

~~Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.~~

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

#### Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced

BP 4119.11 (c)  
BP 4219.11 (c)  
BP 4319.11 (c)

## **Personnel**

### **SEXUAL HARASSMENT**

another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

#### GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

#### LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

#### CODE OF REGULATIONS, TITLE 2

**11009 Employment discrimination**

**11021 Retaliation**

~~7287.8 Retaliation~~

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

#### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs ~~receiving state financial assistance~~

#### UNITED STATES CODE, TITLE 42

~~2000d-2000d-7 Title VI, Civil Rights Act of 1964~~

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

~~2000h-2-2000h-6 Title IX, 1972 Education Act Amendments~~

#### CODE OF FEDERAL REGULATIONS, TITLE 34

**106.1-106.9 Dissemination of policy Nondiscrimination on the basis of sex in education programs or activities**

**106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities**

#### COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

BP 4119.11 (d)  
BP 4219.11 (d)  
BP 4319.11 (d)

## **Personnel**

### **SEXUAL HARASSMENT**

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998  
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57  
Management Resources:

~~OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL~~  
~~Protecting Students from Harassment and Hate Crime, January, 1999~~

**U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS**

**Promising Practices for Preventing Harassment, November 2017**

#### **WEB SITES**

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights:

<http://www.ed.gov/offices/OCR>~~about/offices/list/ocr/index/html~~

Policy Adopted: ~~03/14/2018~~ **11/04/20**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



BP 4119.42  
BP 4219.42  
BP 4319.42

## Personnel

### EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

As part of its commitment to provide a safe and healthful work environment, the Board of Trustees recognizes the importance of ~~developing an exposure control plan. The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect~~ing employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV). **The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace.**

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

~~(cf. 4157/4257/4357 - Employee Safety)~~

**(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)**

**(cf. 5141.6 - School Health Services)**

**The exposure control plan shall be consistent with the district's injury and illness prevention program established pursuant to Labor Code 6401.7 and 8 CCR 3203. (8 CCR 5193)**

**(cf. 4157/4257/4357 - Employee Safety)**

The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination. **(8 CCR 5193; 29 CFR 1910.1030)**

Any employee not identified by the Superintendent or designee as having occupational exposure may submit a request to the Superintendent or designee to be included in the training and hepatitis B vaccination program. The Superintendent or designee may deny a request when there is no reasonable anticipation of contact with any infectious material.

**In the event that an employee has an exposure incident, the district shall implement follow-up procedures in accordance with the exposure control plan. All such incidents shall be evaluated to determine whether changes need to be made in district practices.**

Legal Reference:

**GOVERNMENT CODE**

**3543.2 Scope of bargaining**

BP 4119.42  
BP 4219.42  
BP 4319.42

## **Personnel**

### **LABOR CODE**

142.3 Authority of Cal/OSHA to adopt standards

144.7 Requirement to amend standards

**6401.7 Injury and illness prevention program**

**CODE OF REGULATIONS, TITLE 8**

3203 Injury and illness prevention program

3204 Access to employee exposure and medical records

5193 California bloodborne pathogens standards

**CODE OF FEDERAL REGULATIONS, TITLE 29**

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

**CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS**

**Frequently Asked Questions About the Bloodborne Pathogens Standard**

**A Best Practices Approach for Reducing Bloodborne Pathogens Exposure, 2001**

**Exposure Control Plan for Bloodborne Pathogens, 2001**

**CDE PROGRAM ADVISORIES**

~~1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings~~

**WEB SITES**

**California Department of Industrial Relations, Occupational Safety and Health:**

~~Cal/OSHA: [http://www.dir.ca.gov/occupational\\_safety.html](http://www.dir.ca.gov/occupational_safety.html)~~

[http://www.dir.ca.gov/occupational\\_safety.html](http://www.dir.ca.gov/occupational_safety.html)

Centers for Disease Control and Prevention: <http://www.cdc.gov>

**U.S. Department of Labor, Occupational Safety and Health Administration:**

<http://www.osha.gov>

Policy Adopted: ~~10/15/08~~ **33126/20** ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## Students

### INFECTIOUS DISEASES

The Board of Trustees desires to protect students from risks posed by exposure to infectious diseases while providing ~~an appropriate~~ a high-quality education for all students. ~~The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.~~ Infectious Disease Prevention

The Superintendent or designee shall collaborate with ~~parents/guardians and local~~ and state health ~~agencies and organizations~~ officials to develop and regularly update a comprehensive ~~approach~~ plan to for disease prevention that promotes preventative measures, mitigation, and education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

(cf. 0400 - Comprehensive Plans)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0450 - Comprehensive Safety Plan)

~~(cf. 1020 - Youth Services)~~

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs and operations are based on the most up-to-date information.

~~The Superintendent or designee shall ensure that the district's comprehensive health education program shall provides age-appropriate information about the nature and symptoms of communicable-prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information and how to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.~~

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

### Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)  
(cf. 6145.2 - Athletic Competition)

### Students with Infectious Diseases

The Superintendent or designee shall exclude students **from on-campus instruction** only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)  
(cf. 6164.6 - Identification and Education Under Section 504)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize ~~the child's~~ exposure to other diseases in the school setting. **If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak.** The Superintendent or designee shall ensure that student confidentiality **and privacy** rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5022 - Student and Family Privacy Rights)  
(cf. 5125 - Student Records)

### *Legal Reference:*

EDUCATION CODE

48210-48216 Persons excluded

**49060-49069.7 Student records**

49073-49079 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of pupils

49405 Smallpox control  
 49406 Examination for tuberculosis (employees)  
 49408 Information of use in emergencies  
 49602 Confidentiality of student information  
 51202 Instruction in personal and public health and safety  
 CALIFORNIA CONSTITUTION  
 Article 1, Section 1 Right to Privacy  
 CIVIL CODE  
 56-56.37 Confidentiality of Medical Information Act  
 1798-1798.78 Information Practices Act  
 HEALTH AND SAFETY CODE  
**120175.5 Local health officers and communicable diseases**  
 120230 Exclusion for communicable disease  
 120325-120380 Immunization against communicable diseases  
 120875-120895 AIDS information  
 120975-121023 Mandated blood testing and confidentiality to protect public health  
 121475-121520 Tuberculosis tests for pupils  
 CODE OF REGULATIONS, TITLE 8  
 5193 Bloodborne pathogens  
 CODE OF REGULATIONS, TITLE 17  
 2500-2511 Communicable disease reporting requirements  
 UNITED STATES CODE, TITLE 20  
 1232g Family Educational and Privacy Rights Act  
 1400-1482 Individuals with Disabilities Education Act  
 UNITED STATES CODE, TITLE 29  
 794 Section 504 of the Rehabilitation Act of 1973  
 CODE OF FEDERAL REGULATIONS, TITLE 45  
 164.500-164.534 ~~Health Insurance Portability and Accountability Act (HIPAA)~~ **Privacy of individually identifiable health information**  
 COURT DECISIONS  
 Thomas v. Atascadero Unified School District, (1986) 662 F.Supp. 376  
*Management Resources:*  
 CSBA PUBLICATIONS  
 Saving Lives: AIDS Issues for California Schools 1994, rev. 2006  
 Avian Influenza, Governance and Policy Services Fact Sheet, April 2006  
**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**  
 Science Safety Handbook for California Public Schools, 2014  
**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS**  
 School District (K-12) Pandemic Influenza Planning Checklist  
 WEB SITES  
 CSBA: <http://www.csba.org>  
 California Department of Education: <http://www.cde.ca.gov>  
 California Department of Health Services: <http://www.dhs.ca.gov>  
 California Department of Public Health: <http://www.cdph.ca.gov>  
 Centers for Disease Control and Prevention: <http://www.cdc.gov>  
 Contra Costa County Office of Education, Pandemic Flu Resources: [http://www.cccoe.k12.ca.us/about/flu/resources\\_flu\\_action\\_kit](http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit)  
 U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

Policy Adopted: ~~10/15/08~~ **11/6/2020**      ORCUTT UNION SCHOOL DISTRICT  
 Orcutt, California

## **Students**

### **PARENTAL NOTIFICATIONS**

The Board of Trustees desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send ~~students and~~ parents/guardians ~~and students~~ all notifications required by law and any other notifications ~~he/she~~ the Superintendent believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6020 - Parent Involvement)

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided either by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 48981)

No activity specified in Education Code 48980 ~~will~~ **shall** be undertaken with respect to any particular student unless ~~his/her~~ **the student's** parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, ~~his/her~~ **the student's** parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

## Students

### PARENTAL NOTIFICATIONS

Whenever an employee learns that a student's parent/guardian is ~~for any reason~~ unable to understand the district's printed notifications for any reason, ~~he/she~~ **the employee** shall inform the principal or designee, **who** shall work with the parent/guardian to establish other appropriate means of communication.

#### Legal Reference:

##### EDUCATION CODE

221.5 Prohibited sex discrimination  
231.5 Sexual harassment policy  
234.7 Student protections relating to immigration and citizenship status  
262.3 Appeals for discrimination complaints; information regarding availability of civil remedies  
310 ~~Structured English Immersion Program~~ **Language Acquisition programs**  
313 Reclassification of English learners, parental consultation  
313.2 Long-term English learner, notification  
440 English language proficiency assessment; instruction in English language development  
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35256 School accountability report card  
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44050 Employee codes of conduct, employee interactions with students  
44808.5 Permission to leave school grounds  
46010.1 Notice regarding excuse to obtain confidential medical services  
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46600-46611 Interdistrict attendance agreements  
48000 Minimum age of admission  
48070.5 Promotion or retention of students  
48204 Residency requirements  
48205 Absence for personal reasons  
48206.3 Students with temporary disabilities; individual instruction; definitions  
48207-48208 Students with temporary disabilities in hospitals  
48213 Prior notice of exclusion from attendance

## Students

### PARENTAL NOTIFICATIONS

- 48216 Immunization
- 48260.5 Notice regarding truancy
- 48262 Need for parent conference regarding truancy
- 48263 Referral to School Attendance Review Board or probation department
- 48301 Interdistrict transfers
- ~~48350-48361 Open enrollment~~
- ~~48354 Option to transfer from school identified under Open Enrollment Act~~
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- 48412 Certificate of proficiency
- 48432.3 Voluntary enrollment in continuation education
- 48432.5 Involuntary transfers of students
- 48850-48859 Education of foster youth and homeless students
- 48900.1 Parental attendance required after suspension
- 48904 Liability of parent/guardian for willful student misconduct
- 48904.3 Withholding grades, diplomas, or transcripts
- 48906 Notification of release of student to peace officer
- 48911 Notification in case of suspension
- 48911.1 Assignment to supervised suspension classroom
- 48912 Closed sessions; consideration of suspension
- 48915.1 Expelled individuals: enrollment in another district
- 48916 Readmission procedures
- 48918 Rules governing expulsion procedures
- 48929 Transfer of student convicted of violent felony or misdemeanor
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Parent signature acknowledging receipt of notice
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English
- 48987 Child abuse information
- 49013 Use of uniform complaint procedures for complaints regarding student fees
- 49063 Notification of parental rights
- 49067 Student evaluation; student in danger of failing course
- 49068 Transfer of permanent enrollment and scholarship record
- 49069 Absolute right to access
- 49070 Challenging content of student record
- 49073 Release of directory information
- 49073.6 Student records, social media
- 49076 Access to student records
- 49077 Access to information concerning a student in compliance with court order
- 49403 Cooperation in control of communicable disease and immunization
- 49423 Administration of prescribed medication for student
- 49451 Physical examinations: parent's refusal to consent
- 49452.5 Screening for scoliosis



49452.7 Information on type 2 diabetes  
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49456 Results of vision or hearing test  
49471-49472 Insurance  
49475 Student athletes; concussions and head injuries  
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49480 Continuing medication regimen for nonepisodic conditions  
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49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account  
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51225.2 Course credits; ~~foster youth, homeless youth, former juvenile court school students and military-connected students~~  
51225.3 Graduation requirements; courses that satisfy college entrance criteria  
51229 Course of study for grades 7-12  
51513 Personal beliefs; privacy  
51938 HIV/AIDS and sexual health instruction  
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52164.3 Reassessment of English learners; notification of results  
54444.2 Migrant education programs; parent involvement  
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56321 Special education: proposed assessment plan  
56321.5-56321.6 Notice of parent rights pertaining to special education  
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56341.1 Development of individualized education program ; right to audio record meeting  
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56343.5 Individualized education program meetings  
56521.1 Behavioral intervention  
58501 Alternative schools: notice required prior to establishment  
**60615 Exemption from state assessment**  
60641 ~~Standardized Testing and Reporting Program~~ **California Assessment of Student Performance and Progress**  
69432.9 Submission of grade point average to Cal Grant program  
CIVIL CODE  
1798.29 District records, breach of security  
HEALTH AND SAFETY CODE  
1596.857 Right to enter child care facility  
**1597.16 Licensed child care centers, lead testing**  
104420 Tobacco use prevention  
104855 Availability of topical fluoride treatment  
116277 Lead testing of school drinking water  
120365-120375 Immunizations  
120440 Sharing immunization information  
124100-124105 Health screening and immunizations  
PENAL CODE  
626.81 Notice of permission granted to sex offender to volunteer on campus  
627.5 Hearing request following denial or revocation of registration  
CODE OF REGULATIONS, TITLE 5  
852 Exemptions from state assessments  
863 ~~Standardized Testing and Reporting Program~~ **Reports of state assessment results**

3052 Behavioral intervention  
4622 Notification of uniform complaint procedures  
4631 Uniform complaint procedures; notification of decision and right to appeal  
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4917 Notification of sexual harassment policy  
11303 Reclassification of English learners  
11511.5 English language proficiency assessment; test results  
11523 Notice of proficiency examinations  
18066 Child care policies regarding excused and unexcused absences  
18094-18095 Notice of Action; child care services  
18114 Notice of delinquent fees; child care services  
18118-18119 Notice of Action; child care services  
CODE OF REGULATIONS, TITLE 17  
2951 Hearing tests  
6040 Time period to obtain needed immunizations  
UNITED STATES CODE, TITLE 20  
1232g Family Educational and Privacy Rights Act  
1232h Privacy rights  
1415 Procedural safeguards  
6311 State plans  
6312 Local education agency plans  
6316 Academic assessment and local education agency school improvement  
6318 ~~Parental involvement~~ Parent and family engagement  
**7704 Impact Aid; policies and procedures related to children residing on Indian lands**  
7908 Armed forces recruiter access to students  
UNITED STATES CODE, TITLE 42  
1758 Child nutrition programs  
11431-11435 McKinney-Vento Homeless Assistance Act  
CODE OF FEDERAL REGULATIONS, TITLE 7  
245.5 Eligibility criteria for free and reduced-price meals  
245.6a Verification of eligibility for free and reduced-price meals  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.7 Student records, annual notification  
99.30 Disclosure of personally identifiable information  
99.34 Student records, disclosure to other educational agencies  
99.37 Disclosure of directory information  
104.32 District responsibility to provide free appropriate public education  
104.36 Procedural safeguards  
104.8 Nondiscrimination  
**106.8 NOTification of contact information for Title IX coordinator**  
106.9 Dissemination of policy, nondiscrimination on basis of sex  
200.48 Teacher qualifications  
**222.94 Impact Aid; district responsibilities**  
300.300 Parent consent for special education evaluation  
300.322 Parent participation in IEP team meetings  
300.502 Independent educational evaluation of student with disability  
300.503 Prior written notice regarding identification, evaluation, or placement of student with disability  
300.504 Procedural safeguards notice for students with disabilities  
300.508 Due process complaint  
300.530 Discipline procedures

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

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U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

~~Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017~~

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

Policy Adopted: ~~05/09/18~~ **11/6/2020**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## SEXUAL HARASSMENT

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5131 – Conduct)*

*(cf. 5131.2 – Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 – Nondiscrimination/Harassment)*

The district strongly encourages ~~any students~~ who feels that ~~he/she is~~ **they are** being or ~~has~~ **have** been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact ~~his/her~~ **their** teacher, the principal, **the district's Title IX Coordinator**, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the ~~principal or a district compliance officer~~ **the Title IX Coordinator**.

Once notified, the ~~principal or compliance officer~~ **Title IX Coordinator** shall ~~take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation~~ **ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.**

~~*(cf. 0410 – Nondiscrimination in District Programs and Activities)*~~

~~*(cf. 1312.1 - Complaints Concerning District Employees)*~~

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

~~*(cf. 5131 – Conduct)*~~

~~*(cf. 5131.2 – Bullying)*~~

~~*(cf. 5141.4 - Child Abuse Prevention and Reporting)*~~

~~*(cf. 5145.3 – Nondiscrimination/Harassment)*~~

~~*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*~~

~~*(cf. 6142.1 – Sexually Transmitted Diseases and HIV/AIDS Prevention Instruction)*~~

The Superintendent or designee shall ~~take appropriate actions to reinforce the district's sexual harassment policy.~~ **inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.**

## Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate ~~instruction and~~ information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that

sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even when the **alleged** victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and ~~prompt~~ action shall be taken to ~~stop any~~ respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a **civil or criminal** complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will ~~take interim~~ **implement supportive** measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation ~~and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment~~

### **Complaint Process and Disciplinary Actions**

~~Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3—Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.~~

~~(cf. 1312.3—Uniform Complaint Procedures)~~

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any ~~staff member~~ **employee** found to have engaged in sexual harassment or sexual violence toward any student shall ~~have his/her employment terminated~~ **be subject to disciplinary action, up to and including dismissal**, in accordance with ~~applicable policies, laws, and/or the applicable~~ collective bargaining agreement.

(cf. 4117.7/4317.7 – Employment Status Report  
(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

## **Record-Keeping**

**In accordance with the law.** The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

### **Legal Reference:**

#### **EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex  
48900 Grounds for suspension or expulsion  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term  
48985 Notices, report, statements and records in primary language

#### **CIVIL CODE**

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

#### **GOVERNMENT CODE**

12950.1 Sexual harassment training

#### **CODE OF REGULATIONS, TITLE 5**

4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

#### **UNITED STATES CODE, TITLE 20**

1221 Application of laws

1232g Family Educational Rights and Privacy 1681-1688 Title IX **of the Education Amendments of 1972, discrimination**

#### **UNITED STATES CODE, TITLE 34**

**12991 Definition of dating violence, domestic violence, and stalking**

#### **UNITED STATES CODE, TITLE 42**

1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy  
106.1-106.82 Nondiscrimination on the basis of sex in education programs

#### **COURT DECISIONS**

*Donovan v. Poway Unified School District*, (2008) 167 Cal.App.4th 567  
*Flores v. Morgan Hill Unified School District*, (2003, 9th Cir.) 324 F.3d 1130  
*Reese v. Jefferson School District*, (2000, 9th Cir.) 208 F.3d 736  
*Davis v. Monroe County Board of Education*, (1999) 526 U.S. 629  
*Gebser v. Lago Vista Independent School District*, (1998) 524 U.S. 274  
*Oona by Kate S. v. McCaffrey*, (1998, 9th Cir.) 143 F.3d 473  
*Doe v. Petaluma City School District*, (1995, 9th Cir.) 54 F.3d 1447

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*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

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*Q&A on Campus Sexual Misconduct, September 2017*

*~~Dear Colleague Letter: Transgender Students, May 2016~~*

*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*~~Questions and Answers on Title IX and Sexual Violence, April 2014~~*

*~~Dear Colleague Letter: Sexual Violence, April 4, 2011~~*

*Sexual Harassment: It's Not Academic, September 2008*

*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*

*WEB SITES*

*CSBA: <http://www.csba.org>*

*California Department of Education: <http://www.cde.ca.gov>*

*U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>*

Policy Adopted: ~~01/11/2017~~ 11/6/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

## Instruction

### PHYSICAL EDUCATION AND ACTIVITY

The Board of Trustees recognizes the positive benefits of physical activity on student health, **well-being**, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall **support the district's coordinated student wellness program and** encourage lifelong fitness.

(cf. 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

**Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)**

**(cf. 0410 - Nondiscrimination in District Programs and Activities)**

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6143 - Courses of Study)~~

The overall course of study for grades 9-12 shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

~~The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.~~

~~The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.~~



~~All physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. LEAs must provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades one through twelve, inclusive, regardless of gender or sexual orientation. (EC §§ 221.5(f), 33352[b][8]; 5 CCR §§ 4930, 4931, 4940; Title IX 106.33, 106.34)~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)

(cf. 5141.7 - Sun Safety)

(cf. 5141.23 - Asthma Management)

(cf. 6145.2 - Athletic Competition)

## **Staffing**

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals and/or volunteers.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4113 - Assignment)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

## **Physical Fitness Testing**

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

## **Temporary Exemptions**

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

### **Two-Year Exemptions**

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the ~~physical fitness test~~ **FITNESSGRAM** to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code **33352**, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

(cf. 6112 – School Day)

### **Permanent Exemptions**

The Superintendent or designee may grant a permanent exemption from physical education to students under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

**Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)**

### **Other Exemptions**

The Superintendent or designee may grant an exemption from physical education under the following

special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)
2. When the student is in grades 10-12 attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

(cf. 6178.2 - Regional Occupational Center/Program)

3. The student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6145.2 - Athletic Competition)

## **Program Evaluation**

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. ~~He/she~~ **The Superintendent or designee** shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity **and student well-being**.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

## **Legal Reference:**

EDUCATION CODE

**220 Prohibition of discrimination**

**221.5 Sex equity in education**

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes; regional occupational center/program

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1040-1044 Physical performance test

**1047-1048 Testing Variations and accommodations**

3051.5 Adapted physical education for individuals with exceptional needs

4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance  
10060 Criteria for high school physical education programs  
80020 Additional assignment authorizations for specific credentials  
80037 Designated subjects teaching credential; special teaching authorization in physical education  
80046.1 Added authorization to teach adapted physical education  
UNITED STATES CODE, TITLE 29  
794 Rehabilitation Act of 1973, Section 504  
UNITED STATES CODE, TITLE 42  
~~1751~~ 1758b Note-Local wellness policy  
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106.33 Nondiscrimination on the basis of sex; comparable facilities  
106.34 Nondiscrimination on the basis of sex; access to classes and schools  
300.108 Assistance to states for the education of children with disabilities; physical education  
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53 Ops.Cal.Atty.Gen. 230 (1970)  
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The Administrator's Assignment Manual, ~~2007~~ **2019**

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~~2008~~ Physical Activity Guidelines for Americans, ~~October 2008~~ **2nd Edition, 2018**

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CSBA: <http://www.csba.org>  
California Department of Education, ~~Physical Fitness Testing~~: <http://www.cde.ca.gov/ta/tg/pf>  
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>  
California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
Commission on Teacher Credentialing: <http://www.etc.ca.gov>  
~~Educational Data System, California physical fitness~~: <http://www.eddata.com/projects/current/cpf>  
Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>  
~~http://www.aahperd.org/naspe~~ [pgpedia.com/n/national-](http://www.aahperd.org/naspe)  
[association-sport-and-physical-education](http://www.aahperd.org/naspe)  
President's Council on Physical Fitness and Sports, [Physical Fitness and Nutrition](http://www.fitness.gov): <http://www.fitness.gov>  
U.S. Department of Health and Human Services: <http://www.health.gov>

Policy Adopted ~~04/11/18~~ [11/6/2020](#)

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California

**INDIVIDUALIZED EDUCATION PROGRAM**

\*\*\*Note: The following Board policy and the accompanying administrative regulation should be revised for consistency with the policies and regulations of the Special Education Local Plan Area in which the district participates.\*\*\*

The Board of Trustees desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, be placed educated in the least restrictive environment with nondisabled students which meets their needs to the extent provided by law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. ~~1312.3 - Uniform Complaint Procedures~~)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the appointment membership of the individualized education program team (IEP) team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review and revision of the IEP processes.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

Students who have been suspended or expelled from school

Students who are placed by the district in a nonpublic, nonsectarian school

Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

~~To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)~~

Legal Reference:

EDUCATION CODE

*46392 Emergencies*

51225.3 Requirements for high school graduation and diploma

*56040.3 Assistive technology*

56055 Rights of foster parents pertaining to foster child's education

56136 Guidelines for low incidence disabilities areas

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340.1-56347 Instructional planning and individualized education program

56350-56354 IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56392 Certificate of completion, special education

56500-56509 Procedural safeguards

60640-60649 ~~Standardized Testing and Reporting Program~~ *California Assessment of Student Performance and Progress*

~~60850 High school exit examination, students with disabilities~~

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 ~~Standardized Testing and Reporting Program~~ *State assessments*, accommodations for students with disabilities

~~1216-1218 High School Exit Examination, accommodations for students with disabilities~~

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

*3051-3053 Implementation of the individualized education program*

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

COURT DECISION

*Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 627 F.3d 773*

*Schaffer v. Weast (2005) 125 S. Ct. 528*

*Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 2003 US.App. LEXIS 1395*

*Sacramento City School District v. Rachel H., 14 F.3d 1398 (9th Cir. 1994)*

*Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988*

ATTORNEY GENERAL OPINIONS

*85 Ops.Cal.Atty.Gen. 157 (2002)*

Management Resources:

FEDERAL REGISTER

~~34 CFR 300.a Appendix A to Part 300 Questions and Answers~~

~~34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)*  
*California Practitioners' Guide for Educating English Learners with Disabilities, July 2019*

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:  
<http://www.ed.gov/about/offices/list/OSERS/osep>

Policy Adopted: ~~12/13/06~~ 11/6/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

\*\*\*Note: The following mandated policy reflects the federal Individuals with Disabilities Education Act (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818), and conforming state legislation. Note that in cases where state law provides greater protections to students, state law supersedes federal law.\*\*\*

\*\*\*Note: Education Code 56195.8 and 20 USC 1415 mandate all entities providing special education to adopt policy on procedural safeguards, and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501-56509 and 5 CCR 3082. For federal due process procedure requirements, see 34 CFR 300.500-300.520.\*\*\*

\*\*\*Note: This policy and accompanying administrative regulation should be revised for consistency with the policy and regulations of the Special Education Local Plan Area in which the district participates.\*\*\*

### **Procedural Safeguards/Due Process Hearings**

~~In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.~~

~~Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.~~

~~(cf. 5145.6 – Parental Notifications)~~

~~(cf. 6159 – Individualized Education Program)~~

The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Parents/guardians of students with disabilities shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

\*\*\*Note: Education Code 56195.8 authorizes the Governing Board to adopt policy for the involvement of Board members in any due process hearing procedure activities. However, a best practice is to designate the Superintendent or designee to serve as the district representative at the hearing. The following optional paragraph. may be revised to reflect district practice.\*\*\*

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall ~~provide~~ **inform** the Board of Trustees ~~with~~ **about** the results of these hearings.

### **~~Complaints for Special Education~~**

~~Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.~~

~~(cf. 1312.3 – Uniform Complaint Procedures)~~

\*\*\*Note: 5 CCR 3200-3205, as added by Register 2020, No. 21, require complaints alleging a violation of federal or state law or regulation related to the provision of a free appropriate public education to students with disabilities to be submitted to the California Department of Education rather than being addressed through the district's uniform complaint procedures as described in BP/AR 1312.3 - Uniform Complaint Procedures. For further information regarding state compliance complaints, see the accompanying administrative regulation.\*\*\*

Any complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

*Legal Reference: (see next page)*

## Instruction

BP 6159.1(b)

### Legal Reference:

#### EDUCATION CODE

56000 Education for individuals with ~~exceptional needs~~ disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment, ~~instructional planning, implementation, and review~~

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

#### CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education, especially:

~~3080-3089~~ Procedural safeguards

~~3200-3205~~ Special education compliance complaints

~~4600-4671~~ Uniform complaint procedures

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

#### UNITED STATES CODE, TITLE 42

~~11434~~ Homeless assistance

#### CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

~~300.1-300.818~~ Assistance to states for the education of students with disabilities, especially:

~~300.150-300.153~~ State compliance complaints

~~300.500-300.520~~ Procedural safeguards and due process for parents and students

~~300.500-300.517~~ Due process procedures for parents and children

#### COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

### Management Resources:

#### WEB SITES

~~CDE:~~ <http://www.cde.ca.gov>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

Office of Administrative Hearings, Special Education Division:

<http://www.dgs.ca.gov/OAH/Case-Types/Special-Education>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep/osep>

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION**

\*\*\*Note: Education Code 56195.8 mandates districts to adopt policies for the special education programs and services they operate, including nonpublic, nonsectarian services provided to students with disabilities when no appropriate public education program is available to meet their special education needs. The nonpublic, nonsectarian school or agency (NPS/A) must be certified as meeting state standards pursuant to Education Code 56366 and 56366.1.\*\*\*

\*\*\*Note: The following policy and accompanying regulation should be revised to comply with the policies and regulations of the Special Education Local Plan Area in which the district operates.\*\*\*

The Board of Trustees recognizes its responsibility to provide ~~all district students, including students with disabilities,~~ a free appropriate public education **to students with disabilities** in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency **(NPS/A)** to meet ~~the students'~~ needs **consistent with the comprehensive local plan of the Special Education Local Plan Area.**

*(cf. 0430 – Comprehensive Local Plan for Special Education)*

*(cf. 1312.3 – Uniform Complaint Procedures)*

*(cf. 3541.2 – Transportation for Students with Disabilities)*

*(cf. 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities)*

\*\*\*Note: Pursuant to Education Code 56366 and 56366.1, a district contracting with an NPS/A must verify that the NPS/A meets certification requirements. 5 CCR 3067 allows the district to request, in writing, that the California Department of Education review the certification status of an NPS/A.\*\*\*

\*\*\*Note: Beginning in the 2020-21 school year, Education Code 56366.1, as amended by AB 1172 (Ch. 454, Statutes of 2019), also requires districts to verify that the NPS/A provides staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A's student population.\*\*\*

~~In selecting nonpublic, sectarian schools or agencies with which the district may contract for placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.~~

Prior to entering into a contract to place any student in ~~an nonpublic, nonsectarian school or agency~~ **NPS/A**, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities **and complies with staff training requirements** in accordance with Education Code 56366

and 5366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any ~~nonpublic nonsectarian school~~ NPS/A with which the district has a contract to ensure that the ~~school or agency's~~ certification has not expired.

No district student shall be placed in an ~~nonpublic, nonsectarian school or agency~~ NPS/A unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the ~~nonpublic, nonsectarian school or agency~~ placement is appropriate for the student. ~~In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP.~~ (Education Code 56195.8, 56342.1)

*(cf. 6159 – Individualized Education Program)*

*(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)*

\*\*\*Note: Pursuant to Education Code 56365, students enrolled in an NPS/A are deemed to be enrolled in public schools for state apportionment purposes. Districts then pay to the NPS/A the full amount of the school tuition or, as amended by AB 1172, the agency fees for participating students.\*\*\*

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

During the period when any student with disabilities is placed in an ~~nonpublic, nonsectarian school or agency~~ NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in ~~his/her~~ the IEP.

\*\*\*Note: The following optional paragraph may be modified to reflect district practice.\*\*\*

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

*(cf. 1431 - Waivers)*

*Legal References:*

EDUCATION CODE

56034-56035 *Definitions of nonpublic, nonsectarian school and agency*  
56042 *Placement not to be recommended by attorney with conflict of interest*  
56101 *Waivers*  
56163 *Certification*  
56168 *Responsibility for education of student in hospital or health facility school*  
56195.8 *Adoption of policies*  
56342.1 *Individualized education program; placement*  
56360-56369 *Implementation of special education*  
56711 *Computation of state aid*  
56740-56743 *Apportionments and reports*  
56760 *Annual budget plan; service proportions*  
56775.5 *Reimbursement of assessment and identification costs*  
*56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools*

FAMILY CODE

7911-7912 *Interstate compact on placement of children*

GOVERNMENT CODE

7570-7587 *Interagency responsibilities for providing services to children with disabilities, especially:*

7572.55 *Seriously emotionally disturbed child; out-of-state placement*

WELFARE AND INSTITUTIONS CODE

362.2 *Out-of-home placement for IEP*

727.1 *Out-of-state placement of wards of court*

CODE OF REGULATIONS, TITLE 5

3001 *Definitions*

*3051-3051.24 Special education; standards for related services and staff qualifications*

3061-3070 *Nonpublic, nonsectarian school and agency services*

UNITED STATES CODE, TITLE 20

1400-1487 *Individuals with Disabilities Education Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

~~300.400-300.487~~ *300.129-300.148 Children with disabilities in private schools*

COURT DECISIONS

*Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997*

*Management Resources:*

~~*Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845*~~

WEB SITES

*California Department of Education: <http://www.cde.ca.gov>*

*US Department of Education, Office of Special Education and Rehabilitative Services:*

*<http://www.ed.gov/about/offices/list/OSERS>*

Policy Adopted: ~~09/11/2013~~ **11/4/2020**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- RDZ, Contractors for Joe Nightingale Full Day Kindergarten

**BACKGROUND:** Attached is a change order request #4 from RDZ Contractors in the amount of \$20,368.78 for the Joe Nightingale Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$20,368.78, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond

# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ 19-Six Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Joe Nightingale Full Day Kindergarten**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **4**

Date: **10/13/2020**

To Contractor:  
RDZ Contractors  
PO Box 760  
Nipomo, CA 93444

Contract Date: **4/29/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>738,573.00</b>
The net change by previously authorized Change Orders	\$	<b>93,752.27</b>
The Contract Sum prior to this Change Order was	\$	<b>832,325.27</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>20,368.78</b>
The new Contract Sum including this Change Order will be	\$	<b>852,694.05</b>
The Contract Time will be <del>(increased)</del> <del>(decreased)</del> <b>(unchanged)</b> by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)
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DATE	DATE	DATE	DATE	DATE
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**CHANGE ORDER 04- Summary Sheet**

Item #	Title	PCO#	PCO Description	Final Price
1	PA & FA Backbone Repair	13	Unforeseen Condition - During the over-excavation process, existing utilities were discovered within the over-excavation (refer to PCO #001). Two of the utilities encountered were the Fire Alarm and PA system communication lines that run across the building pads into the adjacent existing portable buildings and the former portable classroom buildings that were removed under this contract. After the new modular buildings were set, the lines were repaired to resume service to the campus. The costs associated with this change include removing the existing cabling and re-pulling the fire alarm cabling and communications cabling, splicing and termination of the new lines at the communications pedestal.	\$20,368.78
<b>Total Change Order Amount</b>				<b>\$20,368.78</b>



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- RDZ Contractors for Alice Shaw Full Day Kindergarten

**BACKGROUND:** Attached is a change order request #5 from RDZ Contractors in the amount of \$7,849.48 for the Alice Shaw Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$7,849.48, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond

# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ 19-Six Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Alice Shaw Full Day Kindergarten**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **5**

Date: **10/13/2020**

To Contractor:  
RDZ Contractors  
PO Box 760  
Nipomo, CA 93444

Contract Date: **4/29/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>265,797.00</b>
The net change by previously authorized Change Orders	\$	<b>57,504.84</b>
The Contract Sum prior to this Change Order was	\$	<b>323,301.84</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>7,849.48</b>
The new Contract Sum including this Change Order will be	\$	<b>331,151.32</b>
The Contract Time will be <del>(increased)</del> <del>(decreased)</del> <b>(unchanged)</b> by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)	BY (Signature)
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DATE	DATE	DATE	DATE	DATE
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**CHANGE ORDER 05- Summary Sheet**

Item #	Title	PCO#	PCO Description	Final Price
1	Fiber Backbone Repair	12	o Unforeseen Condition - During the over-excavation process, existing utilities were discovered within the over-excavation (refer to PCO #001). Two of the utilities encountered were the fiber optic communication and PA system communication lines that run across the building pad into the adjacent existing portable buildings. After the new modular building was set, the communication lines were repaired to resume service to the campus. The costs associated with this change include removing the existing cabling and re-pulling (25) pair cabling and (12) fiber 62.5 optic cabling, splicing and termination of the new lines at the communications pedestal, installing 2 new networks switches and testing of the new cabling.	\$7,849.48
<b>Total Change Order Amount</b>				<b>\$7,849.48</b>



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- RDZ Contractors for Ralph Dunlap Full Day Kindergarten

**BACKGROUND:** Attached is a change order request #5 from RDZ Contractors in the amount of \$26,986.48 for the Ralph Dunlap Full Day Kindergarten. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$26,986.48, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond

# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ 19-Six Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Ralph Dunlap Full Day Kindergarten**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **5**

Date: **10/13/2020**

To Contractor:  
RDZ Contractors  
PO Box 760  
Nipomo, CA 93444

Contract Date: **4/29/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>298,696.00</b>
The net change by previously authorized Change Orders	\$	<b>78,494.95</b>
The Contract Sum prior to this Change Order was	\$	<b>377,190.95</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>26,986.48</b>
The new Contract Sum including this Change Order will be	\$	<b>404,177.43</b>
The Contract Time will be <del>(increased)</del> <del>(decreased)</del> <b>(unchanged)</b> by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	19-Six Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	560 Higuera Street, Ste C San Luis Obispo, CA 93401	1230 Doris Ave. Oxnard, CA 93030

BY (Signature)      BY (Signature)      BY (Signature)      BY (Signature)      BY (Signature)

DATE                      DATE                      DATE                      DATE                      DATE

**CHANGE ORDER 05- Summary Sheet**

<b>Item #</b>	<b>Title</b>	<b>PCO#</b>	<b>PCO Description</b>	<b>Final Price</b>
1	Electrical Conduit Repair	12	Unforeseen Condition – During the over-excavation process, existing electrical utilities were discovered within the over-excavation zone of the new modular classroom building (refer to PCO #001). The existing electrical lines crossed the modular building pad into the adjacent existing portable buildings. After the new modular building was set, the electrical lines were re-routed to resume service to the adjacent classroom buildings. The costs associated with this change include additional trenching, conduit installation, backfill, compaction and reconnection of the re-routed electrical lines.	\$23,685.16
2	Hand Rail Revisions	17	Design Issue – Per the DSA Field Engineer’s review of the site hand rails, three revisions were requested to satisfy DSA’s hand rail requirements at the front of the new modular classroom. The added costs associated with this work includes removing the existing railing at 3 locations, patching of the concrete at the old rail locations, coring for the new rail locations and installation of (3) new hand rails that comply with both ADA and DSA requirements.	\$3,301.32
<b>Total Change Order Amount</b>				<b>\$26,986.48</b>



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- RDZ Contractors for Joe Nightingale School Site Safety & Security

**BACKGROUND:** Attached is a change order request #3 from RDZ Contractors in the amount of \$28,706.14 for the Joe Nightingale School Site Safety & Security. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$28,706.14, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond



# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ SVA Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Joe Nightingale Site Safety & Security**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **3**

Date: **10/13/2020**

To Contractor:  
RDZ Contractors  
PO Box 760  
Nipomo, CA 93444

Contract Date: **5/11/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>427,187.00</b>
The net change by previously authorized Change Orders	\$	<b>45,043.73</b>
The Contract Sum prior to this Change Order was	\$	<b>472,230.73</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>28,706.14</b>
The new Contract Sum including this Change Order will be	\$	<b>500,936.87</b>
The Contract Time will be <del>(increased)</del> <del>(decreased)</del> <b>(unchanged)</b> by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

**CHANGE ORDER 03- Summary Sheet**

Item #	Title	PCO#	PCO Description	Final Price
1	Parent Waiting Area Fencing and Mow Strip	5	Owner Requested/Design Issue – Upon completion of the seating wall at the parent waiting area, it was determined that the contract design for the fencing around the parent waiting area was not sufficient, as it allowed an intrusion opportunity if an individual were to use the seat wall as a prop to get over the originally designed 6’ tall fencing. To remedy the potential intrusion issue, the fencing and mow-curb was shifted away from the seating wall 4’. The gap created by shifting the fencing 4’ was graded to allow for a future installation of landscaping by the District. In addition to the revisions stated, this change order also included revising the location of the entrance gate at the parent seating area in-order to meet ADA requirements. The costs associated with these revisions include labor, equipment and materials for demolition of the existing asphalt pavement behind the parent seating area, additional lineal feet of mow strip/fencing and added concrete work to ensure the gate landing is ADA compliant.	\$15,841.71
2	Irrigation Controller	10	Design Issue/District Requested - A lower quality battery powered irrigation controller was specified within the bid documents to be installed near the new modular classrooms. The District has recently updated their district standard irrigation controller to the Irritrol Strong-Box Controllers which include important features to adjust watering as needed based on current site conditions. The costs associated with this change include placement of a concrete pad to mount the strong-box, additional electrical to provide the necessary provisions to the controller box and set-up/programming of the irrigation controller.	\$5,962.00
3	Hand Rail Revisions	11	Design Issue – Per the DSA Field Engineer’s review of the site hand rails, additoinal handrails were requested to satisfy DSA’s requirements at the front of the new modular classroomfor project certification. The costs associated with this work includes removing the existing railing at 2 locations, patching of the concrete at the old rail locations, coring for the new rail locations, installation and painting of (2) new hand rails that comply with both ADA and DSA requirements.	\$6,902.43
<b>Total Change Order Amount</b>				<b>\$28,706.14</b>



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- Pre Con Industries, Inc. for Orcutt Academy HS School Site Safety & Security Project

**BACKGROUND:** Attached is a change order request #4 from Quincon in the amount of \$13,207.00 for the Orcutt Academy HS Site Safety & Security Project. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for Pre Con Industries, Inc. for \$13,207.00, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond

# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ SVA Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Orcutt Academy High School Site Safety & Security**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **4**

Date: **10/13/2020**

To Contractor:  
Quincon, Inc.  
PO Box 1029  
Grover Beach, CA 93483

Contract Date: **5/30/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>547,322.00</b>
The net change by previously authorized Change Orders	\$	<b>94,661.16</b>
The Contract Sum prior to this Change Order was	\$	<b>641,983.16</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>13,207.00</b>
The new Contract Sum including this Change Order will be	\$	<b>655,190.16</b>
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <b>unchanged</b> ) by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	Quincon, Inc.	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 1029 Grover Beach, CA 93483	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

**CHANGE ORDER 04- Summary Sheet**

Item #	Title	PCO#	PCO Description	Final Price
1	Added Grading & Landscaping	5	Owner Requested – Per the District’s request, the contractor was directed to grade the hill along the boundary line in-between the Orcutt Academy High School & Orcutt Junior High School campuses. In addition to grading the hill side, the District also requested planting of Japanese Honey Suckle shrubs at 6 feet on-center grid along the entire hill side. The costs associated with this change include labor, equipment and materials to grade the hill side boundary and planting of 1 gallon Japanese honeysuckle shrubs.	\$10,984.00
2	Concealed Electrical	8	Unforeseen Condition – During the demolition process within the administration office, electrical utilities were encountered within a wall that was to be removed per the contract drawings. The costs associated with this change include additional saw-cutting at the existing concrete slab to properly cut and patch the conduits in the slab, cutting and removing the unused electrical occurring within the wall, circuit tracing and reconnection for devices/receptacles that were to still be utilized by the office staff.	\$2,223.00
<b>Total Change Order Amount</b>				<b>\$13,207.00</b>



## BUSINESS SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Bob Klempen  
Interim Assistant Superintendent, Business Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** Construction Change Order- RDZ Contractors for Pine Grove School Site Safety & Security

**BACKGROUND:** Attached is a change order request #4 from RDZ Contractors in the amount of \$15,335.12 for the Pine Grove School Site Safety & Security. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

The change order request was reviewed by the following parties, the Contractor, TELACU Construction Management firm, and district staff.

**RECOMMENDATION:** Staff recommends the Board of Trustees approve the change order for RDZ Contractors for \$15,335.12, as submitted.

**FUNDING:** Fund 21 – Building fund for the Measure G Bond

# CHANGE ORDER

**Distribution:**

- ☐ OUSD
- ☐ SVA Architects
- ☐ Contractor
- ☐ TELACU Construction Management (TCM)
- ☐ Inspector of Record

Project:  
**Pine Grove Site Safety & Security**  
**Orcutt Union School District**  
500 Dyer Street  
Orcutt, CA 93455

Change Order Number: **4**

Date: **10/23/2020**

To Contractor:  
RDZ Contractors  
PO Box 760  
Nipomo, CA 93444

Contract Date: **3/19/2020**

The Contract Is Changed As Follows:  
**Refer to the attached summary page**

The original Contract Sum was	\$	<b>1,522,200.00</b>
The net change by previously authorized Change Orders	\$	<b>199,850.79</b>
The Contract Sum prior to this Change Order was	\$	<b>1,722,050.79</b>
The Contract Sum will be Increased by this new Change Order in the amount of	\$	<b>15,335.12</b>
The new Contract Sum including this Change Order will be	\$	<b>1,737,385.91</b>
The Contract Time will be <del>(increased)</del> <del>(decreased)</del> <b>(unchanged)</b> by -0- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		<b>Unchanged</b>

*Note: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price Which have been authorized by Construction Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.*

NOT VALID UNTIL SIGNED BY THE OWNER, CONTRACTOR, AND CONSTRUCTION MANAGER.

<b>Owner</b>	<b>Contractor</b>	<b>Construction Mgr.</b>	<b>Architect of Record</b>	<b>Inspector of Record</b>
Orcutt Union School District	RDZ Contractors	TELACU Construction Management	SVA Architects	Kenco Construction Services, Inc.
500 Dyer Street Orcutt, CA 93455	PO Box 760 Nipomo, CA 93444	604 N. Eckhoff St. Orange, CA 92868	6 Hutton Centre Dr. Ste. 115 Santa Ana, CA 92707	1230 Doris Ave. Oxnard, CA 93030

BY (Signature) BY (Signature) BY (Signature) BY (Signature) BY (Signature)

DATE DATE DATE DATE DATE

**CHANGE ORDER 04- Summary Sheet**

<b>Item #</b>	<b>Title</b>	<b>PCO#</b>	<b>PCO Description</b>	<b>Final Price</b>
1	Install Vision Screen at Restroom	21	Owner Requested – Upon review of the partition paneling at the existing student restrooms, it was determined that additional screening was necessary to improve student privacy when the restroom doors are being opened. The costs associated with this change include added labor and material to install additional privacy screens and stainless steel trim at the boys and girls restrooms.	\$510.17
2	Parking Lot Dimmers	24	Owner Requested – Shortly after the parking lot lighting standards were installed, the District received 3 complaints from neighboring residences adjacent to the Pine Grove site regarding the parking lot lights being too bright during the night and early morning hours. To remedy the issue, occupancy sensors will be added to each of the parking lot lights (9 total), which will allow the lights to dim considerably when no movement is detected within the parking lot area. The costs associated with this change include added labor, equipment and material to install the occupancy sensors.	\$3,974.04
3	Added Hand Rail & Fencing	25	Owner Requested – Refer to PCO 023 for layout revisions at flatwork at the upper parking lot. Due to extending the sidewalks about 10 feet to the west at (3) locations, the hand rails specified will also need to be extended. In addition, per the IOR request, guardrail was added to the top of the east stair retaining walls near the new modular classroom building. Some fencing scope was also added, which occurs between the east stairs to the upper parking lot and the new fire lane double swing gate post. The fencing line was called remain in-place in the contract drawings but due to the failing wood-tie retaining wall, the adjacent fencing was demolished to be replaced in-conjunction with the other fencing was scope at the upper parking lot.	\$6,808.39
4	Parking Lot Light Fixture Shields	26	Owner Requested – Shortly after the parking lot lighting standards were installed, the District received 3 complaints from neighboring residences adjacent to the Pine Grove site regarding the parking lot lights being too bright during the night and early morning hours. To remedy the issue, in addition to the added occupancy sensors (ref. PCO #025), light fixture shields will be added to each of the parking lot light standards (9 total), which will deflect the light emitted from the parking lot fixtures away from the residential area to the south. The costs associated with this change include added labor, equipment and material to install (9) light fixture shields.	\$4,042.52
<b>Total Change Order Amount</b>				<b>\$15,335.12</b>





**SELECTION OF DATE AND TIME FOR THE  
ANNUAL GOVERNING BOARD ORGANIZATIONAL MEETING**

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Today's date: 10/27/20  
District: Orcutt Union School District  
Completed by: Alice Salazar  
Title: Administrative Assistant, Superintendent/Board of Trustees

Annual Governing Board Organization Meeting

- Date of meeting: 12/16/20
- Time of meeting: 5:00 PM

**Note: Meeting must  
be scheduled  
between Dec. 11-25**

Return completed form to:

School Business Advisory Services  
Santa Barbara County Education Office

REFERENCE:  
EC§35143; 72000(B)(5)(C)(2)A,B,C

**ATTACHMENT A**



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

## **BOARD OF TRUSTEES**

SHAUN HENDERSON

LISA MORININI

LIZ PHILLIPS

MARK STELLER

MELANIE WAFFLE

HOLLY EDDS, Ed.D.

*District Superintendent*

JANET BERTOLDI

*Interim*

*Assistant Superintendent*

SUSAN SALUCCI

*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D.  
Superintendent

BOARD MEETING DATE: November 4, 2020

BOARD AGENDA ITEM: Ratification of Assistant Superintendent Human Resources Contract

BACKGROUND: The contract for the Assistant Superintendent of Human Resources, Susan Salucci, is set to expire on June 30, 2021. This is a four-year contract renewal.

RECOMMENDATION: It is recommended that the Board of Trustees ratify the Employment Agreement with Susan Salucci, Assistant Superintendent, Human Resources.

FUNDING: No new financial impact

**EMPLOYMENT AGREEMENT  
BETWEEN  
THE ORCUTT UNION SCHOOL DISTRICT  
AND  
SUSAN SALUCCI, ASSISTANT SUPERINTENDENT, HUMAN RESOURCES**

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into on November 4, 2020, between the Governing Board (hereinafter "the Board") of and on behalf of the Orcutt Union School District (hereinafter "the District") and Susan Salucci (hereinafter "the Assistant Superintendent"), collectively referred to as "the Parties."

**1. TERM**

The term of this Agreement is from July 1, 2021 through June 30, 2025.

**2. QUALIFICATIONS AND EMPLOYMENT STATUS**

The Assistant Superintendent of Human Resources (hereinafter "Assistant Superintendent") warrants and represents that she currently possesses an administrative credential issued by the State of California, and that such credential has not been suspended or revoked. Any suspension or revocation of such administrative credential shall constitute cause for termination of this Agreement.

The Assistant Superintendent shall not become a permanent employee in the position of Assistant Superintendent. The Assistant Superintendent's employment rights and status shall be determined solely by this Agreement and California law that does not conflict with the terms hereof.

**3. POWERS AND DUTIES**

The Assistant Superintendent is hereby employed as the human resources officer of the District. The Assistant Superintendent shall have the powers and duties set forth in the position description adopted by the Board, which is described as follows:

- A. The Assistant Superintendent shall effectively and competently do and perform the duties as the Human Resources Officer for the Orcutt Union School District subject to provisions established by law and the policies set by the Board of Trustees.
- B. The Assistant Superintendent is responsible for the management of all human resource functions of the District.
- C. The Assistant Superintendent is responsible for administrative oversight of the Human Resources Department. The position shall answer directly to the District Superintendent.

**4. EVALUATION**

The Assistant Superintendent reports to the Superintendent and shall be evaluated in writing once each year. The evaluation shall be based on mutually agreed upon written goals and objectives, the current position description, applicable Board Policies, and California law.

## 5. **COMPENSATION**

The Assistant Superintendent's base annual salary, effective July 1, 2021, shall be pursuant to the salary schedule below and shall be paid in twelve equal monthly installments minus any applicable state and federal taxes or other withholding according to the District's regular payroll practices. This annual base salary amount includes recognition for years of service in the position, any graduate degrees and other certifications and licenses, workdays, vacation, and holidays. The annual salary shall be prorated for less than a year of employment. Generally, all other District employees are paid based upon on a salary schedule that provides an annual step increase in salary each year and in some cases column movement for levels of education. Consistent with that, the salary schedule below will apply to the term of this contract. The Assistant Superintendent will be placed in Column 2, on Step 5, reflecting her education level and years of experience beginning July 1, 2021.

Step	RANGE		
	A	B	C
1	\$137,722	\$140,834	\$144,073
2	\$141,853	\$145,191	\$148,530
3	\$146,108	\$149,546	\$152,986
4	\$150,491	\$154,033	\$157,576
5	\$155,005	\$158,654	\$162,302
6	\$158,880	\$162,619	\$166,359

### **Salary Classifications**

**Range A** Placement is based on a B.A./B.S. only

**Range B** Placement is based on a B.A./B.S. plus a Master's degree

**Range C** Placement is based on a Doctorate Degree

The Assistant Superintendent shall be entitled to longevity increases consistent with certificated management employees. After 16 years of service, \$3,200 annual salary increase; after 19 years, annual salary increase; \$4,600, after 22 years, \$6,000 annual salary increase; after 24 years, \$7,400 annual salary increase.

## 7. **HEALTH AND WELFARE AND OTHER BENEFITS**

The Assistant Superintendent shall be afforded at least all of the fringe benefits of employment which are granted to the District's management personnel, except as otherwise set forth in this Agreement. Such fringe benefits include, but are not limited to:

- The District shall provide term life insurance of not less than \$150,000.
- Payment of the Assistant Superintendent's membership dues for ACSA.
- The Assistant Superintendent shall receive health and welfare benefits consistent with those granted to similarly situated District senior management personnel.
- Retiree health benefits: The Assistant Superintendent, in her prior District position(s), qualified for retiree health benefits. The Assistant Superintendent shall be entitled to retirement health benefits the same as those granted to similarly situated District senior management personnel and consistent with her prior position in the District.

The Assistant Superintendent shall not be entitled to cash in lieu of any fringe benefits provided for in this section.

## **8. EXPENSE REIMBURSEMENT**

The District shall reimburse the Assistant Superintendent for all actual, necessary and reasonable expenses which are incurred within the scope of employment, pursuant to Board Policy 3350. The Assistant Superintendent shall provide expense records which the District normally requires for reimbursement. The Assistant Superintendent shall be responsible for providing her own automobile and appropriate levels of automobile insurance. Mileage reimbursement for District-related travel will be paid in accordance with Board Policy.

## **9. WORK YEAR AND VACATION**

The Assistant Superintendent is a 12-month employee and her annual salary is based on a full 12-month work year. The Assistant Superintendent's work year consists of 223 workdays, 23 vacation days and holidays consistent with those provided to classified employees and other management personnel. Each school year, the Assistant Superintendent shall accrue 23 days of annual vacation with pay, exclusive of holidays. Vacation shall accrue in equal increments on a monthly basis in accordance with District policy for full time employees.

The Assistant Superintendent shall take vacation during the year in which it is earned, unless the Superintendent gives written approval to carry over unused days. In no event shall the Assistant Superintendent accrue more than 20 days of paid vacation at one time.

Once the Assistant Superintendent has accrued 20 days of unused vacation, she shall be paid out at the end of a given school year on any accrued and unused vacation in excess of accrual cap earned but unused in that school year.

In the event of termination or expiration of this Agreement, the Assistant Superintendent shall be entitled to compensation for unused accrued vacation up to a maximum of 20 days at the then current salary rate divided by 261 days (262 during a leap year). The Assistant Superintendent is entitled to paid holidays as specified by California and/or federal law and District policy.

## **10. SICK LEAVE**

The Assistant Superintendent is entitled to 12 sick leave days per year. The Assistant Superintendent may also use personal necessity and business leave days in accordance with District policy for full time employees.

## **11. RENEWAL OF AGREEMENT**

Renewal of the contract for employment of the Assistant Superintendent shall take place no later than March 1, 2024 or 15 months prior to the expiration date of said contract. The Board shall inform the Assistant Superintendent, in writing, of its intent not to renew the agreement by the foregoing date. Absent such notice, the agreement shall automatically renew for a period of one year past the current expiration date. All Sections of this Agreement shall be subject to review no later than the month prior to renewal.

## **12. TERMINATION OF AGREEMENT**

The Board may terminate this Agreement at any time during the term hereof in the event of a material breach thereof by the Assistant Superintendent. In the event of termination as a result of a material breach by the Assistant Superintendent, the Assistant Superintendent shall not be entitled to any salary pursuant to or as a result of termination.

Upon ninety (90) days prior written notice, the Board may terminate this Agreement at its discretion at any time during the term hereof. In no case, upon termination of this Agreement, shall the maximum cash settlement exceed an amount equal to the monthly salary of the Assistant Superintendent multiplied by the number of months left on the unexpired term of this Agreement; however, if the unexpired term of this Agreement is greater than eighteen (18) months, the maximum cash settlement shall not exceed an amount equal to the monthly salary of the Assistant Superintendent multiplied by eighteen (18). No other or additional non-cash settlement may be agreed to, except that health benefits may be continued at the option of the Assistant Superintendent, limited to the same time restrictions as for a cash settlement, or until new employment is found, whichever occurs first.

Notwithstanding any other provisions of this Agreement the Assistant Superintendent shall have the option to terminate this Agreement during the term hereof by providing the Board with a written notice of intent to terminate. This notice shall be provided no less than ninety (90) days prior to said termination date. The Assistant Superintendent and Board may mutually agree to a termination notice of less than ninety (90) days.

### **Modification to Agreement**

This Agreement may be modified at any time with the mutual written consent of the parties.

### **Execution of Agreement**

In witness herein we affix our signatures to the Agreement as the full and complete understanding between the parties.

Dated this 4<sup>th</sup> day of November 2020

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Clerk, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

## **BOARD OF TRUSTEES**

SHAUN HENDERSON

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HOLLY EDDS, Ed.D.

*District Superintendent*

JANET BERTOLDI

*Interim*

*Assistant Superintendent*

SUSAN SALUCCI

*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D.  
Superintendent

BOARD MEETING DATE: November 4, 2020

BOARD AGENDA ITEM: Governance Handbook

BACKGROUND: On August 7, 2020, Orcutt Union School District Board of Trustees and Superintendent participated in a workshop on Effective Governance with a trainer from the Leadership Associates. Revisions were made to update the Mission, Vision and Goals of the District that were approved at the April 9, 2020 Board Meeting. After discussion and input, there were also revisions made to framework for effective governance and includes highlights of conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students. Additional revisions have since been proposed and are included in this latest version regarding communication and direction to staff to clarify expectations for the Board, Superintendent and Staff.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Governance Handbook, as submitted.

FUNDING: Not applicable



## Orcutt Union School District Governance Handbook

November 4, 2020

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### Board of Trustees

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Liz Phillips, President

Melanie Waffle, Clerk

Mark Steller, Member

Shaun Henderson, Member

Lisa Morinini, Member

### Superintendent

---

Holly Edds

<b>EFFECTIVE GOVERNANCE</b>
Unity of Purpose, Roles, Responsibilities, Norms and Protocols
<i>This document reflects the governance team's work on the creation of a framework for effective governance. This process involves <b>ongoing</b> discussions and agreements about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.</i>



*On August 7, 2020, Orcutt Union School District Board of Trustees and Superintendent participated in workshops on Effective Governance. This document reflects the governance team’s discussions about developing and sustaining a framework for effective governance and includes highlights of their conversation about unity of purpose, roles, norms and protocols that enable the governance team to continue to perform its responsibilities in a way that best serves all students.*

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## **UNITY OF PURPOSE**

*Unity of purpose is the common focus, overarching goals, and the core values, beliefs and principles governing body members share in common about children, the district and public education*

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## **UNITY OF PURPOSE**

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### **We Believe that a Strong Governance Team is One...**

- Where Team member's respects each other and the team, as a whole.
- In which every team member is committed to his/her role and to working as a team.
- Where everyone comes to meetings prepared and pays attention to the agenda.
- In which folks work as a team while allowing for individual perspectives.
- Where everyone keeps their focus on our vision and the purpose of the district.
- That provides leadership and works toward common goals.

## **UNITY OF PURPOSE**

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### **I Chose to Serve on this Governance Team, Because...**

- I believe in service above self.
  - Of the importance of educating youth
  - I wanted to give back to the community and district and continue to see our award winning district continue to go down the same path.
  - I love the School District and have always been a part of it.
  - We all have equity in the game.
  - I believe that my background and life experiences are of benefit to the District.
  - Kids come first!
-

## UNITY OF PURPOSE

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### What We Are Most Proud of About this District and Want to Preserve:

- That we are kid focused, our family atmosphere and collaborative decision making
- Our strong communication
- That we provide a strong academic program for our students in a safe, nurturing environment.
- Strong, respectful leadership that has been built year after year
- Strong messaging – We promote the culture of the district and make it desirable for families and teachers to be here.
- The Board is visible and approachable which leads to a family environment.
- We do well with interventions for students who need extra help.
- District change is minimal in comparison to other districts.
- Strong social media
- Our technology
- 21<sup>st</sup> Century classrooms
- Coming together as a team that puts kids first and communicates that message.
- Kids come first – we provide good stewardship even during bad times.
- The success of our charter schools
- What has been done with the budget - Flexibility with the money that we had.
- Advancement of learning opportunities
- Maintaining high expectations for all – we expect students to meet those high expectation and educators to teach high expectations.

## UNITY OF PURPOSE

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### What We Hope to Accomplish as a Team...

- Being a team.
- Continuing to advance technology
- Having the district and community become more involved with each other.
- Staying focused on our goals and continuing the excellence
- Maintaining the focus on putting children first; focusing on programs that help them prepare for their future – addressing the ‘whole child.’”
- Appreciating and supporting the staff
- Transparency and stability

## **Our Mission**

Students at Orcutt Union School District come first. Our mission is to safely nurture, educate, inspire, and empower our students to successfully navigate and thrive in an ever changing world.

## **Our Vision**

As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative, and inclusive culture.

## **Our Goals**

### **High Quality Instruction**

We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.

### **Future Ready**

We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready, and thrive in a global society.

### **Professional Development & Wellness**

We will provide our staff inspiring, relevant, and meaningful, learning and wellness opportunities in a safe supportive environment, to prepare for the ever-changing needs of our district.

### **Whole Child Approach**

We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### **Resources**

We will be good stewards of our resources and pursue new avenues to support the goals of our district.

## **GAINING CLARITY ON ROLES AND RESPONSIBILITIES**

### **The Role of the Board and Superintendent - CSBA:**

School board “trustees” are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The role of the School Board is to govern the school district.

The superintendent is hired by the school board to provide the professional expertise in the day-to-day operations of the district. The role of the Superintendent is:

1. To work with the school board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.

### **Performing Board Responsibilities - CSBA:**

#### **We Set the Direction for the Community’s Schools by:**

- Focusing on student learning.
- Assessing district needs.
- Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate inclusive process is used to develop these documents.
- Ensuring that these documents are the driving force for all district efforts.

#### **We establish an effective and efficient Structure for the school district by:**

- Employing the superintendent.
- Setting policy for hiring of other personnel.
- Setting policies.
- Setting direction for and adopting the curriculum.
- Establishing budget priorities and adopting the budget.
- Overseeing facilities issues.
- Providing direction for and voting to accept collective bargaining agreements.

#### **We Provide Support through our behavior and actions by:**

- Acting with a professional demeanor that models the district’s beliefs and vision.
- Making decisions and providing resources that support mutually agreed upon priorities and goals.
- Upholding board approved district policies.
- Ensuring a positive personnel climate exists.
- Being knowledgeable about district efforts and able to explain them to the public.

**We Ensure Accountability to the Public by:**

- Evaluating the superintendent.
- Monitoring, reviewing and revising policies.
- Serving as a judicial and appeals body.
- Monitoring student achievement and program effectiveness and requiring program changes as indicated.
- Monitoring and adjusting district finances.
- Reviewing facilities issues.
- Monitoring the collective bargaining process.

**We Act as Community Leaders by:**

- Speaking with a common voice about district priorities, goals and issues.
  - Engaging and involving the community in district schools and activities.
  - Communicating clear information about policies, programs and fiscal conditions of the district.
  - Educating the community and the media about issues facing the district and public education.
  - Advocating for children, district programs and public education to the general public, community, and local, state and national leaders.
-

# **Orcutt Union School District Governance Team**

## **AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP**

### **Governance Team Norms and Protocols:**

The Board of Education for the Orcutt Union School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public's interest in the schools, and to ensure that a high-quality education is provided to each student. To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors or norms, and operating procedures or protocols, support consistent behavior and actions among team members. The purpose of the Orcutt Union SD governance team agreements is to ensure that a positive and productive working relationship exists among board members, the superintendent, district staff, students, and the community. Norms and protocols are developed for and by the members of the governance team and may be modified over time as needed.

### *Our Agreements to Facilitate Governance Leadership:*

## **Norms**

**Our Governance Team wishes to create a culture that models**

...

- **Commitment to the district and to the work:**
  - **Preparing for and attending meetings**
  - **Attendance –ensuring that there is a quorum**
  - **Being at schools and school events**
- **Flexibility – working with the entire group to represent the Board and respond to the need for special meetings.**
- **Open, honest communication**
- **Agreeing to disagree without hard feelings**
- **Demonstrating respect for one another**
- **Taking the time to get to know each other**
- **Thinking through items before bringing them forth in open session**

To this end, we have adopted the following meeting guidelines:

## **Meeting Guidelines**

- We will keep our focus on the best interest of our students.
- We will stay focused on our goals and avoid getting sidetracked from the agenda.
- We will wait to speak until a team member has finished talking.
- Everyone's opinions count; we will be open to the ideas of others.
- We will build upon the ideas of others and look for common ground. We will paraphrase for understanding.
- Each member will take responsibility for the work of the team. We will each be responsible for the success of the meeting – participate equally and address concerns.
- We will respect differences and show respect.
- We will respect the recommendations, logic and guidance of the staff.
- We will come to meetings prepared, ask questions in advance and not put staff on the spot.
- We will work toward the future – learning from the past.
- We will come to meetings with an open mind.



# ORCUTT UNION SCHOOL DISTRICT

## Protocols

### STRUCTURE AND PROCESS

Effective Governance Teams discuss and agree upon the formal structures and processes, or protocols, used by the Board and Superintendent in their functioning as a team. These structures and processes guide the operation of the Governance Team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

The following protocols were developed by the Governance Team.

#### *Protocols to Facilitate Governance Leadership:*

	<b>Confidentiality</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties.</li></ul>
<b>Protocol</b>	<ul style="list-style-type: none"><li>• All trustees will strive to maintain the public's trust by not breaching confidentiality including all information from closed session</li><li>• A trustee who inadvertently or accidentally violates a confidential issue, will take immediate responsibility for correcting the action and notifying the superintendent and/or president of the board.</li></ul>

	<b>Receiving Community or Staff Concerns and/or Complaints</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• Board members want to be accessible, responsive, consistent and fair in dealings with complaints and concerns from the community and staff.</li><li>• The board values open communication and timely resolution of issues.</li></ul>
<b>Protocol</b>	<p>When approached with an issue or concern, trustees agree to:</p> <ul style="list-style-type: none"><li>• Listen openly, being careful to remain neutral, except when the issue is one that may come before us in our judicial role (personnel issues and student discipline). That information will be shared with the entire Board at the appropriate place and time - during the hearing. In that case, we will explain to the complainant that listening to their concern will require us to recuse ourselves when the matter does come before the</li></ul>

	<p>Board, much the same way that a juror would be removed from the jury box for hearing evidence outside the courtroom during a trial.</p> <ul style="list-style-type: none"> <li>• Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern.</li> <li>• Encourage addressing this with the person who can most directly help with their concern, e.g. teacher, principal, superintendent.</li> <li>• Trustees will notify the superintendent of the issue or concern, as appropriate.</li> </ul>
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	<b>Requesting Information from Staff</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Critical to the ability of trustees to make informed decisions is timely access to information.</li> <li>• The superintendent wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time. Staff includes both district and site level leadership.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• Trustees will always include the superintendent when asking questions or requesting additional information on board meeting agenda items, as well as other district operational matters.</li> <li>• The superintendent will ensure timely responses to requests and will provide the information or direct trustees to the correct source if the requested information could be used in decision making. The superintendent will distribute answers to all trustees.</li> <li>• If a request for information would take a significant amount of staff time to complete, the request will be brought to the board to decide whether to support the request.</li> </ul>

	<b>Role of the Board President and Agenda setting</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The board has an obligation to set an example of good government in action for the community.</li> <li>• The board intends for meetings to proceed professionally, efficiently and effectively.</li> <li>• The board president sets the tone and shapes the public's perception of the school board.</li> <li>• Each board member must have the opportunity to express his or her viewpoint during board deliberation.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>• The board president should meet with the superintendent at least once a month to develop the board meeting agenda.</li> <li>• Board members wishing to place topics on the board agenda will forward them to the board president for discussion with the superintendent at agenda setting meetings.</li> <li>• The board president facilitates the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task and moving forward. The board president will</li> </ul>

	<p>model the tone and manner the board wishes to convey to the community.</p> <ul style="list-style-type: none"> <li>Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board.</li> <li>The board president serves as the primary spokesperson for the board.</li> <li>The board president position will be determined annually through a rotation process.</li> <li>Direction to the Superintendent/staff shall be at the request of the board, individual board members do not have the authority to direct superintendent/staff work.</li> </ul>
<b>Visiting Schools and School Events</b>	
<b>Rationale</b>	<ul style="list-style-type: none"> <li>The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs.</li> <li>Visiting schools provides the opportunity to show appreciation and recognize staff for their work.</li> <li>Site visits are not meant to be evaluative in nature or disruptive to classroom instruction.</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>Board members will have access to the school calendars and are encouraged to visit schools and attend school events.</li> <li>Site visits will be arranged through the Superintendent, who will accompany Board Members on their visits.</li> <li>The principal or assistant principal will accompany trustees on classroom visits.</li> <li>The superintendent will ensure that staff is aware of the process and protocols for trustees visiting the classrooms.</li> <li>It is understood that Board members share with the Superintendent, any concerns or issues brought up during a “Board Walk”.</li> <li>Zoom classroom session visitations by Board members will be arranged by the site principal</li> </ul>

	<b>Communication</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>The board wants to communicate a consistent message and common vision to the community</li> </ul>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>When contacted by the media, board members will refer the media to the board president, and/or the superintendent.</li> <li>The Superintendent is the spokesperson for the district and the Board President is the spokesperson for the board.</li> <li>If the press contacts the district office or superintendent, the board will be notified, as necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• School board members should always conduct themselves online in a manner that reflects well of the school board and school district.</li> <li>• When speaking publicly or posting on social media, a board member shall clarify that he/she is speaking as an individual, and not as an official school board member.</li> <li>• School board members shall refrain from deliberating board business online. The use of social media by board members to discuss board business among themselves is prohibited, including indicating approval such as a “like”.</li> <li>• A school board member shall not post statements that make it appear that he/she has already formed an opinion on matters pending school board approval.</li> <li>• In light of the sensitivity of many school board matters and the risk of inadvertent disclosure of confidential materials, school board members should limit the use of social media to sharing content already released to the public by the school district.</li> <li>• Decisions on matters before the board shall be based on fact rather than supposition, opinion or public favor.</li> <li>• Any communication, including social media posts, that were used in the transaction of official business are subject to retention. Correspondence or posts about district business must be retained if the content goes beyond simply sharing existing district content (like a link to the district website) or routine correspondence (such as the date, time, and location of the next board meeting)</li> <li>• Response to written correspondence (including e-mail) shall be sent by the Board President or Superintendent on behalf of the Board.</li> </ul>
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<b>Welcoming/Orienting New Board Members</b>	
<b>Rationale</b>	<p><b><u>We believe:</u></b></p> <ul style="list-style-type: none"> <li>• New board members should feel welcomed and have opportunities to get to know other members of the governance team.</li> <li>• It is important to have opportunities to” heal any wounds” from the election process.</li> <li>• New board members need educational support and training from the governance team and outside sources (i.e., CSBA Institute for New and First Term Board Members).</li> <li>• New board members need to learn about the district and understand the district’s vision, purpose and culture.</li> <li>• New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together.</li> </ul>
<b>Protocol</b>	<p><b><u>We Agree that:</u></b></p> <ul style="list-style-type: none"> <li>• Prior to the election an orientation will be held for all School Board Candidates. At this meeting the following information/items will be shared with potential new Board Members:</li> </ul>

## Welcoming/Orienting New Board Members

- Information about the district
  - School governance and the role of the Board
  - The Orcutt Union SD Governance Handbook
  - CSBA Professional Governance Standards
  - The history and traditions of Orcutt Union SD
- Board candidates will be informed about the dates of the CSBA Annual Conference – and hotel reservations and registration for the New Board Member Orientation and the Annual Conference will be arranged for all new board members.
- A veteran board member (s) and/or the Superintendent will attend the New Board Member Orientation with new board members.
- The board will select a “board mentor” to provide support for the new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities. Mentors may be current or former board members.
- The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations.
- Each seated board member will arrange a time to have an informal meeting with each new board member as soon as possible after the election (i.e., coffee or lunch, etc.).
- The whole governance team will participate in a District New Board Member Orientation and a CSBA “Good Beginnings” workshop following the installation of new members. The orientation will include but not be limited to discussions of:
  - District Vision, Mission and Goals
  - Key District Personnel
  - District Operations
  - Special District Projects or Programs
  - Current Issues Facing the District
  - Governance Team Operations
    - Board Bylaws (9000 Series of the Policy Manual)
    - Governance Handbook
- New board members will be encouraged to attend the CSBA Brown Act Workshop, the Institute for New and First Term Board Members and/or the Masters in Governance program. The Board President and/or Superintendent will accompany new Board Members to various workshops.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Orcutt Union School District Board of Education, Superintendent, staff, students and the community. We shall renew this document annually.

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 2020

\_\_\_\_\_  
Liz Phillips, Board President

\_\_\_\_\_  
Melanie Waffle, Clerk

\_\_\_\_\_  
Mark Steller, Trustee

\_\_\_\_\_  
Shaun Henderson, Trustee

\_\_\_\_\_  
Lisa Morinini, Trustee

\_\_\_\_\_  
Dr. Holly Edds, Superintendent



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

## **BOARD OF TRUSTEES**

SHAUN HENDERSON  
LISA MORININI  
LIZ PHILLIPS  
MARK STELLER  
MELANIE WAFFLE

HOLLY EDDS, Ed.D.  
*District Superintendent*  
JANET BERTOLDI  
*Interim*  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D.  
Superintendent

BOARD MEETING DATE: November 4, 2020

BOARD AGENDA ITEM: Board Bylaw 9010 Public Statements

BACKGROUND: Policy updated to align with current CSBA recommendations.

RECOMMENDATION: It is recommended that the Board of Trustees accept the revisions to Board Bylaw 9010.

FUNDING: No funding implications

## Board Bylaws

### PUBLIC STATEMENTS

The Board of Trustees recognizes the rights of Board members **in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate in positions and to abide by established protocols.** ~~and encourages open discussion of issues during the Board meeting. The Board believes that effective Board members have a responsibility to express themselves, whether in agreement or disagreement with the Board majority, in ways that promote the Board's ability to govern the district.~~

**All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.**

~~When speaking to community groups, the media, or other members of the public, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.~~

~~(cf. 1100 – Communication with the Public)~~

~~(cf. 1112 – Media Relations)~~

~~All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.~~

~~(cf. 2110 – Superintendent Responsibilities and Duties)~~

~~(cf. 9121 – President)~~

~~(cf. 9200 – Limits of Board Member Authority)~~

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board. (Government Code 54963)

(cf. 9005 – Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)



When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 1340 - Access to District Records)

(cf. 9012 - Board Member Electronic Communications)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

54963 Confidential information in closed session

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Bylaw Adopted: ~~11/13/2013~~ 12/9/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



# ORCUTT Union School District

*Where a Dedicated Staff Means Kids Come First*

## **BOARD OF TRUSTEES**

SHAUN HENDERSON  
LISA MORININI  
LIZ PHILLIPS  
MARK STELLER  
MELANIE WAFFLE

HOLLY EDDS, Ed.D.  
*District Superintendent*  
JANET BERTOLDI  
*Interim*  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*

TO: Board of Trustees

FROM: Holly Edds, Ed.D.  
Superintendent

BOARD MEETING DATE: November 4, 2020

BOARD AGENDA ITEM: BP 1114 District-Sponsored Social Media

BACKGROUND: Policy updated to align with current CSBA recommendations.

RECOMMENDATION: It is recommended that the Board of Trustees accept the revisions to BP 1114.

FUNDING: No funding implications

**Community Relations**

The ~~Governing~~ Board **of Trustees** recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

(cf. 0000 - Vision)  
(cf. 0440 - District Technology Plan)  
(cf. 1100 - Communication with the Public)  
(cf. 1112 - Media Relations)  
(cf. 1113 - District and School Web Sites)  
(cf. 6020 - Parent Involvement)  
(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

**Guidelines for Content**

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

(cf. 5131 - Conduct)

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

**Community Relations**

(cf. 4040 - Employee Use of Technology)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 6163.4 - Student Use of Technology)

Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

(cf. 1340 - Access to District Records)  
(cf. 9012 - Board Member Electronic Communications)

**Privacy**

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 - District and School Web Sites, shall also apply to official district social media platforms.

(cf. 5125.1 - Release of Directory Information)

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5022 - Student and Family Privacy Rights)  
(cf. 5125 - Student Records)

**Legal Reference:**

**EDUCATION CODE**

32261 School safety, definitions of bullying and electronic act

35182.5 Contracts for advertising

**EDUCATION CODE**

32261 School safety, definitions of bullying and electronic act

35182.5 Contracts for advertising

48900 Grounds for suspension and expulsion

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

## **District-Sponsored Social Media**

BP 1114(c)

### **Community Relations**

49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

#### **GOVERNMENT CODE**

3307.5 Publishing identity of public safety officers

6250-6270 Public Records Act, especially:

6254.21 Publishing addresses and phone numbers of officials

6254.24 Definition of public safety official

54952.2 Brown Act, definition of meeting

#### **UNITED STATES CODE, TITLE 17**

101-1101 Federal copyright law

#### **UNITED STATES CODE, TITLE 20**

1232g Federal Family Educational Rights and Privacy Act

#### **UNITED STATES CODE, TITLE 29**

157 Employee rights to engage in concerted, protected activity

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy

#### **COURT DECISIONS**

Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275

Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37

Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853

#### **NATIONAL LABOR RELATIONS BOARD DECISIONS**

18-CA-19081 Sears Holdings, December 4, 2009

#### **Management Resources:**

##### **FACEBOOK PUBLICATIONS**

Facebook for Educators Guide, 2011

##### **WEB SITES**

CSBA: <http://www.csba.org>

California School Public Relations Association: <http://www.calspra.org>

Facebook in Education: <http://www.facebook.com/education>

Facebook for Educators: <http://facebookforeducators.org>

Facebook, privacy resources: <http://www.facebook.com/fbprivacy>

Adopted: ~~05-08-19~~ 12/9/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, CA



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Holly Edds, Ed.D.

**FROM:** Janet Bertoldi, Interim Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** November 4, 2020

**BOARD AGENDA ITEM:** School Plans for Student Achievement for Orcutt Junior High School, Patterson Road, Pine Grove, and Ralph Dunlap

**BACKGROUND:** In 2001, the California Legislature amended the planning requirement for schools that participate in state and federal categorical programs. These changes streamline the planning process and consolidate the plans for all categorical funds expended at each school site under the umbrella of the plan. These plans are revised annually by each school site council.

**RECOMMENDATION:** This evening the School Site Plans for Student Achievement for Orcutt Junior High School, Patterson Road, Pine Grove, and Ralph Dunlap are submitted for board approval as required in California statute. Staff recommends these be approved as submitted.

**FUNDING:** There are no funding implications.

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Patterson Road Elementary School
<b>Address</b>	400 Patterson Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045793
<b>Principal</b>	Julie Kozel
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 26, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 26, 2020
<b>Local Board Approval Date</b>	November 4, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Mission:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

## Vision:

At Patterson Road School we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for individuals' success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement, and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2020-21 school year, Patterson Road School is continuing to focus on High Quality First Instruction for all students and all sub-groups.

This High Quality First Instruction includes the Instructional Focus Areas listed below:

**\*\*Continue implementation of the district adopted Common Core English Language Arts Curriculum. Focus in ELA will include:**

**\*Focus on writing mechanics, structure and genre, and writing across content areas utilizing Wonders Curriculum and District Writing Binders.**

**\*Utilizing Tier 1 PLC to structure ELA curriculum across grade levels and pacing standards for each grade level.**

**\*\*Continue implementation of the district adopted Common Core Math Curriculum. Focus in Math will include:**

**\*Focus on building number sense, using manipulatives, practicing problem solving techniques, and building academic vocabulary.**

**\*Utilizing Tier 1 PLC to structure Math curriculum across grade levels and pacing standards for each grade level.**

**\*\*Continue and expand implementation of a Multi-Tiered System of Supports (MTSS) -- Universal screening for ELA and Math, intervention for ELA and Math, and bi-weekly Progress Monitoring with flexible intervention grouping.**

# School Profile

The Orcutt Union School District's Mission is as follows: Opportunities for learning are limitless. The Orcutt Union School District's mission is to nurture, educate, empower, and inspire our children to successfully navigate and thrive in an ever changing world.

Patterson Road Elementary School is located in the northern region of Santa Barbara County and serves students in grades kindergarten through six following a traditional calendar. For the 2020-2021 school year, 565 students are enrolled, including 12.4% in special education, 7.6% classified as English Language Learners, and 35.2% socioeconomically disadvantaged.

Patterson Road parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, school newsletters, the school website, and the ParentSquare on-line program.

Opportunities to serve on committees at Patterson Road School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Patterson Road School families are encouraged to participate in the following school activities throughout the year: Back to School Night, Spring Festival, Family "Fun" Nights, Open House, Book Fairs, Jog-A-Thon Fun run, Family Movie

Nights, Family Bingo Night, and other assorted PTA activities. Parents also are invited to attend the academic activities of parent education nights, Parent Teacher Conferences (twice per year), Back to School night (Fall) and Open House (Spring).

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:  
09/14/2020  
10/19/2020

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/19/2020 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan, relevant data, and school goals

10/26/2020-Met with SSC to review final draft of SPSA and approve completed plan to be forwarded for School Board approval

10/27/2020 - Met with PTA to share school site goals and proposed SPSA

11/2/2020 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.08%	1.08%	1.09%	7	7	7
African American	1.23%	1.08%	0.93%	8	7	6
Asian	0.92%	0.93%	1.09%	6	6	7
Filipino	0.31%	0.31%	0.62%	2	2	4
Hispanic/Latino	45.69%	46.76%	43.15%	297	303	277
Pacific Islander	%	%	0%			0
White	40.00%	39.35%	42.06%	260	255	270
Multiple/No Response	2.00%	2.16%	8.1%	13	14	19
Total Enrollment				650	648	642

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	68	95
Grade 1	89	91	77
Grade 2	85	94	83
Grade3	81	92	91
Grade 4	120	82	93
Grade 5	102	118	84
Grade 6	92	103	119
Total Enrollment	650	648	642

### Conclusions based on this data:

1. Overall enrollment has remained relatively steady with fluctuations between grade levels.
2. The largest student subgroup is Hispanic/Latino.
3. The second largest student subgroup is White.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	76	73	54	11.7%	11.3%	8.4%
Fluent English Proficient (FEP)	11	13	19	1.7%	2.0%	3.0%
Reclassified Fluent English Proficient (RFEP)	3	2	11	3.4%	2.6%	15.1%

### Conclusions based on this data:

1. The percentage of English Learners (EL) has decreased over three years.
2. The percentage of Fluent English Proficient (FEP) students has increased over three years.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	114	83	88	113	79	88	113	79	88	99.1	95.2	100
Grade 4	97	121	85	97	118	83	97	118	83	100	97.5	97.6
Grade 5	91	102	119	86	102	119	86	102	119	94.5	100	100
Grade 6	131	91	102	123	87	102	123	87	102	93.9	95.6	100
All Grades	433	397	394	419	386	392	419	386	392	96.8	97.2	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2396.2	2439.6	2445.6	12.39	34.18	28.41	15.93	21.52	30.68	31.86	26.58	25.00	39.82	17.72	15.91
Grade 4	2454.8	2440.1	2454.2	23.71	16.95	22.89	24.74	20.34	26.51	15.46	24.58	12.05	36.08	38.14	38.55
Grade 5	2475.6	2486.6	2499.3	9.30	22.55	22.69	32.56	23.53	31.93	29.07	16.67	18.49	29.07	37.25	26.89
Grade 6	2543.9	2515.1	2527.5	18.70	17.24	24.51	39.84	34.48	28.43	24.39	20.69	15.69	17.07	27.59	31.37
All Grades	N/A	N/A	N/A	16.23	22.02	24.49	28.40	24.61	29.59	25.30	22.02	17.86	30.07	31.35	28.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.04	26.58	23.86	37.17	46.84	50.00	47.79	26.58	26.14
Grade 4	25.77	18.64	20.48	41.24	41.53	42.17	32.99	39.83	37.35
Grade 5	18.60	23.53	26.05	51.16	38.24	51.26	30.23	38.24	22.69
Grade 6	26.83	20.69	25.49	48.78	43.68	36.27	24.39	35.63	38.24
All Grades	21.72	22.02	24.23	44.39	42.23	45.15	33.89	35.75	30.61

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.93	34.18	28.41	48.67	44.30	52.27	35.40	21.52	19.32
Grade 4	22.68	19.49	22.89	45.36	39.83	48.19	31.96	40.68	28.92
Grade 5	18.60	29.41	34.45	46.51	39.22	40.34	34.88	31.37	25.21
Grade 6	26.83	22.99	25.49	52.85	48.28	55.88	20.33	28.74	18.63
All Grades	21.24	25.91	28.32	48.69	42.49	48.72	30.07	31.61	22.96

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.93	20.25	23.86	62.83	64.56	68.18	21.24	15.19	7.95
Grade 4	15.46	11.86	21.69	56.70	75.42	56.63	27.84	12.71	21.69
Grade 5	22.09	21.57	17.65	51.16	54.90	58.82	26.74	23.53	23.53
Grade 6	30.08	18.39	22.55	57.72	55.17	50.98	12.20	26.44	26.47
All Grades	21.24	17.62	21.17	57.52	63.21	58.42	21.24	19.17	20.41

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.39	35.44	26.14	53.98	44.30	60.23	33.63	20.25	13.64
Grade 4	21.65	22.03	21.69	47.42	46.61	42.17	30.93	31.36	36.14
Grade 5	20.93	26.47	21.85	51.16	44.12	52.10	27.91	29.41	26.05
Grade 6	28.46	27.59	31.37	53.66	48.28	42.16	17.89	24.14	26.47
All Grades	21.00	27.20	25.26	51.79	45.85	49.23	27.21	26.94	25.51

#### Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the three year period (2016-2019).  
  
The CAASPP assessment was not administered in Spring 2019 due to school closure (COVID-19 pandemic).
2. Analysis of CAASPP ELA results from 2016-2019 shows an overall increase in percentage of students who scored Standard Not Met in grades 4th and 6th over the four year period (2016-2019).
3. Analysis of CAASPP ELA results from 2016-2019 shows an decrease in percentage of students who scored Exceeded Standard in 4th grade over the four year period (2016-2019). Although it was a decrease, the number has remained relatively stable( 24% in 2016 and 23% in 2019).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	114	83	88	112	79	88	112	79	88	98.2	95.2	100
Grade 4	97	121	85	97	119	83	97	119	83	100	98.3	97.6
Grade 5	91	102	119	86	102	119	86	102	119	94.5	100	100
Grade 6	131	91	102	122	87	102	121	87	102	93.1	95.6	100
All Grades	433	397	394	417	387	392	416	387	392	96.3	97.5	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.2	2424.0	2426.9	5.36	20.25	11.36	25.00	27.85	36.36	32.14	18.99	27.27	37.50	32.91	25.00
Grade 4	2453.7	2447.6	2449.4	13.40	8.40	15.66	19.59	30.25	20.48	38.14	30.25	28.92	28.87	31.09	34.94
Grade 5	2467.8	2478.6	2486.7	10.47	19.61	21.01	13.95	11.76	15.13	39.53	31.37	23.53	36.05	37.25	40.34
Grade 6	2529.1	2505.6	2523.3	16.53	13.79	31.37	27.27	24.14	19.61	33.06	34.48	19.61	23.14	27.59	29.41
All Grades	N/A	N/A	N/A	11.54	14.99	20.41	22.12	23.51	22.19	35.34	29.20	24.49	31.01	32.30	32.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.71	35.44	27.27	41.07	24.05	38.64	48.21	40.51	34.09
Grade 4	20.62	21.85	25.30	36.08	28.57	25.30	43.30	49.58	49.40
Grade 5	17.44	20.59	29.41	32.56	32.35	21.01	50.00	47.06	49.58
Grade 6	20.66	19.54	40.20	51.24	41.38	24.51	28.10	39.08	35.29
All Grades	17.31	23.77	30.87	41.11	31.52	26.79	41.59	44.70	42.35



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.96	27.85	27.27	55.36	41.77	42.05	27.68	30.38	30.68
Grade 4	14.43	14.29	24.10	54.64	47.06	40.96	30.93	38.66	34.94
Grade 5	10.47	19.61	18.49	47.67	35.29	38.66	41.86	45.10	42.86
Grade 6	18.18	16.09	31.37	51.24	55.17	36.27	30.58	28.74	32.35
All Grades	15.38	18.86	25.00	52.40	44.70	39.29	32.21	36.43	35.71

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.93	25.32	20.45	50.89	43.04	64.77	40.18	31.65	14.77
Grade 4	20.62	15.97	20.48	40.21	42.86	39.76	39.18	41.18	39.76
Grade 5	13.95	15.69	12.61	45.35	38.24	50.42	40.70	46.08	36.97
Grade 6	19.83	13.79	26.47	50.41	58.62	38.24	29.75	27.59	35.29
All Grades	15.87	17.31	19.64	47.12	45.22	48.21	37.02	37.47	32.14

**Conclusions based on this data:**

1. Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard in 3rd, 4th, 5th, and 6th grade over the three year period (2016-2019)  
  
The CAASPP assessment was not administered in Spring 2019 due to school closure (COVID-19 pandemic)
2. Analysis of CAASPP Math results from 2016-2019 shows an increase in percentage of students who scored Standard Not Met in 4th and 5th grade over the three year period (2016-2019). This continues to be an area of need.
3. Analysis of CAASPP Math results from 2016-2019 shows an decrease in percentage of students who scored Standard Not Met in 3rd grade over the three year period (2016-2019).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	8
Grade 4	1526.5	*	1541.7	*	1510.9	*	21	5
Grade 5	1514.0	1538.2	1513.5	1547.3	1513.9	1528.6	11	18
Grade 6	1548.3	1531.4	1563.3	1533.2	1533.0	1528.9	12	13
All Grades							77	60

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*	*	*	21	*
5	*	27.78	*	38.89	*	27.78		5.56	11	18
6	*	23.08	*	38.46		30.77	*	7.69	12	13
All Grades	41.56	18.33	33.77	43.33	16.88	30.00	*	8.33	77	60

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	71.43	*	*	*	*	*	*	*	21	*
5	*	55.56	*	27.78	*	11.11		5.56	11	18
6	*	38.46	*	46.15	*	7.69	*	7.69	12	13
All Grades	63.64	38.33	20.78	36.67	*	16.67	*	8.33	77	60

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*	*	*	21	*
5	*	0.00	*	27.78	*	61.11	*	11.11	11	18
6	*	7.69	*	30.77	*	23.08	*	38.46	12	13
All Grades	20.78	5.00	33.77	31.67	31.17	43.33	14.29	20.00	77	60

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	57.14	*	*	*	*	*	21	*
5	*	27.78	*	66.67	*	5.56	11	18
6	*	23.08	*	61.54	*	15.38	12	13
All Grades	62.34	23.33	27.27	66.67	*	10.00	77	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
4	76.19	*	*	*	*	*	21	*
5	*	83.33	*	11.11		5.56	11	18
6	*	53.85	*	46.15	*	0.00	12	13
All Grades	63.64	51.67	25.97	43.33	*	5.00	77	60

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	76.19	*	*	*	21	*
5		16.67	*	66.67	*	16.67	11	18
6	*	7.69	*	38.46	*	53.85	12	13
All Grades	22.08	8.33	51.95	61.67	25.97	30.00	77	60

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	76.19	*	*	*	21	*
5	*	5.56	*	88.89	*	5.56	11	18
6	*	23.08	*	53.85	*	23.08	12	13
All Grades	32.47	11.67	59.74	76.67	*	11.67	77	60

#### Conclusions based on this data:

1. The performance of English Learner students shows a relative strength in Oral Language--Listening and Speaking.
2. The performance of English Learner students shows an area of needed growth in Written Language--Writing and Reading.
3. The lowest percentage of level 4 scores is in the Reading Domain. The highest percentage of level 4 scores is in the Speaking Domain.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
648	40.3	11.3	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	11.3
Foster Youth	2	0.3
Homeless	7	1.1
Socioeconomically Disadvantaged	261	40.3
Students with Disabilities	79	12.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1
American Indian	7	1.1
Asian	6	0.9
Filipino	2	0.3
Hispanic	303	46.8
Two or More Races	54	8.3
White	255	39.4

### Conclusions based on this data:

1. There has been an increase of the Students with Disabilities population.
2. There has been a small decrease in the Socioeconomically Disadvantaged population. The Socioeconomically Disadvantaged is the largest student group.
3. The largest student group by race/ethnicity is the Hispanic student group.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

1. English Language Arts and Chronic Absenteeism are in the green range on the dashboard.
2. Math performance is in the yellow range on the dashboard.
3. The Suspension rate is the lowest on the dashboard (orange).

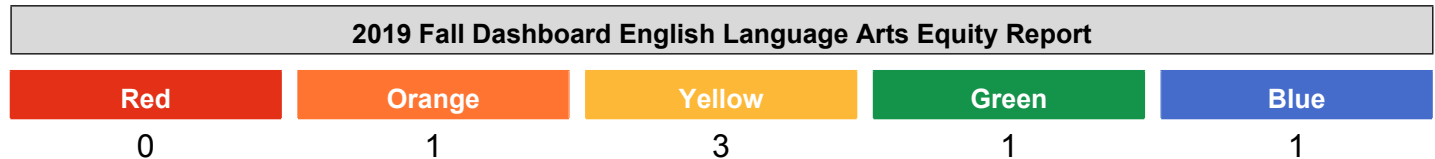
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 1 points below standard Increased ++14.3 points 383	<b>English Learners</b>  Yellow 33.4 points below standard Increased Significantly ++16.2 points 60	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Yellow 39.1 points below standard Increased ++12.4 points 164	<b>Students with Disabilities</b>  Orange 102.2 points below standard Increased Significantly ++27.4 points 70

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 26.7 points below standard Increased ++9 points 191	<b>Two or More Races</b>  Green 29.5 points above standard Maintained -0.1 points 31	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 26.2 points above standard Increased Significantly ++24.4 points 142

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 74.4 points below standard Declined -8.6 points 44	<b>Reclassified English Learners</b> 79.6 points above standard 16	<b>English Only</b> 4 points above standard Increased ++13.6 points 318
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#### Conclusions based on this data:

1. In the area of English Language Arts, growth was demonstrated by All Students (14.3 point increase) and all student groups: English Learners (16.2 point increase), Socioeconomically Disadvantaged (12.4 point increase), Students with Disabilities (27.4 point increase).
2. In the area of English Language Arts, performance of groups by Race/Ethnicity show all groups maintained or increased performance levels: Hispanic (increased 9 points), Two or more races (maintained 0.1 decrease), White (24.2 point increase)
3. In the area of English Language Arts, performance on the dashboard shows no groups in the Red and only one group in orange (students with disabilities).



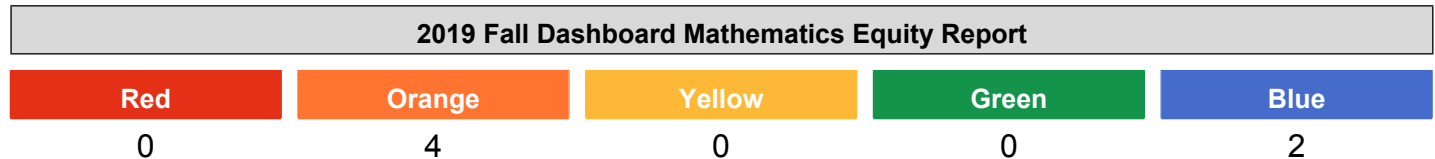
# School and Student Performance Data

## Academic Performance Mathematics







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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 27.9 points below standard Increased ++8.4 points 383	<b>English Learners</b>  Orange 70.4 points below standard Declined -10.2 points 60	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Orange 65.6 points below standard Maintained ++0.9 points 164	<b>Students with Disabilities</b>  Orange 142.3 points below standard Increased Significantly ++16.8 points 70

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 56.5 points below standard Maintained -2.5 points 191	<b>Two or More Races</b>  Blue 18.4 points above standard Increased Significantly ++22.7 points 31	<b>Pacific Islander</b>	<b>White</b>  Blue 0.1 points above standard Increased Significantly ++21.8 points 142

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 117.4 points below standard Declined Significantly -39.3 points 44	<b>Reclassified English Learners</b> 58.7 points above standard 16	<b>English Only</b> 20.7 points below standard Increased ++11.4 points 318
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#### Conclusions based on this data:

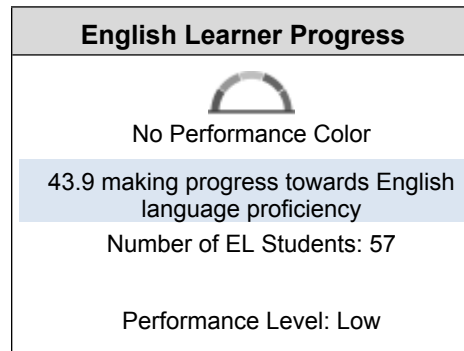
1. In the area of Math, growth was demonstrated by All Students (8.4 point increase) and Socioeconomically Disadvantaged (16.8 point increase).
2. In the area of Math, one group decreased overall--English Learners declined -10.2 points. (orange on dashboard).
3. In the area of Math, two groups maintained previous proficiency levels-- Hispanic (56.5 points below standard) and Socioeconomically Disadvantaged (65.6 points below standard)

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.5	31.5	7.0	36.8

#### Conclusions based on this data:

1. 75.4% of English Learners maintained level or progressed one level.
2. 24% of English Learners decreased a level.
3. 43.9% of English Learners are Level 4 or progressing at least one level.

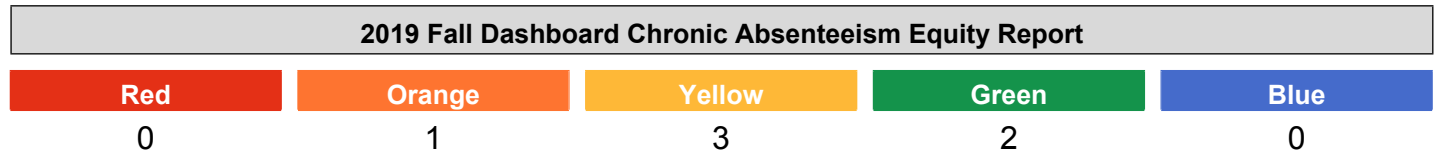
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 7 Declined -0.7 661	<b>English Learners</b>  Green 4.1 Declined -3.3 73	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Socioeconomically Disadvantaged</b>  Yellow 10.7 Declined -0.8 290	<b>Students with Disabilities</b>  Orange 14.6 Increased +2.2 96

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 7.5 Maintained -0.2 307	<b>Two or More Races</b>  Green 5.6 Declined -4.2 71	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Yellow 6.9 Maintained 0 261

### Conclusions based on this data:

1. Of the student groups, students with disabilities (96 students) have the highest rate of chronic absenteeism (14.6%).
2. Four groups improved (declined) in chronic absenteeism--AI Students (0.7 decline), English Learners (3.3 decline), Socioeconomically disadvantaged (0.8 decline), and two or more races (4.2 decline).
3. One group increased in chronic absenteeism-- Students with disabilities (2.2 increase)

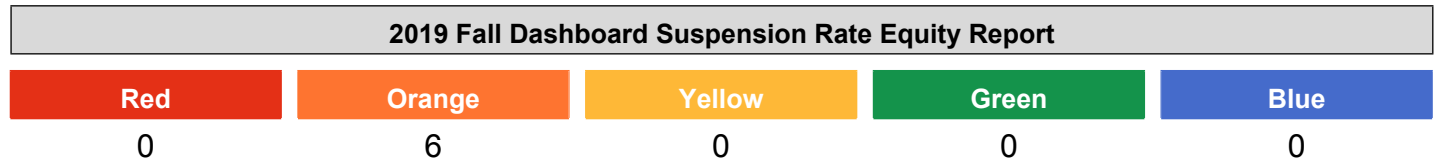
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.5 Increased +0.3 668	<b>English Learners</b>  Orange 1.3 Increased +1.3 76	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 9	<b>Socioeconomically Disadvantaged</b>  Orange 2.4 Increased +0.9 294	<b>Students with Disabilities</b>  Orange 5.2 Increased +5.2 96

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 7	<b>Asian</b>  No Performance Color Less than 11 Students - Data 7	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>  Orange 1.6 Increased +0.4 307	<b>Two or More Races</b>  Orange 1.4 Increased +1.4 71	<b>Pacific Islander</b>	<b>White</b>  Orange 1.5 Increased +0.4 267

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.5

#### Conclusions based on this data:

1. All student groups increased in suspension rate.
2. All student groups are in orange or red for suspension rate.
3. The overall suspension rate remained below 2%, but increased from 1.2 to 1.5.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2020 Acadience assessment for Kindergarten: Results from Spring 2020 NWEA results for 1st-2nd grade students. Results from Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>Goal for Spring 2020 Acadience assessment for Kindergarten: 80% at Core Instructional Level</p> <p>Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Reading assessment.</p> <p>Goal for Spring 2020 NWEA results for 1st-2nd grade students. 78% of students scoring in the top three categories ("Avg, HiAvg, Hi")</p> <p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups.</p> <p>Goal for Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2020: 58.8% Low SES - Goal for Spring 2020: 42.6% EL -- Goal for Spring 2020: 22.8% SWD -- Goal for Spring 2020: 20.8%</p>	<p>Spring Acadience assessment was not administered due to school closure from COVID-19.</p> <p>Spring NWEA was not administered due to school closure from COVID-19.</p> <p>The CAASPP was not administered due to school closure from COVID-19.</p> <p>Most recent norm-referenced data was the administration of the Winter 2019-20 NWEA Reading: Grades 1-2 scoring at Avg, HiAvg, Hi: 73% Grades 3-6 scoring at Avg, HiAvg, Hi: 73%</p>

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade level discussions centered	Weekly PLC meetings were held by all grade levels.	Support for lead PLC teachers (stipend) is provided by the district using LCFF-	Support for lead PLC teachers (stipend) was provided by the district using LCFF-



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>around student learning, data, and instructional strategies.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>		Supplemental funds. None Specified District Funded 0	Supplemental funds. None Specified District Funded 0
<p>Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Utilize the STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p>	<p>Purchased additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Utilized STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p>	supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 11501	Purchased supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 13772
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach.</p>	<p>The TOSA/Instructional Coach provided support school site with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p>	TOSA salary (0.4 FTE--2 days per week) 1000-1999: Certificated Personnel Salaries Title I 51459	TOSA salary (0.4 FTE--2 days per week)-TOSA provided support 2 days per week 1000-1999: Certificated Personnel Salaries Title I 46898

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>			
Staff members will have the opportunity to participate in targeted professional growth opportunities.	Staff members participated in targeted professional growth opportunities. Number of opportunities for professional development was limited due to school closure in March 2020.	Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 3346	Professional development for teachers-- Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 1263
		Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1000	Professional development for teachers-- Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0
Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.	Teachers utilized data to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.	substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1500	substitutes provided for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1667

<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.	Targeted interventions provided by the classroom teacher, hourly intervention teachers, and the grade level team.	intervention instruction 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 25032	intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 32748
		intervention instruction 1000-1999: Certificated Personnel Salaries Title I 41496	intervention instruction by hourly teachers 1000-1999: Certificated Personnel Salaries Title I 25262
After School Computer Lab open for student use	After School Computer Lab was open for student use October-March	After school intervention teacher and computer access program 1000-1999: Certificated Personnel Salaries Other 5287	After school intervention teacher and computer access program was provided. Not provided after school closure (COVID-19 1000-1999: Certificated Personnel Salaries Other 4080

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Each of the above Actions/Services were successfully implemented for the 2019-2020 school year. Our school staff continues to work on initiatives that were implemented over the past few years including new curriculum adoptions, new assessment and accountability measures with the California Dashboard, implementation of a Master Schedule to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

Increased access to a 21st Century Curriculum and instructional design was the result of professional development throughout the school year. Modeling different ways of teaching and learning and the opportunities technology provides for students as well as changing the way we do business is essential to growth and truly moving into the 21st Century.

Patterson Road successfully implemented a master schedule that allowed for all students to receive thirty minutes of visual art and classroom music instruction and 75 minutes of physical education instruction per week. This schedule also allows for ELD instruction and targeted intervention for identified students, and enrichment for other students. This approach allows for protection of key blocks of time for instruction and the ability to coordinate pull out services school-wide. The Teachers on Special Assignment (TOSAs) worked closely with the principal and teachers to assist with the development of the schedule and with teachers on effective research-based practices for targeting instruction.

Due to school closure, TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement, was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, targeted intervention programs, English Learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complementary to the others and are effective as measured by stakeholder input and student achievement data. There was also a concentrated effort to provide specific support and strategies to English learners classified as newcomers and Long Term English Learners.

The integration of technology will continue to be a priority and professional development will be centered around the use of technology to support global learning and citizenship. Professional development and teachers innovating with new ways of teaching and learning is what makes the difference and this philosophy has been the primary driver in the purchase of and integration of technology in classrooms, with priority given to schools serving English Learners, Low Income students, and Foster Youth.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process and we are continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.

We will continue to focus on targeted intervention using research-based strategies along with standards-aligned English language arts materials to increase student achievement growth.

NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020. Therefore, staff have no norm-referenced measure of student progress in English Language Arts over the entirety of the school year. The Acadience assessment show that students participating in the SIPPS reading intervention program made notable progress to the point of school closure, with some students able to test out of SIPPS when reading screenings were done in September 2020.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Increased interventions will be provided by the teachers in ELA and math. The goal to provide and support high quality instruction, which promotes active learning and maximizes student achievement is a priority for the 2020-2021 school year.

Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st Century Curriculum and increasing the integration of 21st Century learning skills (including the integration of technology into learning) continues to be a goal. District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teacher.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention were launched in September 2020, so students can make academic progress in 2020-2021. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2020 NWEA results for 1st-2nd grade students.  Results from Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Math assessment.  Goal for Spring 2020 NWEA results for 1st-2nd grade students. 75% of students scoring in the top three categories ("Avg, HiAvg, Hi")  The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups.  Goal for Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2020: 47.6% Low SES - Goal for Spring 2020: 29.2% EL -- Goal for Spring 2020: 13.9% SWD -- Goal for Spring 2020: 14.2%	Spring 2020 NWEA was not administered due to school closure from COVID-19.  The Spring 2020 CAASPP was not administered due to school closure from COVID-19.  Most recent norm references data was the administration of the Winter 2019-20 NWEA-Math: Grades 1-2 scoring at Avg, HiAvg, Hi: 74% Grades 3-6 scoring at Avg, HiAvg, Hi: 66%

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning, data, and instructional strategies.	Weekly PLC meetings were held by all grade levels.	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds. None Specified District Funded 0	Support for lead PLC teachers (stipend) was provided by the district using LCFF-Supplemental funds. None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.			
Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Supplemental materials including manipulative/hands-on materials and technology will be purchased to improve math instruction. Expenditure listed on Goal #1.	Purchased additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.	supplemental curriculum materials, technology, and STAR reading assessment. Expenditure listed on Goal #1. 4000-4999: Books And Supplies LCFF - Supplemental 0	supplemental curriculum materials and technology were purchased. Expenditure listed on Goal #1. 4000-4999: Books And Supplies LCFF - Supplemental 0
All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach.  The TOSA/Instructional Coach will support school sites with the	The TOSA/Instructional Coach provided support school site with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.	TOSA salary (0.4 FTE--2 days per week) Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0	TOSA salary (0.4 FTE--2 days per week) -TOSA provided support 2 days per week. Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p> <p>Expenditure listed on Goal #1.</p>			
<p>Staff members will have the opportunity to participate in targeted professional growth opportunities.</p> <p>Expenditure listed on Goal #1.</p>	<p>Staff members participated in targeted professional growth opportunities.</p>	<p>Professional development.</p> <p>Cost of workshops, conferences, consultants, substitutes</p> <p>Expenditure listed on Goal #1.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>	<p>Professional development opportunities provided</p> <p>Cost of workshops, conferences, consultants, substitutes</p> <p>Expenditure listed on Goal #1.</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0</p>
<p>Teachers will utilize data (NWEA, SBAC, on-line assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these need.</p> <p>Expenditure listed on Goal #1.</p>	<p>Teachers utilized data to design interventions and supports for students. Teachers attended Student Success Team meetings with parents to address these needs.</p>	<p>substitutes for SST meetings</p> <p>Expenditure listed on Goal #1.</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Substitutes provided for SST meetings</p> <p>Expenditure listed on Goal #1.</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly</p>	<p>Targeted interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.</p>	<p>intervention instruction</p> <p>Expenditure listed on Goal #1.</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Intervention instruction provided by hourly teachers.</p> <p>Expenditure listed on Goal #1.</p> <p>1000-1999: Certificated</p>

<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
intervention teachers and the grade level team. Expenditure listed on Goal #1.			Personnel Salaries LCFF - Supplemental 0
		intervention instruction Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0	Intervention instruction provided by hourly teachers. Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries Title I 0
After School Computer Lab open for student use. Expenditure listed on Goal #1.	After school computer lab was open for student use September-March 2020.	After school intervention teacher and computer access program. Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	After school intervention teacher and computer access program was offered until school closure in March 2020. Expenditure listed on Goal #1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including math club and math bowl.	School wide incentive program for mastery of math concepts and facts was provided for students in grades 1-3.	Math bowl and math club materials. Incentive materials and rewards for mathematics. 4000-4999: Books And Supplies LCFF - Supplemental 1000	Incentive materials and rewards for mathematics were purchased and provided to students. 4000-4999: Books And Supplies LCFF - Supplemental 1000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Each of the above Actions/Services were successfully implemented for the 2019-2020 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoption in Mathematics, new assessment and accountability measures with the California Dashboard, implementation of a Master Schedule to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

One of our district-wide professional development days in 2018-2019 was dedicated to teaching mathematics concepts. Most teachers participated in a wide range of professional development that occurred during the school shut down (COVID-19) in the Spring. Teachers continue to use the knowledge they gained to deliver a more effective distance learning opportunity to students.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process, continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, most especially targeted intervention programs, English learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complimentary to the others and effective as measured by stakeholder input and student achievement data. We remain committed to implementing the new curriculum. As we see results from targeted math instruction, additional professional development will be needed in the intermediate grades to address the needs of students functioning at higher academic levels. There was also a concentrated effort to provide specific support and strategies to English learners.

Success was also greatly contributed to the following items: (1) Consultant's increased time with grade level teams, TOSAs, and principal to enhance best practices and strategies and assist with progress monitoring and intervention; and (2) PLC Tier 1 and Tier 2 time available weekly for teachers to collaborate.

NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020. Therefore, staff does not have norm-referenced measure of student progress in math over the entirety of the school year. Staff will need to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention. The challenges presented by COVID-19 may prevent that from happening in 2020-2021.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Increased interventions will be provided by the teachers in ELA and math. The goal to provide and support high quality instruction, which promotes active learning and maximizes student achievement is a priority for the 2020-2021 school year. The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done as soon as students return to school. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation.

Professional development for teachers will continue to be a priority in the areas of math, ELA, SS, Science, Social and Emotional Learning and technology.

Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st Century Curriculum and increasing the integration of 21st Century learning skills (including the integration of technology into learning) continues to be a goal. The District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers. The actions and services supported achievement of the goal, including targeted intervention, English Learner support, and the use of universal screening data to inform and drive instruction. These activities and services will continue for the 2020-2021 school year.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students	Attendance rates for all students was 96% for grades K-3 and 96.96% for grades 4-6. (Goal met for K-3. Goal not met for grades 4-6.)
Chronic Absenteeism Rate	<p>Decrease Chronic Absenteeism by 2% for "All" students and each subgroup</p> <p>Goal:                      5.68% "All" Students                      0% English Learner                      3.6% Low Income                      0% Foster Youth                      0% Homeless Youth                      0% Students with Disabilities</p>	<p>Chronic Absenteeism was 6.2% for all students. (Increase of 0.52%-- Goal not met for all students)</p> <p>Chronic Absenteeism was 0.9% for English Learners.(6 students)                      Chronic Absenteeism was 3.4% for all Low Income. (22 students)                      Chronic Absenteeism was 0.2% for Foster Youth. (1 student)                      Chronic Absenteeism was 0% for Homeless Youth (0 students)                      Chronic Absenteeism was 1.3% for Students with Disabilities. (9 students)</p>

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	Positive school attendance program was implemented with incentives and awards.	attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 750	Attendance incentives provided for classes 4000-4999: Books And Supplies LCFF - Supplemental 750
Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth,	Check, Connect, Respect and the School Attendance Review Board processes were	Contract with Fighting Back Santa Maria Valley District funded	Contract with Fighting Back Santa Maria Valley District funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students with disabilities, and low-income students through the School Attendance Review Board process and through the use of Check Connect Respect program. Provide additional Office assistant time to collect data, make parent contact, and refer students for attendance program.	implemented. Additional office assistant time utilized to make parent contact and refer students for attendance program. Additional support stopped after school closure in March 2020.	None Specified District Funded 0  Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1500	None Specified District Funded 0  Additional Office assistant time to collect data, make parent contact, and refer students for attendance program 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1222

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Implemented PBIS Tier 1 to provide school-wide and classroom research-based positive behavioral and socio-emotional supports for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities. Students were encouraged by the teacher to attend and engage in school daily. A concentrated effort to identify students making correct choices inside and outside the classroom helped create a positive school environment.

A school counselor is available for individual and small group counseling to support the social emotional needs of students.

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase attendance rates for student groups.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey	<p>Percentage of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year.</p> <p>Goal: 85.7%</p>	<p>Over 99% of parent participated in Parent Square.</p> <p>Due to COVID-19 School Closure, no survey was conducted.</p>

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared at Back To School night as well as distributed to all students. Continue use of ParentSquare as an on-line communication tool, electronic school newsletters, and school/district websites for parent/school communication. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication tools..	On-going instruction for parents on access to Aeries Parent Portal and Parent Square.	<p>Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0</p> <p>Provide additional office assistant time to collect data, make parent contact, and assist parents with communication tools. 2000-2999: Classified Personnel Salaries</p>	<p>Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information was also sent home in the school newsletter for the entire school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0</p> <p>Additional office assistant time was utilized to collect data, make parent contact, and assist parents with communication tools. 2000-2999: Classified Personnel Salaries</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 1000	LCFF - Supplemental 550
Involve parents in decision making through involvement in Title I parent, School Site Council, English Language Advisory Council, and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school and district level.	School Site Council and English Language Advisory Council meetings held throughout the school year until school Closure in March 2020	Provide childcare and translators for parent meetings None Specified District Funded 0	Childcare and translators were provided for parent meetings None Specified District Funded 0
Parent Education Events	Parent Education Events provided for district parents	Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0	Funds were provided for speakers and other expenses associated with the cost of parent education events None Specified District Funded 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities outlined in the plan were implemented. School and family use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	Suspension/expulsion rates for students and each subgroup. Total Suspension Rate: 2% /Students Suspended: 1.7%. Low SES = 1.4% EL = 0% Students with disabilities = 0.3% Hispanic = 0.8% White = 0.5% 0% Expulsion

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1 and Tier 2	Behavior and academic expectations were communicated and reinforced during the school year. Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior was implemented with fidelity. Tier 2, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis was introduced.	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations. None Specified District Funded 0	School-wide behavioral expectations were identified through the PBIS implementation process and those expectations were taught to students through passport days and classroom presentations. None Specified District Funded 0
		Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 500	Incentives and instructional materials for PBIS implementation and passport days were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 500
Offer school extracurricular events to	Extracurricular activities were provided throughout	Purchase materials and supplies for	Purchased materials and supplies for



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students to build community, teamwork, and leadership skills in students. For the 2019-20 school year, these programs include Battle of the Books, Author Go Round, Robotics, Maker space, Student Council, Math Super Bowl, Track, and Classroom Buddies.	the school year until the school closure in March due to Covid-19. After the school closure, the Battle of the Books team, classroom buddies, and yearbook continued in virtual/distance learning model.	performances, events, and activities to support extracurricular activities. 4000-4999: Books And Supplies LCFF - Supplemental 500	performances, events, and activities to support extracurricular activities. 4000-4999: Books And Supplies LCFF - Supplemental 500

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Teachers and staff encourage the importance of the Positive Behavioral Intervention Support (PBIS) program to students and parents. PBIS behavior strategies were implemented with fidelity. These strategies included teacher and student created behavior matrices, Pride of Patterson character award assemblies, classroom and office referral system, and monthly PBIS Pride Passport Days.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Students have the opportunity to engage in district provided programs during the school year. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). The school will continue their work on strategies/activities to accomplish the goal of a low suspension rate. School closure mid-March contributed to the decrease in the suspension rate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help are being offered to address cyberbullying.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Proficiency in ELA

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2021 Acadience assessment for Kindergarten: Results from Spring 2021 NWEA results for 1st-2nd grade students. Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2019 Acadience assessment for Kindergarten: 73% at Core Instructional Level  Results from Spring 2019 NWEA results for 1st-2nd grade students. 73% of students scoring in the top three categories ("Avg, HiAvg, Hi")  Results from Spring 2019 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students--Spring 2019: 53.8% Low SES --Spring 2019: 37.6% EL --Spring 2019: 17.8% SWD-- Spring 2019: 15.8%	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level  Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students. 78% of students scoring in the top three categories ("Avg, HiAvg, Hi")  The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups.  Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students



Metric/Indicator	Baseline	Expected Outcome
		demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2021: 58.8% Low SES - Goal for Spring 2021: 42.6% EL -- Goal for Spring 2021: 22.8% SWD -- Goal for Spring 2021: 20.8%

## Planned Strategies/Activities

### Strategy/Activity 1

Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning, data, and instructional strategies.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.

### Strategy/Activity 2

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.

Utilize STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.

### Students to be Served by this Strategy/Activity

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental curriculum materials, technology, and STAR reading assessment

**Strategy/Activity 3**

All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach.

The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.

The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.

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

All students and Title 1 students

**Timeline**

August 2019-June 2020

**Person(s) Responsible**

Principal, TOSA

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salary (0.4 FTE--2 days per week)--district funded

**Strategy/Activity 4**

Staff members will have the opportunity to participate in targeted professional growth opportunities.

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

All students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development. Cost of workshops, conferences, consultants, substitutes
Amount	1000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development. Cost of workshops, conferences, consultants, substitutes

## Strategy/Activity 5

Teachers will utilize data (NWEA, Acadience, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Principal, Teachers, Staff

## Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	substitutes for SST meetings

## Strategy/Activity 6

Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.

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

Students working below grade level in reading as shown on standardized reading assessments (Acadience, NWEA); Title 1 students

**Timeline**

ongoing

**Person(s) Responsible**

Principal, teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	24843
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	intervention instruction by hourly teachers
Amount	26854
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	intervention instruction by hourly teachers

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in Math

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, English Learners, and Low Income students need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Results from Spring 2019 NWEA results for 1st-2nd grade students. 70% of students scoring in the top three categories ("Avg, HiAvg, Hi")	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Math assessment.
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2019 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: Spring 2019 CAASPP/SBA results for student groups: All students-- 42.6% Low SES -- 24.2% EL -- 8.9% SWD-- 9.2%	Goal for Spring 2021 NWEA results for 1st-2nd grade students. 75% of students scoring in the top three categories ("Avg, HiAvg, Hi")  The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups.  Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:

Metric/Indicator	Baseline	Expected Outcome
		All students-- Goal for Spring 2021: 47.6% Low SES - Goal for Spring 2021: 29.2% EL -- Goal for Spring 2021: 13.9% SWD -- Goal for Spring 2021: 14.2%

## Planned Strategies/Activities

### Strategy/Activity 1

Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning, data, and instructional strategies.

Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.

### Strategy/Activity 2

Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom.

Supplemental materials including manipulative/hands-on materials and technology will be purchased to improve math instruction.

Expenditure listed on Goal #1.

### Students to be Served by this Strategy/Activity

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental curriculum materials and technology purchases Expenditure listed on Goal #1.

**Strategy/Activity 3**

All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach.

The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.

The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English Learners, foster youth, low-income students.

Expenditure listed on Goal #1.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA salary (0.4 FTE--2 days per week) Expenditure listed on Goal #1.

**Strategy/Activity 4**

Staff members will have the opportunity to participate in targeted professional growth opportunities.

Expenditure listed on Goal #1.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF - Supplemental

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Professional development.  
Cost of workshops, conferences, consultants, substitutes  
Expenditure listed on Goal #1.

**Amount**

0

**Source**

Title I

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Professional development.  
Cost of workshops, conferences, consultants, substitutes  
Expenditure listed on Goal #1.

### Strategy/Activity 5

Teachers will utilize data (NWEA and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these need.  
Expenditure listed on Goal #1.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF - Supplemental



**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**substitutes for SST meetings  
Expenditure listed on Goal #1.**Strategy/Activity 6**

Identified students will receive targeted support through interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.  
Expenditure listed on Goal #1.

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

Students identified through assessments as working below grade level in math and in need of supplemental skills instruction.

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**intervention instruction by hourly teachers  
Expenditure listed on Goal #1.**Amount**

0

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**intervention instruction by hourly teachers  
Expenditure listed on Goal #1.**Strategy/Activity 7**

Develop a school wide incentive program for mastery of math concepts and facts.  
Provide opportunities for math enrichment including a math club and the North County Math Super Bowl.

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

All students

**Timeline**

Ongoing

**Person(s) Responsible**

Principals, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math bowl and math club materials. Incentive materials and rewards for mathematics.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide a rich diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students was 96% for grades K-3 and 96.96% for grades 4-6.	Increase attendance rate to 97% for "All" students in grades K-3 and 4-6
Chronic Absenteeism Rate	2019-20 Chronic Absenteeism was 6.2% for "All" students.	Decrease Chronic Absenteeism by 2% for "All" students Goal: 4.2% "All" Students

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Staff, Teachers, Parents, Students

### Proposed Expenditures for this Strategy/Activity

Amount	750
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

### Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, students with disabilities, and low-income students through the School Attendance Review Board process. Provide additional office assistant time to collect data, make parent contact, and refer students for attendance program.

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Staff, Parents, Students

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Office assistant time to collect data, make parent contact, and refer students for attendance program

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades, and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education. The keys to success they shared were to (1) communicate regularly (2) Provide volunteer opportunities and (3) provide interactive homework assignments.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Communication Survey Parent Communication Survey -District developed survey for students and parents/guardians with items on caring relationships and school connectedness California Healthy Kids Survey (CHKS) Parent Square Communication System	<p>98% of parents participate in Parent Square</p> <p>The Spring 2020 survey was not administered due to school closure from COVID-19.</p> <p>Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them: 84.1%, notice when they are not there: 79.3%, listen to them when they have something to say: 82.8%, are there for them when they have a problem or concern: 87.6%, and believe they will be a success: 89.7%.</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with</p>	<p>Over 98% of parent will participate in Parent Square.</p> <p>Parents will report communication they received from their child's school was at an increased level with the goal of 100% reporting "Good or Excellent."</p>

Metric/Indicator	Baseline	Expected Outcome
	parents about what is happening at the school: 87.7%, teachers communicate with parents about what students are expected to learn: 80.2%, parents feel welcome to be involved in the school: 73.2%, there is someone at school to talk to about a problem or concern: 85.5%, and school staff take parent concerns seriously: 73.2%.	

## Planned Strategies/Activities

### Strategy/Activity 1

Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Parent participation in education events.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

On-going

### Person(s) Responsible

Principal, Teachers, Staff, Parents, Students

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year.

### Strategy/Activity 2

Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level.

Provide services such as childcare and alternate meeting location when needed. Provide information on low-cost internet providers. Translate materials and provide interpreters to make phone calls and assist at events/meetings when needed or requested.

Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Bilingual Community Liaison, Staff, Parents

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide childcare and translators for parent meetings
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide additional office assistant time to collect data, make parent contact, and assist parents with communication tools.

**Strategy/Activity 3**

Parent Education Events

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Student Services Coordinator (District), Teachers, Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	Funds for speakers and other expenses associated with the cost of parent education events

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	<p>Suspension/expulsion rates for students and each subgroup.</p> <p>Total Suspension Rate: 2% / Students Suspended: 1.7%.</p> <p>Low SES = 1.4% EL = 0% Students with disabilities = 0.3% Hispanic = 0.8% White = 0.5%</p> <p>0% Expulsion</p>	<p>Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.</p>

### Planned Strategies/Activities

#### Strategy/Activity 1

The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1 and Tier 2.

#### Students to be Served by this Strategy/Activity



All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations.
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and instructional materials for PBIS implementation

### Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2020-21 school year, these programs include Battle of the Books, Robotics, Maker space, Student Council, Math Super Bowl, and Classroom Buddies.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials and supplies for performances, events, and activities to support extracurricular activities.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	67,347.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds		
Title I	28,254	0.00
LCFF - Supplemental	39,093	0.00
Parent-Teacher Association (PTA)		
Other	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	39,093.00
Title I	28,254.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,697.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	10,250.00
5800: Professional/Consulting Services And Operating Expenditures	2,400.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,843.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	26,854.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,400.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Julie Kozel	Principal
Allison Grupe	Parent or Community Member
Maria Serna	Parent or Community Member
George Korn	Parent or Community Member
Catherine Sackrinson	Parent or Community Member
Leslie Martinez	Parent or Community Member
Susie Hinden	Classroom Teacher
Steve Whitehair	Classroom Teacher
Micaela Brandt	Classroom Teacher
Kerry Urquhart	Other School Staff

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 26, 2020.

Attested:

Principal, Julie Kozel on 10/26/2020

SSC Chairperson, Kerry Urquhart on 10/26/2020

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Ralph Dunlap Elementary School
<b>Address</b>	1220 Oak Knoll Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045744
<b>Principal</b>	Joe Schmidt
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 22, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 22, 2020
<b>Local Board Approval Date</b>	November 4, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## School Vision:

Ralph Dunlap School has a strong tradition of outstanding student achievement. To carry on this practice of excellence, the staff "commits" to maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learning that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and promotes positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

## School Mission:

Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Therefore, Ralph Dunlap teaching staff makes the following commitments:

1. Be professional and accountable.
2. Be consistent in implementing student expectations.
3. Protect instructional time.
4. Celebrate and educate our students and each other.
5. Be open to embrace changes and take risks.
6. Respect everyone's uniqueness and level of expertise.
7. Be an encouraging, caring and supportive staff member.
8. Be enthusiastic, positive, motivated, fun and creative.

# School Profile

Ralph Dunlap Elementary School, located in the Orcutt Union School District, is in the southern region of the Santa Maria Valley and serves students in grades kindergarten through six following a traditional calendar. For the 2020-2021 school year, 518 students are enrolled, which includes 10.6% in Special Education, 8.5% qualifying for English Language Learner support, and 34% qualifying as socioeconomically disadvantaged students. There are two Structured Day Classes serving eight students. Additionally, the campus hosts a County Special Education class for 13 students who are deaf/hard of hearing.

Ralph Dunlap parents are encouraged to "actively partner" in their child's learning experience either by volunteering in the classroom, serving on the PTA, participating in the School Site Council, and/or attending the many school events. Parents stay informed on upcoming happenings and school activities through email, the school marquee, principal's bi-monthly newsletter, PTA monthly newsletters, social media, the school website, classroom websites, and the PTA Dolphin Pod.

Opportunities to volunteer on the Ralph Dunlap campus include the following: chaperone field trips, volunteer in classrooms, supervise the Friday Art Studio experience, teach Arts Attack classroom lessons, participate in PTA-sponsored activities and family fun nights, and assist with campus beautification projects. Opportunities to serve on committees at Ralph Dunlap School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA), and School Site Council.

Ralph Dunlap families are welcomed to participate in the following school functions throughout the year: Back to School Night, Family Movie Nights, Family Literacy Night, Fall Festival, Reflections Art Night & Gallery, Holiday Craft Fair, Book Fairs, Science Night, Science Fair, Spring Jog-A-Thon, Family Bingo Night, Open House, and other assorted family activities. The school is a busy place and enjoys strong support from its parent community.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:  
10/21/20

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/19/20 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

10/22/20 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

11/4/20 - Met with PTA to share school site goals and proposed SPSA

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.69%	0.87%	0.69%	4	5	4
African American	0.17%	0.17%	0.35%	1	1	2
Asian	1.37%	1.39%	2.08%	8	8	12
Filipino	0.86%	1.39%	1.04%	5	8	6
Hispanic/Latino	38.77%	40.55%	43.75%	226	234	252
Pacific Islander	0.17%	0.17%	0%	1	1	0
White	50.09%	47.83%	43.4%	292	276	250
Multiple/No Response	1.89%	1.73%	6.6%	11	10	12
Total Enrollment				583	577	576

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	74	65	70
Grade 1	75	77	66
Grade 2	87	80	78
Grade3	81	90	83
Grade 4	82	85	95
Grade 5	82	89	87
Grade 6	102	91	97
Total Enrollment	583	577	576

### Conclusions based on this data:

1. Enrollment at Ralph Dunlap is declining.
2. The Hispanic, Asian, and Filipino populations have increased while the White population has decreased.
3. Fifth and sixth grades have seen a significant decrease in students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	38	35	40	6.5%	6.1%	6.9%
Fluent English Proficient (FEP)	3	4	14	0.5%	0.7%	2.4%
Reclassified Fluent English Proficient (RFEP)		1	5	0	2.6%	14.3%

### Conclusions based on this data:

1. The English Learner population is increasing.
2. A significant percentage of English learners were reclassified as Fluent English Proficient in 2016-2017.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	82	90	88	79	84	88	79	84	98.9	96.3	93.3
Grade 4	84	87	83	82	84	81	82	84	81	97.6	96.6	97.6
Grade 5	104	86	90	100	84	88	100	84	88	96.2	97.7	97.8
Grade 6	110	100	91	106	96	89	105	96	89	96.4	96	97.8
All Grades	387	355	354	376	343	342	375	343	342	97.2	96.6	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.9	2383.3	2405.4	18.18	17.72	19.05	22.73	13.92	20.24	22.73	16.46	29.76	36.36	51.90	30.95
Grade 4	2469.5	2498.0	2471.7	23.17	40.48	27.16	24.39	22.62	22.22	25.61	13.10	23.46	26.83	23.81	27.16
Grade 5	2470.2	2538.2	2509.8	14.00	30.95	25.00	25.00	41.67	26.14	20.00	17.86	19.32	41.00	9.52	29.55
Grade 6	2544.3	2529.3	2552.8	20.95	13.54	13.48	37.14	39.58	57.30	27.62	27.08	17.98	14.29	19.79	11.24
All Grades	N/A	N/A	N/A	18.93	25.36	21.05	27.73	30.03	31.87	24.00	18.95	22.51	29.33	25.66	24.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.39	17.72	23.81	39.08	40.51	40.48	42.53	41.77	35.71
Grade 4	31.71	42.86	27.16	46.34	40.48	49.38	21.95	16.67	23.46
Grade 5	19.00	36.90	31.82	38.00	52.38	40.91	43.00	10.71	27.27
Grade 6	26.67	23.96	28.09	52.38	47.92	53.93	20.95	28.13	17.98
All Grades	23.80	30.32	27.78	44.12	45.48	46.20	32.09	24.20	26.02

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.84	11.39	14.46	40.23	34.18	54.22	37.93	54.43	31.33
Grade 4	24.39	28.92	18.52	46.34	46.99	51.85	29.27	24.10	29.63
Grade 5	22.00	41.46	32.95	41.00	46.34	42.05	37.00	12.20	25.00
Grade 6	27.62	18.75	20.22	47.62	54.17	65.17	24.76	27.08	14.61
All Grades	24.06	25.00	21.70	43.85	45.88	53.37	32.09	29.12	24.93

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.64	15.19	21.43	66.67	59.49	54.76	20.69	25.32	23.81
Grade 4	19.51	32.14	25.93	63.41	55.95	60.49	17.07	11.90	13.58
Grade 5	15.00	16.87	23.86	62.00	69.88	56.82	23.00	13.25	19.32
Grade 6	24.76	20.83	20.22	66.67	65.63	74.16	8.57	13.54	5.62
All Grades	18.18	21.35	22.81	64.71	62.87	61.70	17.11	15.79	15.50

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.79	18.99	20.24	52.87	36.71	41.67	33.33	44.30	38.10
Grade 4	14.63	34.52	19.75	65.85	50.00	53.09	19.51	15.48	27.16
Grade 5	17.00	36.14	22.73	42.00	54.22	52.27	41.00	9.64	25.00
Grade 6	32.38	31.25	31.46	53.33	47.92	55.06	14.29	20.83	13.48
All Grades	20.05	30.41	23.68	52.94	47.37	50.58	27.01	22.22	25.73

**Conclusions based on this data:**

1. Based on 2016-2017 and 2017-2018 data, the performance of fourth and fifth grades was especially strong overall.
2. Reading performance in third, fourth, and fifth grades generally was stronger than performance in other sub-areas.
3. According to 2017-2018 data there was an increase in the percentage of students who were above standard and a decrease in the percentage of students who were below standard in fourth and fifth grades.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	82	90	88	79	85	88	79	85	98.9	96.3	94.4
Grade 4	84	87	83	82	83	81	82	83	81	97.6	95.4	97.6
Grade 5	104	86	90	100	84	88	100	83	88	96.2	97.7	97.8
Grade 6	110	100	91	106	95	89	106	95	89	96.4	95	97.8
All Grades	387	355	354	376	341	343	376	340	343	97.2	96.1	96.9

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2421.1	2392.8	2414.3	17.05	10.13	10.59	26.14	21.52	30.59	28.41	22.78	29.41	28.41	45.57	29.41
Grade 4	2492.4	2494.5	2469.3	29.27	27.71	25.93	28.05	30.12	19.75	24.39	25.30	24.69	18.29	16.87	29.63
Grade 5	2480.5	2509.8	2491.9	12.00	24.10	19.32	18.00	21.69	13.64	32.00	26.51	30.68	38.00	27.71	36.36
Grade 6	2545.4	2540.2	2548.6	23.58	25.26	22.47	29.25	26.32	29.21	28.30	26.32	31.46	18.87	22.11	16.85
All Grades	N/A	N/A	N/A	20.21	22.06	19.53	25.27	25.00	23.32	28.46	25.29	29.15	26.06	27.65	27.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.89	17.72	24.71	31.03	21.52	34.12	39.08	60.76	41.18
Grade 4	46.34	38.55	33.33	21.95	34.94	27.16	31.71	26.51	39.51
Grade 5	21.00	35.37	23.86	28.00	20.73	29.55	51.00	43.90	46.59
Grade 6	32.08	37.89	30.34	37.74	35.79	42.70	30.19	26.32	26.97
All Grades	31.73	32.74	27.99	30.13	28.61	33.53	38.13	38.64	38.48

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.44	24.05	27.06	52.87	37.97	51.76	20.69	37.97	21.18
Grade 4	31.71	31.33	30.86	43.90	46.99	34.57	24.39	21.69	34.57
Grade 5	16.00	21.69	20.45	50.00	55.42	39.77	34.00	22.89	39.77
Grade 6	17.92	21.05	23.60	58.49	47.37	53.93	23.58	31.58	22.47
All Grades	22.40	24.41	25.36	51.73	47.06	45.19	25.87	28.53	29.45

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.54	11.39	16.47	50.57	35.44	50.59	29.89	53.16	32.94
Grade 4	32.93	34.94	24.69	36.59	40.96	35.80	30.49	24.10	39.51
Grade 5	15.00	23.17	18.18	41.00	53.66	39.77	44.00	23.17	42.05
Grade 6	24.53	26.32	26.97	49.06	43.16	49.44	26.42	30.53	23.60
All Grades	22.67	24.19	21.57	44.53	43.36	44.02	32.80	32.45	34.40

**Conclusions based on this data:**

1. Beginning in 2016-2017 third graders' mean scale score increases until the students completed sixth grade.
2. Looking at cohorts (same students) and overall results, one sees that students made growth each year.
3. Overall math scores in 2018-2019 reflect growth from the previous two years.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	*
All Grades							42	35

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*	*	*	*	*	*	*
All Grades	40.48	5.71	*	28.57	28.57	54.29	*	11.43	42	35

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	54.76	11.43	*	42.86	*	34.29	*	11.43	42	35

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2		*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	5.71	33.33	17.14	*	51.43	*	25.71	42	35

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	42.86	17.14	45.24	65.71	*	17.14	42	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	61.90	25.71	30.95	62.86	*	11.43	42	35

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	30.95	5.71	42.86	60.00	26.19	34.29	42	35

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	*	11.43	66.67	68.57	*	20.00	42	35

**Conclusions based on this data:**

1. 17 percent of our English Learners scored at or above standard in ELA on the CAASPP as compared to 55 percent of all students.
2. 8 percent of our English Learners scored at or above standard in math on the CAASPP as compared to 44 percent of all students.
3. The percentage of English Learners scoring as Well Developed in the sub-areas of the ELPAC assessment (Listening, Speaking, Reading, Writing) decreased from 2017-2018 to 2018-2019.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>577</b>	<b>34.1</b>	<b>6.1</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	6.1
Foster Youth	2	0.3
Homeless	3	0.5
Socioeconomically Disadvantaged	197	34.1
Students with Disabilities	62	10.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	5	0.9
Asian	8	1.4
Filipino	8	1.4
Hispanic	234	40.6
Two or More Races	34	5.9
Pacific Islander	1	0.2
White	276	47.8

### Conclusions based on this data:

1. There was a slight drop in total enrollment and in each subgroup.
2. The population of students and Dunlap is changing; it is becoming more diverse.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

1. Math is a weaker performance area as compared to ELA.
2. The school's suspension rate continues to be low.
3. There needs to be a focus on chronic absenteeism.

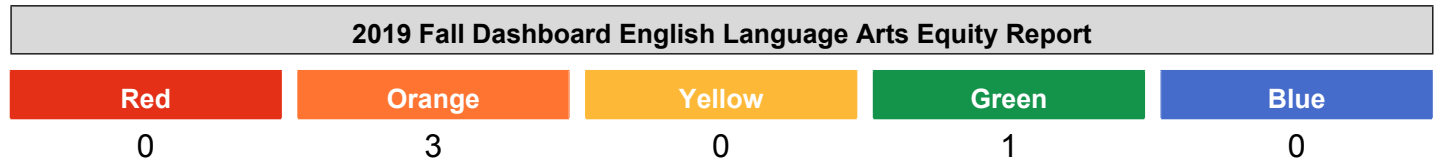
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 1.8 points above standard Maintained -0.1 points 330		 No Performance Color 61.5 points below standard Declined Significantly -38.6 points 18		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 28.5 points below standard Maintained -1.4 points 122		 Orange 66.2 points below standard Maintained -1 points 40	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 14.9 points below standard Maintained ++0.4 points 128	<b>Two or More Races</b>  No Performance Color 17.4 points below standard Declined -12.3 points 21	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 15.1 points above standard Increased ++3 points 169

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 86.6 points below standard Declined Significantly -41.9 points 16	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 2	<b>English Only</b> 5.5 points above standard Maintained ++1.6 points 312
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#### Conclusions based on this data:

1. The school has no equity gaps
2. Hispanic students increased 12.6 points but are still below standard, especially when compared to other subgroups.

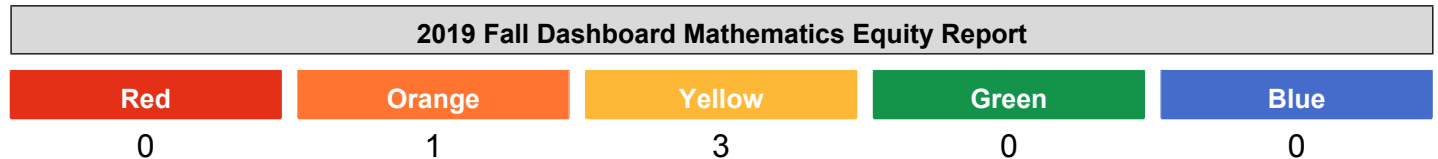
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 17.7 points below standard Maintained 0 points 331	<b>English Learners</b>  No Performance Color 76 points below standard Declined -10.3 points 18	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Yellow 44.8 points below standard Increased ++3.2 points 123	<b>Students with Disabilities</b>  Yellow 87.5 points below standard Increased ++14.3 points 40



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33 points below standard Maintained ++2.8 points 128	 No Performance Color 40.1 points below standard Declined -13.6 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.9 points below standard Maintained -0.3 points 170

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -4 points 16	Less than 11 Students - Data Not Displayed for Privacy 2	14.4 points below standard Maintained -0.3 points 313

#### Conclusions based on this data:

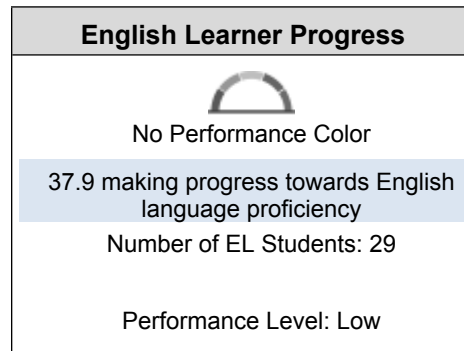
1. There is a significant difference between English Learners' performance and overall student performance.
2. Socioeconomically Disadvantaged students students maintained math performance.
3. Overall, students are performing lower in math than in English Language Arts.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.5	34.4		37.9

#### Conclusions based on this data:

1. Over 60% of our English Learners are at Levels 3 or 4.

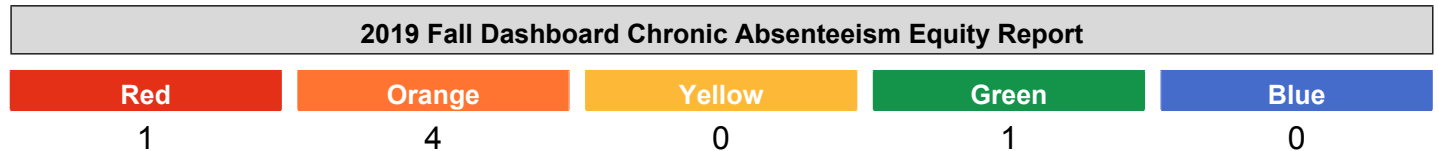
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 8.7 Increased +1.9 607	<b>English Learners</b>  Orange 7.1 Increased +2.6 42	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Socioeconomically Disadvantaged</b>  Red 15.2 Increased Significantly +4.4 230	<b>Students with Disabilities</b>  Green 8.6 Declined -4.1 70

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Orange 9.7 Increased +1.9 248	<b>Two or More Races</b>  Orange 18.6 Increased +6.4 43	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 6.5 Increased +1.6 291

### Conclusions based on this data:

1. There was an increase of 1 percent in chronic absenteeism among all students.
2. The greatest increase in chronic absenteeism was with our students with two or more races.

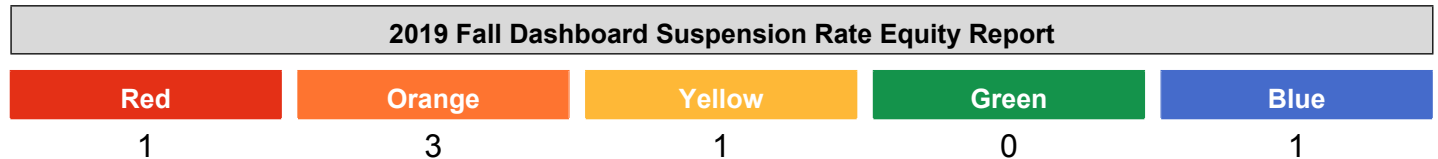
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.9 Increased +1.4 624	<b>English Learners</b>  Blue 0 Maintained 0 44	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Socioeconomically Disadvantaged</b>  Red 4.2 Increased Significantly +3.3 240	<b>Students with Disabilities</b>  Orange 4.3 Increased +2.7 70

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 6	<b>Asian</b>  No Performance Color Less than 11 Students - Data 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 8
<b>Hispanic</b>  Orange 2 Increased +1.6 256	<b>Two or More Races</b>  Yellow 2.3 Maintained +0.2 44	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Orange 2 Increased +1.7 298

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	1.9

#### Conclusions based on this data:

1. The suspension rate has decreased each year since 2016.
2. The sub-group that had the most suspensions was Two or More Races -- there was an increase of 2% in that sub-group.
3. Males were suspended at a significantly higher rate (11) than females (1).

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Acadience	By Spring 2020: 80% of all Kindergarten students will perform at or above grade level as measured by identification of letter sounds, blending sounds or DIBELS performance.	Due to COVID 19 and school closure this assessment was not given in Spring 2020.
NWEA-MAP Grades 1 and 2 % students scoring "Hi Avg" and "Hi"	Increase the percentage of students scoring in the "Hi Avg" and "Hi" (1st-2nd grade) by 5% as measured by NWEA Reading assessment. (goal for Spring 2020: 55%) 1st Grade Hi Avg: 32% Hi:15%  2nd Grade Hi Avg: 29% Hi: 27%	Due to COVID 19 and school closure this assessment was not given.
CAASPP – ELA % Students met/ exceeded standard	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year All Students: 57% Low SES: 43% EL: 16% Students with Disabilities : 34%	Due to COVID 19 and school closure this assessment was not given.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly in Professional Learning Communities (PLCs) with	Professional Learning Community (PLC)/Leadership Team	Support for lead PLC teachers (stipend) is provided by the district	Support for lead PLC teachers (stipend) is provided by the district

<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk students/students under consideration for a Student Study Team meeting will be discussed.	<p>Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly PLC team meetings, the completion of regular reports to the principal, and communicating information shared at leadership team meetings with the appropriate PLC team. At Ralph Dunlap, teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment).</p> <p>Acadience (formerly DIBELS) assessments were utilized to track student progress in reading. Teachers continued Focus Folders based on Acadience, Lexile, and other available data to monitor student progress in reading. Acadience results and Focus Folders were regularly reviewed, analyzed, and discussed at both Tier 1 and Tier 2 PLC meetings. In 2019-2020 PLC teams in grades 3-6 worked with district E/LA consultant Tina Pelletier on deconstruction of CAASPP/SBAC testing and use of Focused Interim Assessment Blocks (IABs) as formative assessments.</p>	using LCFFSupport for lead PLC teachers (stipend) is provided by the district using LCFF-supplemental funds. None Specified District Funded	using LCFFSupport for lead PLC teachers (stipend) is provided by the district using LCFF-supplemental funds. None Specified District Funded
Utilize Music, Physical Education (PE) and Art.	The Leadership Team established academic	None Specified District Funded	None Specified District Funded



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Theater/ Maker Space schedule to allow all teachers time to focus on improving Tier 1 instruction.	vocabulary as a schoolwide Tier 1 focus area. District consultant Tina Pelletier provided best practices for teaching of academic vocabulary and met with PLC teams to touch base in subsequent site visits. Teachers developed a list of essential vocabulary and identified target words to be taught at each grade level.		
Provide Designated and Integrated ELD instruction everyday in the classroom.	Prior to school closure, all teachers were teaching designated and integrated ELD to English Learners. Once the school closed in mid-March, teachers utilized Imagine Learning to ensure the students were receiving ELD instruction.	None Specified	None Specified
Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)	Until school closure in mid-March these actions were implemented as planned. Identified students participated in the SIPPS intensive reading intervention program and other interventions as developed by classroom and hourly teachers.	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 38000	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 38000
The computer lab will be open outside of the school day to give students access to the internet and receive academic support/intervention.	After school intervention was offered and students had access to computers.	1000-1999: Certificated Personnel Salaries Other 4500	1000-1999: Certificated Personnel Salaries Other 4500

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Prior to school closure each of these actions was implemented. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning. SIPPS has continued to be a valuable intervention for struggling readers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year. That said, SIPPS assessments show that students participating in the reading intervention program made notable progress to the point of school closure, with many students able to test out of SIPPS when reading screenings were done in September 2020.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/ exceeded standard	Increase student performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 and school closure this assessment was not given.
NWEA-MAP Grades 1 and 2 % students scoring "Hi" and "HiAvg"	The percentage of students scoring "Hi" or "HiAvg" (1st and 2nd grade) will increase by 5% as measured by NWEA Math Assessment (goal for Spring 2020: Grade 1 Hi: 22% HiAvg: 19%  Grade 2 Hi:24% HiAvg: 26%	Due to COVID-19 and school closure this assessment was not given.

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk	Teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment). Tier 1 PLCs helped K-6 teachers with analysis of data, collaborative planning, discussion of curriculum pacing, and sharing of best practices for math instruction. Some teams were able to support the	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental funds. None Specified District Funded	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental funds. None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students/students under consideration for a Student Study Team meeting will be discussed.	schoolwide emphasis on number sense by planning incentives and recognition based on student accomplishment of math facts for their grade level.		
Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2) TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income).	PLC teams tracked students' math progress and identified students for extra support. Math intervention took the form of reteaching and extra practice with math facts. During the period of distance learning from March through June, teachers were available after initial math lessons to work individually with students who needed clarification, a second helping of instruction, or extra practice.	Expenditures reported under Goal 1	
There will be a school-wide focus on improving Tier 1 instruction by increasing academic vocabulary knowledge and use through professional development, identification of specific vocabulary to be used in each grade level, and articulation between grade levels. Teachers will identify target words to be taught each week of the school year and will plan for integration of the vocabulary into all curricular areas.	Teachers spent time in PLCs doing cross-grade level articulation to discuss what math skills and vocabulary students needed by the time they left each grade.	None Specified	None Specified
The computer lab will be open outside of the school day to give students access to the internet and receive academic support/intervention.	Afterschool intervention was offered and students did benefit from access to computers.	Expenditures reported under Goal 1	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Until school closure in mid-March these actions were implemented as planned. Teachers identified students who participated in classroom math interventions developed by PLC teams.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Anecdotally, students did make progress with accomplishment of "hinge standards" and math facts. Staff still would like to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and a decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate	Attendance rates for all students and each identified subgroup will be improved to 97%.	Attendance rates for "All" students was 95%. Goal not met.
Chronic absenteeism rate	Decrease chronic absenteeism by 2% for "All" students and each subgroup.	Chronic absenteeism for "All" students was 11%. Goal not met.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Importance of student attendance highlighted in newsletters throughout the year and discussed at PTA, Student of the Month, and School Site Council meetings.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.	None Specified	None Specified
Improve attendance rate and decrease chronic absenteeism for students through the School Attendance Review Board process and through the Check, Connect, Respect program.	The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance Review Board process.	None Specified District Funded	None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	The principal and office staff also worked to address excessive tardies and excessive absenteeism (>10% excused absences). Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance.		
Community Liaison informs and educates parents about the importance of attendance. Translate materials into Spanish as needed. Check, Connect, Respect counselor/liaison works with students to increase individual student attendance.	As needed, the community liaison made contact with families on attendance issues. Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance.	None Specified District Funded	None Specified District Funded
Encourage "perfect" attendance through trimester recognition and end-of-the-year Perfect Attendance No Days Absent (PANDA) awards.	Awards were given out at the end of the first and second trimester to all students who had perfect attendance. Because of the school closure, we were unable to give out attendance awards during the third trimester.	Materials for student incentives to encourage positive attendance 4000-4999: Books And Supplies Site Formula Funds 100	Materials for student incentives to encourage positive attendance 4000-4999: Books And Supplies Site Formula Funds 100

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue ... and need to be addressed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.



# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	Increase % of parents reporting communication they received from their child's school was Excellent or Good, with a goal of 87.72 %.	Over 99% of parents participated in Parent Square. Due to COVID-19 School Closure, no survey was conducted.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared at Back To School night as well as distributed to all students. Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year.	Information on Parent Square was shared with incoming kindergarten parents and new parents, and it was emphasized with all parents at Back to School Night and parent-teacher conferences. The office staff and the bilingual community liaison were available to assist parents/guardians personally with the process of enrolling in Parent Square and accessing posts. During school closure, Parent Square was a central venue of communication from school and teachers to parents and families.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded
Involve parents in decision making through involvement School Site Council, English Language Advisory Council, and Parent Teacher Association	The school continued to invite parent involvement in school decision-making through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and	Provide childcare and translators for parent meetings None Specified District Funded	None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
meetings. Discussions will include review and evaluation of programs as well as future planning at the school and district level.	Parent Teacher Association (PTA). The school held an orientation meeting for new parents in which these opportunities were highlighted. During school closure, the principal prioritized communication with parents/guardians on what was happening and why. Parents/guardians were invited to ask questions, share ideas, and express concerns.		
Offer Parent Education workshops to increase knowledge and capacity for parents win regards to their child's education.	Parents/guardians had the opportunity to attend any of a range of parent education events planned by the district's Educational Services Department. Topics included social/emotional wellness, parenting children who are on social media, and how to notice and prevent vaping.	Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded	Funds for speakers and other expenses associated with the cost of parent education events None Specified District Funded
Allow parents to connect and sign up for opportunities to volunteer at Back-to-School night, September Room Parent Tea, and throughout the year for PTA events.	Parents were encouraged to volunteer at Back-to-School Night, September Room Parent Tea, and throughout the year for PTA events. Staff did not noticed an increase in parent volunteerism.	None Specified	None Specified
Host a New Parent Orientation before school begins to help parents feel welcomed and a part of the school community.	A New Parent Orientation meeting was held. The majority of the audience was Kindergarten parents. We discussed what to expect at our school, ways they can get involved, and gave them a tour of the school.	Parent-Teacher Association (PTA)	Parent-Teacher Association (PTA)

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities outlined in the plan were implemented. School use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/ Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.	There was one more student who was suspended in 19/20 than in 18/19. We maintained the number of suspensions for each subgroup.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1. Students will participate in a "Passport" day in which students will learn the school rules and expectations.	Tier 1 of PBIS was implemented, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior. All students also participated in a "Passport Day". Additionally, several teachers participated in a PBIS in the Classroom Institute hosted by the district.	Incentives for PBIS rewards 4000-4999: Books And Supplies Site Formula Funds 1000	Incentives for PBIS rewards 4000-4999: Books And Supplies Site Formula Funds 1000
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-20 school year, these programs include Battle of the Books, Author Go Round, Robotics, Makerspace, Student Council, Math Super Bowl, Track, Friend Mediators, Noon League, and Classroom Buddies.	The school continued to offer a range of activities and programs to give students an opportunity for personal growth as well as a deeper connection with peers, staff, and the school. Cocurricular opportunities included Battle of the Books. Other activities such the North County Math Super Bowl were cancelled due to COVID-19. The lunchtime makerspace in the library engaged students with	Purchase materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 500	Purchase materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies Site Formula Funds 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	both low-tech and higher tech activities.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Schools take pride in the many ways in which students can be involved outside of the classroom.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS is making an impact at Ralph Dunlap. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. The principal is keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. All of this being stated, suspensions around the district are not decreasing. In 2019-2020 suspensions for vaping and tobacco/cannabis use declined, but suspensions for bullying (including cyberbullying) and damaging property climbed. So schools do need to continue their work on strategies/activities to accomplish the goal of reducing suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Acadience	Spring 2020 assessment was not administered due to school closure from COVID-19.  Results from Spring 2019 Acadience assessment for Kindergarten: 44% at Core Instructional Level	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level
NWEA-MAP Grades 1 and 2 % students scoring "Hi Avg" and "Hi"	Spring 2020 assessment was not administered due to school closure from COVID-19. Results from Spring 2019 NWEA results for Reading: Hi Avg., Hi) 1st Grade 37% 2nd Grade 46%	Increase the percentage of students scoring in the "Hi Avg" and "Hi" (1st-2nd grade) by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 1st Grade 42% 2nd Grade 51%
CAASPP – ELA % Students met/ exceeded standard	CAASPP was not administered in the Spring of 2020 due to COVID related school closures.  Spring 2019: All Students: 52%	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year

Metric/Indicator	Baseline	Expected Outcome
	Low SES: 38% EL: 11% Students With Disabilities: 29%	All Students: 57% Low SES: 43% EL: 16% Students with Disabilities : 34%

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk students/students under consideration for a Student Success Team meeting will be discussed.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2020-June 2021

#### Person(s) Responsible

Principal, Teachers, TOSA

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Utilize Music, Physical Education (PE), and Arts Attack/Theater/Makerspace schedule to allow all teachers time to focus on improving Tier 1 instruction.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

September 2020-June 2021

#### Person(s) Responsible

General Education Teachers, Music Teacher,  
PE Teacher &  
Enrichment Teacher

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Provide designated and Integrated English Language Development (ELD) instruction for English Learners everyday in the classroom.

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

EL students

**Timeline**

September 2020-June 2021

**Person(s) Responsible**

Classroom Teacher

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2)

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

September 2020-May 2021

**Person(s) Responsible**

Intervention Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

38,000

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Foster Youth and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include Mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/ exceeded standard	2020 CAASPP was not administered due to school closure from COVID19.  2019 CAASPP Results All Students: 43% English Learner: 27% Low SES: 31% SPED: 0%	Increase student performance for all students and each subgroup by 5% each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard
NWEA-MAP Grades 1 and 2 % students scoring "Hi" and "HiAvg"	Spring assessment was not administered due to school closure from COVID-19  Results from Spring 2019 NWEA assessment: Grade 1 30% Grade 2 40%	The percentage of students scoring "Hi" or "HiAvg" (1st and 2nd grade) will increase by 5% as measured by NWEA Math Assessment Goal for Spring 2021: Grade 1 35% Grade 2 45%

### Planned Strategies/Activities

## Strategy/Activity 1

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction. As part of the PLC process, data related to at-risk students/students under consideration for a Student Success Team meeting will be discussed.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2020-June 2021

### Person(s) Responsible

Administrator  
District Personnel  
TOSA

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

Identified students will receive targeted support through on-site interventions provided by the classroom teacher and the grade level team (Tier 1 and 2). TOSAs will provide support for identification of and training in effective, research-based interventions for at risk youth (English learners, foster youth, low-income).

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Administrator  
Teachers  
TOSA

### Proposed Expenditures for this Strategy/Activity

#### Description

Expenditures reported under Goal 1

## Strategy/Activity 3

There will be a school-wide focus on improving Tier 1 instruction in math. This will include an emphasis in must-know math facts, concepts, and vocabulary through professional development, identification of specific facts and vocabulary to be prioritized in each grade level, and articulation between grade levels. Teachers will identify target skills and vocabulary to be taught each week of the school year and as possible will plan for integration of the skills and vocabulary into all curricular areas.

### Students to be Served by this Strategy/Activity

All Students

**Timeline**

September 2020-June 2021

**Person(s) Responsible**

Teachers, principal

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and a decrease in chronic absenteeism.

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere that addresses the needs of the whole child.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate	Attendance for all students: 2019-2020: 95%	Attendance rates for all students and each identified subgroup will be improved to 97%.
Chronic absenteeism rate	Chronic absenteeism rates: 2019-2020: All students: 11%	Decrease chronic absenteeism by 2% for "All" students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Importance of student attendance highlighted in newsletters throughout the year and discussed at PTA, Student of the Month, and School Site Council meetings.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2020-June 2021

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Improve attendance rate and decrease chronic absenteeism for students through the School Attendance Review Board process.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

September 2020-May 2021

### Person(s) Responsible

Administrator  
Program Counselors  
Pupil Services Director

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

### Strategy/Activity 3

Community Liaison informs and educates parents about the importance of attendance. Translate materials into Spanish as needed. Check, Connect, Respect counselor/liaison works with students to increase individual student attendance.

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

August 2020-June 2021

### Person(s) Responsible

Administrator  
Community Liason

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

### Strategy/Activity 4

Encourage "perfect" attendance through trimester recognition and end-of-the-year Perfect Attendance No Days Absent (PANDA) awards.

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

All students

### **Timeline**

August 2020- May 2021

### **Person(s) Responsible**

Principal  
Office Assistant

### **Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	100
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for student incentives to encourage positive attendance

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Parents and students will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school	<p>October 2020</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (87.5%), notice when they are not there (80.5%), listen to them when they have something to say (86.8%), are there for them when they have a problem or concern (86.8%), and believe they will be a success (88.9%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (90%), teachers communicate with parents about what students are expected to learn (82%), parents feel welcome to be involved in the school (75.6%), there is someone at school to talk to about</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Metric/Indicator	Baseline	Expected Outcome
	a problem or concern (80.8%), and school staff take parent concerns seriously (68.6%)	

## Planned Strategies/Activities

### Strategy/Activity 1

The school will focus on relationships and social/emotional learning. Teachers will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Administrator  
Teachers  
Bilingual Community Liaisons, Office Staff

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education offerings via Zoom and other virtual platforms.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal  
Bilingual Community Liaison,  
Teachers  
Office Staff



**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Description</b>	Provide childcare and translators for parent meetings

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/ Expulsion Rate	2019-2020 Suspension 2.2% All Students 0% African American 0% American Indian/Alaska Native 0% Asian 23%% Hispanic/Latino 69% White 0% Two or more races 8% English Learners 77% Socioeconomically Disadvantaged % Foster Youth/ Homeless Youth 31% Special Education  2019-2020 Expulsion Rate 0%	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support. As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school

will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs. As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, and the library makerspace.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives for PBIS

### Strategy/Activity 2

Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal  
Leadership Team  
Teachers

### Proposed Expenditures for this Strategy/Activity

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	39,100.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	40,510	2,510.00
Site Formula Funds		
Other	4,837	4,837.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	38,000.00
Site Formula Funds	1,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,000.00
4000-4999: Books And Supplies	1,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,000.00
4000-4999: Books And Supplies	Site Formula Funds	1,100.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Joe Schmidt	Principal
Alicia Johnson	Classroom Teacher
Aniko Taubenheim	Classroom Teacher
Brandi Glynn	Other School Staff
Shelley Robertson	Other School Staff
Melissa Johnson	Parent or Community Member
Tara Hendricks	Parent or Community Member
Kelly Davis	Parent or Community Member
Sara Alter	Parent or Community Member
Jordan Reece	Parent or Community Member

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



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 22, 2020.

Attested:

Principal, Joe Schmidt on 10/22/2020
SSC Chairperson, Tara Hendricks on 10/22/2020

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Orcutt Junior High School
<b>Address</b>	608 Pinal Street Orcutt, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045785
<b>Principal</b>	Kelly Osborne
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 12, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	November 5, 2020
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.



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# School Vision and Mission

## Mission Statement

The vision and mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Vision Statement

We envision an Orcutt Junior High School where

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

# School Profile

Orcutt Junior High School is located in the northern region of Santa Maria and serves students in grades seven and eight following a traditional calendar. For the 2020-2021 school year, 482 students are enrolled, including 14.9% in Special Education, 9.8% English Learners, and 27.4% socioeconomically disadvantaged.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Underperforming students are identified early in the school year and interventions like reading, or math support classes are established. Students are also involved in an Extended Learning Opportunity intervention block that is designed to provide the extra help in ELA and math needed to guarantee academic success in high school and college. In other academic areas, our Local Control and Accountability (LCFF) funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 25 full time certificated teachers on campus, 4 work solely with resource, SDC, and/or other special education students. The professional learning community unites administrators and school staff in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, analyze test results, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Three staff development days, and weekly late start Wednesdays allow teachers to collaborate in both subject and grade level. In these meetings departments determine key standards, collaborate lesson pacing, develop common assessments, and analyze student data from these common assessments. As a school, our departments work closely to develop curriculum that is meeting the

needs of all students. Many teachers are available during lunch, as well as before and after school, to assist students. Academic interventions include reading and grade level math support as well as targeted, intensive intervention during our weekly intervention block (ELO) once a week for students who did not meet essential learning standards as identified by teachers. Teachers have attended technology and subject specific conferences to stretch their abilities and add to their classroom interactions with students and parents. The OJHS staff is constantly looking for ways to assist students and intervene early to help students perform at the best of their ability. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA two times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning. The CAASSP is another assessment used to determine student learning.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates:

November 2, 2020

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions and climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

November 9, 2020: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

November 10, 2020: Met with PTSA to share school site goals and proposed SPSA.

November 2020: Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.88%	0.87%	0.38%	5	5	2
African American	0.71%	0.7%	0.38%	4	4	2
Asian	1.41%	1.4%	1.52%	8	8	8
Filipino	0.53%	0.7%	0.95%	3	4	5
Hispanic/Latino	38.52%	37.94%	46.1%	218	217	242
Pacific Islander	0.53%	%	0.19%	3		1
White	50.00%	49.48%	42.48%	283	283	223
Multiple/No Response	0.35%	0.87%	6.86%	2	5	6
Total Enrollment				566	572	525

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	305	265	263
Grade 8	261	307	262
Total Enrollment	566	572	525

### Conclusions based on this data:

1. OJHS enrollment decreased significantly from the previous year.
2. Enrollment for 2018-2019 was more on par with previous years' enrollment rather than the atypical enrollment in 2017-2018.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	44	50	44	7.8%	8.7%	8.4%
Fluent English Proficient (FEP)	33	22	28	5.8%	3.8%	5.3%
Reclassified Fluent English Proficient (RFEP)	2	1	5	6.1%	2.3%	10.0%

### Conclusions based on this data:

1. Orcutt Junior High's English Learner enrollment continues to increase every year.
2. The percent of students reclassified and considered English proficient declined significantly due largely to the change in the state's English learner proficiency test (from CELDT to ELPAC).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	258	299	255	258	298	255	98.5	98.4	98.5
Grade 8	276	255	293	260	246	282	260	246	282	94.2	96.5	96.2
All Grades	538	559	552	518	545	537	518	544	537	96.3	97.5	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.3	2551.7	2543.8	11.24	12.75	11.76	39.92	41.95	42.35	27.13	26.17	23.14	21.71	19.13	22.75
Grade 8	2575.6	2569.5	2570.3	16.15	11.38	14.18	40.38	43.90	40.78	26.15	26.42	27.66	17.31	18.29	17.38
All Grades	N/A	N/A	N/A	13.71	12.13	13.04	40.15	42.83	41.53	26.64	26.29	25.51	19.50	18.75	19.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.42	19.80	17.65	45.35	51.68	51.76	30.23	28.52	30.59
Grade 8	28.85	23.17	25.53	43.46	48.78	48.23	27.69	28.05	26.24
All Grades	26.64	21.32	21.79	44.40	50.37	49.91	28.96	28.31	28.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	23.64	28.52	21.18	57.75	52.35	61.18	18.60	19.13	17.65
Grade 8	28.46	23.58	23.05	54.62	56.50	60.64	16.92	19.92	16.31
All Grades	26.06	26.29	22.16	56.18	54.23	60.89	17.76	19.49	16.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	15.12	10.44	11.37	66.67	65.32	71.37	18.22	24.24	17.25
Grade 8	15.77	21.95	17.73	71.54	66.26	69.15	12.69	11.79	13.12
All Grades	15.44	15.65	14.71	69.11	65.75	70.20	15.44	18.60	15.08

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	21.71	28.86	23.53	56.59	51.68	52.16	21.71	19.46	24.31
<b>Grade 8</b>	26.54	23.98	23.76	52.31	52.44	54.26	21.15	23.58	21.99
<b>All Grades</b>	24.13	26.65	23.65	54.44	52.02	53.26	21.43	21.32	23.09

**Conclusions based on this data:**

1. Overall achievement on the CAASPP ELA test increased by approximately 4%. OJHS currently has a school-wide focus on close reading, annotating text, and using sentence frames to address needs in the area of ELA. These focus areas are also imperative in supporting our EL subgroup.
2. In comparing like students, we decreased slightly in our scores in writing. By continuing to emphasize academic vocabulary and sentence frames, OJHS should be able to increase in the areas of writing by Spring of 2019.
3. OJHS increased by over 5% in reading in 7th grade and increased by 2% in reading in 8th grade. In addition to our school-wide focus on close reading, particularly annotating text and citing sources, additional support for this area will be through document based questioning strategies in all history classes.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	262	304	259	256	297	255	256	297	255	97.7	97.7	98.5
Grade 8	276	255	293	260	244	282	260	244	282	94.2	95.7	96.2
All Grades	538	559	552	516	541	537	516	541	537	95.9	96.8	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2550.1	2549.9	2535.2	15.23	19.19	14.12	31.25	30.98	27.84	29.69	25.93	32.16	23.83	23.91	25.88
Grade 8	2582.6	2578.7	2577.6	27.69	23.77	25.89	26.54	26.23	23.76	22.31	26.64	25.53	23.46	23.36	24.82
All Grades	N/A	N/A	N/A	21.51	21.26	20.30	28.88	28.84	25.70	25.97	26.25	28.68	23.64	23.66	25.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	30.08	32.09	26.67	39.45	36.49	38.04	30.47	31.42	35.29
Grade 8	33.85	33.20	33.33	39.23	42.62	38.30	26.92	24.18	28.37
All Grades	31.98	32.59	30.17	39.34	39.26	38.18	28.68	28.15	31.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.53	21.21	16.86	51.56	54.55	54.90	28.91	24.24	28.24
Grade 8	26.92	24.18	26.60	46.54	53.69	49.65	26.54	22.13	23.76
All Grades	23.26	22.55	21.97	49.03	54.16	52.14	27.71	23.29	25.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	17.97	16.84	16.08	62.89	64.65	61.96	19.14	18.52	21.96
<b>Grade 8</b>	35.00	29.10	30.50	44.23	52.46	48.58	20.77	18.44	20.92
<b>All Grades</b>	26.55	22.37	23.65	53.49	59.15	54.93	19.96	18.48	21.42

**Conclusions based on this data:**

1. Overall, OJHS either decreased or stayed the same with mathematics scores.
2. Communicating Reasoning continues to be an area of needed growth. This is the area where students are to demonstrate an ability to support mathematical conclusions. This year, OJHS has implemented a school-wide focus on intervention by having four 30 minute blocks for math intervention. This emphasis along with document based questioning strategies, and full, school-wide implementation of CPM curriculum should improve performance in this area.
3. OJHS eighth graders did increase in the area of Problem Solving and Modeling/Data Analysis.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1497.5	1553.9	1490.4	1552.3	1504.3	1554.9	27	17
Grade 8	1537.1	1521.0	1539.1	1523.8	1534.8	1517.9	19	23
All Grades							46	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	23.53	44.44	52.94	*	5.88	*	17.65	27	17
8	57.89	30.43	*	34.78	*	21.74	*	13.04	19	23
All Grades	36.96	27.50	36.96	42.50	*	15.00	*	15.00	46	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	44.44	41.18	*	41.18	*	5.88	*	11.76	27	17
8	73.68	47.83	*	21.74	*	17.39	*	13.04	19	23
All Grades	56.52	45.00	26.09	30.00	*	12.50	*	12.50	46	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	17.65	*	23.53	*	29.41	27	17
8	*	21.74	*	17.39	*	34.78	*	26.09	19	23
All Grades	*	25.00	39.13	17.50	*	30.00	*	27.50	46	40

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	48.15	70.59	*	17.65	27	17
8	*	13.04	*	60.87	*	26.09	19	23
All Grades	36.96	12.50	50.00	65.00	*	22.50	46	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	48.15	70.59	40.74	23.53	*	5.88	27	17
8	84.21	65.22	*	21.74	*	13.04	19	23
All Grades	63.04	67.50	28.26	22.50	*	10.00	46	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	29.41	51.85	41.18	27	17
8	*	21.74	*	34.78	*	43.48	19	23
All Grades	*	25.00	30.43	32.50	50.00	42.50	46	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	59.26	70.59	*	17.65	27	17
8	*	0.00	*	86.96	*	13.04	19	23
All Grades	36.96	5.00	54.35	80.00	*	15.00	46	40

**Conclusions based on this data:**

1. The data shows that a majority of our English learners overall are Level 3 or Level 4.
2. Our Oral Language scores show that a majority of our English learners are a Level 3 or Level 4 in that performance area.
3. The Reading Domain continues to be an area of growth for our English Learners as all students fall within the Beginning Level for 7th grade and is not statistically significant for our 8th grade students.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	34.4	8.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	8.7
Foster Youth	1	0.2
Socioeconomically Disadvantaged	197	34.4
Students with Disabilities	69	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	5	0.9
Asian	8	1.4
Filipino	4	0.7
Hispanic	217	37.9
Two or More Races	46	8.0
White	283	49.5





### Conclusions based on this data:

1. Total enrollment increased from the previous year with exponential increases in SES and EL student groups.
2. Our Socioeconomically Disadvantaged Student Group is by far our largest at 32.5% of our population.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The number of chronically absent students remained the same resulting in change from yellow in 2018 to orange in 2019. Similarly an increase in the number of students suspended in 2019 resulted in a dashboard change from yellow to orange.
2. From 2018-2019, all other areas on the California Dashboard remained the same as indicated by the yellow performance indicator.

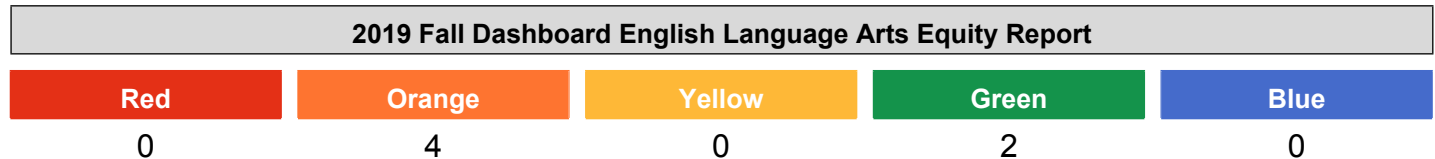
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 2.1 points below standard Declined -3.5 points 526	<b>English Learners</b>  Orange 58.9 points below standard Declined -8.2 points 53	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 37.7 points below standard Declined -6.2 points 185	<b>Students with Disabilities</b>  Orange 98 points below standard Increased ++9.5 points 60

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 29.7 points below standard Declined -8.3 points 202	<b>Two or More Races</b>  Green 27.4 points above standard Maintained -1.1 points 41	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 12.8 points above standard Declined -3.2 points 259

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 98.5 points below standard Declined -7.7 points 37	<b>Reclassified English Learners</b> 32.8 points above standard Declined Significantly -19.6 points 16	<b>English Only</b> 3.8 points above standard Declined -4.1 points 462
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#### Conclusions based on this data:

1. Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
2. Our Students with Disabilities group increased their performance by 3.3 points.



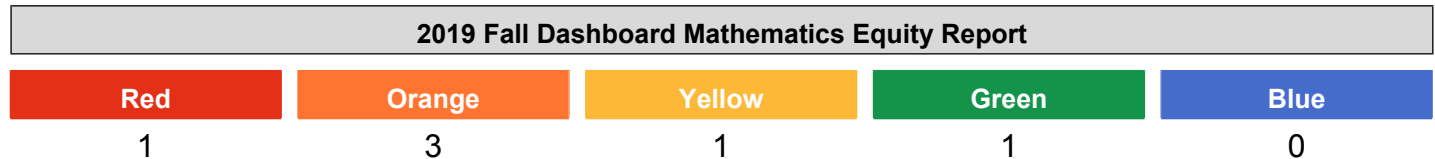
# School and Student Performance Data

## Academic Performance Mathematics






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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 19.2 points below standard Declined -7.9 points 527	<b>English Learners</b>  Orange 78.8 points below standard Maintained -1.7 points 53	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Orange 52.3 points below standard Maintained ++0.9 points 186	<b>Students with Disabilities</b>  Red 143.4 points below standard Declined -9.6 points 61

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 47.9 points below standard Declined -8 points 202	<b>Two or More Races</b>  Green 6.4 points above standard Declined Significantly -19.7 points 41	<b>Pacific Islander</b>	<b>White</b>  Yellow 3.2 points below standard Declined -7.3 points 260

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 136.5 points below standard Declined Significantly -16.1 points 37	<b>Reclassified English Learners</b> 54.6 points above standard Increased Significantly ++22.8 points 16	<b>English Only</b> 13.3 points below standard Declined -10.4 points 463
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#### Conclusions based on this data:

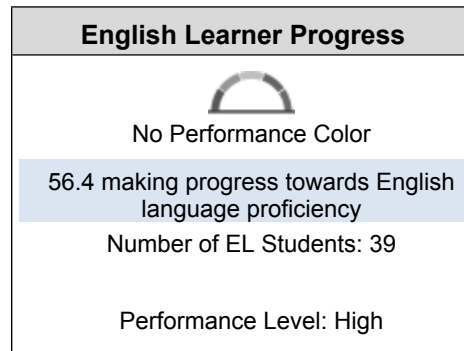
- Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
- Reclassified English Learners performed above standard and increased significantly by 20.2 points.
- Our English Learners continue to perform below below standard and decreased slightly by 5 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.6	35.8	10.2	46.1

#### Conclusions based on this data:

1. Of 46 students, 34 of them are either Moderately or Well Developed in their English Learner Progress.

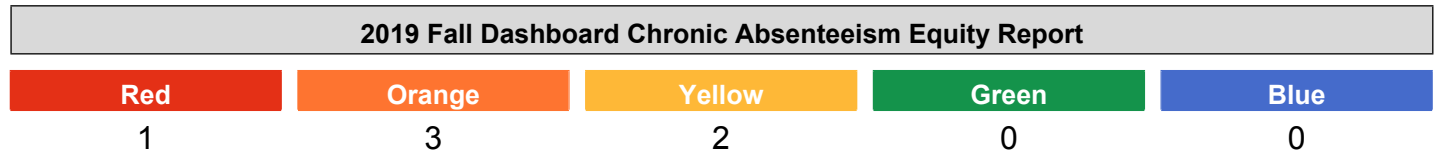
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 10.3 Increased +2.1 590	<b>English Learners</b>  Orange 13.7 Increased +5.2 51	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Socioeconomically Disadvantaged</b>  Orange 15.9 Increased +2.5 220	<b>Students with Disabilities</b>  Yellow 16.4 Declined -2.5 73

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Yellow 10.5 Declined -0.7 229	<b>Two or More Races</b>  Orange 9.3 Increased +4.7 54	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Red 11.2 Increased Significantly +4.4 285

### Conclusions based on this data:

1. Student absenteeism rate for All Students was maintained with approximately 8% of students being chronically absent.
2. The absenteeism rate for our English Learners declined by almost 1%.
3. Our Socioeconomically Disadvantaged students slightly declined in the absenteeism rate by 0.5%.

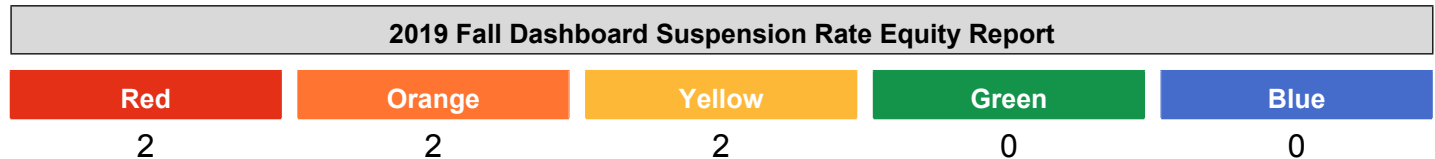
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 8.7 Increased +1.7 599	<b>English Learners</b>  Yellow 11.5 Declined -3 52	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 1	<b>Socioeconomically Disadvantaged</b>  Red 15.6 Increased Significantly +4.9 224	<b>Students with Disabilities</b>  Orange 9.2 Increased +7.5 76

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  No Performance Color Less than 11 Students - Data 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 4
<b>Hispanic</b>  Red 10 Increased Significantly +4.7 231	<b>Two or More Races</b>  Orange 7.1 Increased +7.1 56	<b>Pacific Islander</b>	<b>White</b>  Yellow 8.3 Declined -1.3 289

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	8.7

#### Conclusions based on this data:

1. Our white and Hispanic subgroups have the highest suspension rate, however the suspension rate for Hispanic declined by 2.3%
2. Overall suspension percentage has remained steady with approximately 7% of students getting suspended at least one time during the school year.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

The percentage of students at proficient/advanced in seventh and eighth grade in ELA will increase by 5 percentage points on the SBAC assessment as measured by reading, writing and/or language scores.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/exceeded standard	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard	Due to COVID-19 and school closures the CAASPP assessment was not administered to students.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through maintaining of Professional Learning Communities (PLC), the ELA department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Teachers met weekly (up until school closures) in PLC teams to discuss student learning.		
Increase implementation of intervention within the school day from one 30 minute block per week to four 30 minute blocks per week for the area of	Increased intervention within the school day from one 30 minute block to four 30 minute blocks within the school day four days per week.	Software licenses: Reading Plus, IXL 0000: Unrestricted LCFF - Supplemental 7985.00	Software licenses: Reading Plus, IXL 0000: Unrestricted LCFF - Supplemental 3300.00



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.			
Teachers will have opportunities to attend training on California State Standards focused workshops that address literacy needs. These may be sponsored by the District or by the County. Teachers will also have opportunities to attend tech related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and training focused on reading intervention.	<p>ELA teachers attended several workshops/trainings with Tina Pelletier, a national literacy expert, to address the literacy needs of our students.</p> <p>Due to school closures, many Spring conference opportunities did not occur.</p>	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3000.00	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1200.00
Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Potential for additional morning intervention times.	A certificated teacher held tutoring hours twice per week for an hour after school.	Computer access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 3580.00	Computer Access and tutoring before/after school. 1000-1999: Certificated Personnel Salaries Other 800.00

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Prior to school closure each of these actions was implemented. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is a discrepancy between the money allotted for software licenses and actual expenditures for licenses because OJHS did not purchase Reading Plus. Educational Services was able to secure licenses for students who needed it at no cost to the site. There is a discrepancy between money allocated for conferences and workshops and actual expenditures. This is primarily due to most conferences that occur during the spring were cancelled due to COVID 19 (most OJHS teachers attend spring conferences). There also is a discrepancy between the funds allocated for computer access and tutoring and actual expenditures due to little to no attendance as well as school closures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and Acadience intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

Maintain/decrease the current suspension/expulsion rate for the 2019-2020 school year for all students and identified subgroups.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	<p>Maintain/decrease the current suspension/expulsion rate for the 2019-2020 school year for all students and each student group.</p> <p>Increase in percentage of students reporting high assets in the area of school connectedness.</p>	<p>Suspension rates increased by 1.7%</p> <p>Due to COVID-19 and school closures, students were not asked to respond to climate questionnaires on high assets.</p>

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1.	Many PBIS Tier 1 Strategies were implemented this school year. Strategies included PBIS Rewards, Tiered Fidelity Inventory, signage, and a PBIS team who attended several PBIS trainings.	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives. 4000-4999: Books And Supplies LCFF - Supplemental 2500.00	PBIS Rewards Incentives for Students 4000-4999: Books And Supplies LCFF - Supplemental 2000.00
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-2020 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class,	For the 2019-2020 school year, the programs implemented include Maker-space, Robotics, Volleyball and partial Basketball. Track teams were unable to participate due to school closures. We also implemented Leadership class, Journalism class, peer tutoring, and ASB.	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week. 4000-4999: Books And Supplies Site Formula Funds 2000.00	0.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
peer tutoring, and ASB. Create opportunities for creative expression through the arts.			
Establish rewards or acknowledgements.	PBIS Rewards system was implemented where students would earn points for positive behaviors that can be redeemed for items of their choosing.	Honor Roll, Student of the Month, and Youth of the Month.. 4000-4999: Books And Supplies Site Formula Funds 1500.00	0.00

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities stated here were implemented, although PBIS and most of the co-curricular/extracurricular activities came to a halt during school closure. Schools take pride in the many ways in which students can be involved outside of the classroom.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. All of this being stated, suspensions districtwide are not decreasing. In 2019-2020 suspensions for vaping and tobacco/cannabis use declined, but suspensions for bullying (including cyberbullying) and damaging property climbed. So schools do need to continue their work on strategies/activities to accomplish the goal of reducing suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is not a great discrepancy between estimated expenditures for incentives and the actual expenditures. Actual expenditures for enrichment were covered by our PTSA and estimated expenditures for awards and certificates wasn't spent as we had supplies from the previous school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 3

All students and student sub-groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2020 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 and school closures the CAASPP assessment was not administered to students.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through maintaining of Professional Learning Communities (PLC), the mathematics department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.	Teachers met weekly (up until school closures) in PLC teams to discuss student learning.	PLC time (late start, Staff development days) None Specified District Funded	PLC time (late start, Staff development days) None Specified District Funded
Teachers will have opportunities to attend training on California State Standards focused workshops that address mathematics needs.	The math department attended several trainings this year with mathematics expert, Michele Douglass. The math department intended	Conferences and Workshops 5000-5999: Services And Other Operating Expenditures	See Goal 1 for actual amount. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental

<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
These may be sponsored by the District or by the County. Teachers will also have opportunities to attend tech related training that will assist in increasing collaboration and mathematical strategies in their classrooms. There will also be release time and training focused on math intervention.	to attend the CPM conference in the Spring but were not able to due to COVID-19.	LCFF - Supplemental 3000.00	
Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.	Several technological supports were put in place, mostly after school closures, that included IXL, Go Formative, Pear Deck, etc.	Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12000.00	Technology 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00
Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Potential for additional morning intervention times.	A certificated employee held after school tutor hours for students twice a week for a hour.	See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring. 1000-1999: Certificated Personnel Salaries Other	See Goal 1 for actual amount. 1000-1999: Certificated Personnel Salaries Other
Increase implementation of intervention within the school day from one 30 minute block per week to four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide	OJHS increased intervention for identified students from one 30 minute block per week to four 30 minute blocks per week.	Intervention 4000-4999: Books And Supplies LCFF - Supplemental 1500.00	See Goal 2 Strategy 1 for actual amount. 4000-4999: Books And Supplies LCFF - Supplemental

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
support for identification of and training in effective, research-based interventions for at risk students.			

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Until school closure in mid-March these actions were implemented as planned. Orcutt Junior High School continued to offer support classes and specialized instruction to identified students in association with their Extended Learning Opportunity (ELO) program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Staff still would like to have a systematic math intervention program that fills a role similar to what Acadience and Reading Plus does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The most significant difference in Proposed Expenditures and Estimated Actual Expenditures is with technology. When schools closed, all spending was suspended; therefore, the money allocated for upgrading technology was revoked.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.



# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 4

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate  Chronic Absenteeism Rate	Maintain or increase attendance rate to 98% for all students and each subgroup.  Decrease Chronic Absenteeism by 2% for all students and each subgroup.	Attendance rate decreased slightly by 1.6%. Attendance rate was 96.36%.  Chronic Absenteeism increased by 2.1%

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	The PBIS Rewards program was implemented at OJHS to encourage positive behavior supports with the intention of creating a more positive environment on campus. Attendance Awards would normally be acknowledge at Awards Night on campus. This year due to school closures, students were recognized virtually.	Attendance Incentives 4000-4999: Books And Supplies Site Formula Funds 1000.00	See Goal 2 Strategy 1 for actual amount. 4000-4999: Books And Supplies Site Formula Funds
Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.	Qualifying students were a part of the SARB process. There were students who didn't complete the process due to school closures.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue ... and need to be addressed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between proposed expenditures and estimated actual expenditures is largely due to the school closures that did not allow for students the entire year to earn rewards to redeem for more "expensive" items in the OJHS PBIS store.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 5

By Spring 2019, the number of parents actively participating in Parent Square will increase to 98%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Square Contact-ability	Parent Contact-ability through Parent Square will increase to 98%.	Parent Contact-ability through Parent Square has increased to 100%.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase use of Parent Square by increased advertising, encouraging all staff to post pertinent information, translating information in language of the parents and providing an information night.	Data Confirmation prior to the start of school was critical in accomplishing this goal of 100% contact-ability.	Parent Square Communication Platform. None Specified District Funded	Parent Square Communication Platform, None Specified District Funded
Translate materials into languages spoken in students' home and provide interpreters at events when needed.	Parent Square translates messages to Spanish. School liaisons were utilized to communicate and meet with Spanish speaking families. OJHS has a bilingual school counselor who helps with communication & translation at the school site.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded	None Specified District Funded
Communicate with parents concerning mid-quarter progress reports and quarter report cards. Provide mid-quarter conference time for parents to meet with teachers. Advertise these	Mid-quarter and quarterly progress reports and report cards were sent out regularly by the school and are available through Aeries. Office manager sent out Parent Square message	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the	None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
events to parents. Provide additional parent-teacher conferences as needed and requested.	to all parents regarding availability of progress reports and report cards. Parent Teacher conferences were held first and second quarter. Third quarter conferences did not occur due to school closures.	first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded	
Involve parents in decision making through involvement in School Site Council, English Language Advisory Council, and Parent Teacher Student Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school and district level.	The SSC meeting occurred in the Fall. There were 3 ELAC meetings last year and PTSA meetings occurred once a month up until the closures.	Provide childcare and bilingual community liaisons 4000-4999: Books And Supplies District Funded	
Begin the year with Mustang Round Up and push for online data verification for all parents. This will get parents involved in the school prior to the school year starting.	The Mustang Round up orientations occurred in August, prior to the start of school.	Mustang Round up is an orientation day prior to the first day of school. 4000-4999: Books And Supplies District Funded	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities outlined in the plan were implemented School use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were not any material differences that had any impact on site funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of English/Language Arts, with the goal of all students achieving proficiency.

### LCAP Goal

Improving student achievement in language arts by providing and supporting engaging and high quality instruction which promotes active learning and maximizes student achievement in the area of language arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth, and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include E/LA instruction, particularly for at-risk youth, and English Language Development (ELD) instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP – ELA % Students met/exceeded standard	2016 CAASPP Results % Met or Exceeded Standards  54.5% All Students 13.51% EL Students 14.81% Special Education Students 38.95% SES 43.55% Hispanic Students 59.92% White Students	Increase student performance for all students by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard

### Planned Strategies/Activities

#### Strategy/Activity 1

The English Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

9/19-9/20

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Increase implementation of intervention within the school day from one 30-minute block per week to four 30-minute blocks per week for the area of reading. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district literacy consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students who are below standard in Reading through various district approved diagnostic screenings and assessments.

### Timeline

Ongoing

### Person(s) Responsible

Principal, TOSA, teachers.

### Proposed Expenditures for this Strategy/Activity

Amount	7985.00
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Software licenses: Reading Plus.

### Strategy/Activity 3

Teachers will have opportunities to attend training on California State Standards focused workshops that address literacy needs. These may be sponsored by the district or by the County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and literacy training focused on reading intervention.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences and Workshops

## Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers throughout the school year. Additional morning intervention times could be added.

## Students to be Served by this Strategy/Activity

All students

## Timeline

Ongoing

## Person(s) Responsible

Administration and Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3580.00
<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Computer access and tutoring before/after school.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions and Climate: Suspension/Expulsion

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2018-19:  7% Suspension Rate 14.6% - English Learners 1.7% - Students with Disabilities 0% - Two or more races 9.6% - White 5.3% Hispanic/Latino 10.7% Socioeconomically Disadvantaged	Maintain/decrease the current suspension/expulsion rate for all students and each student group and for each student group.

### Planned Strategies/Activities

#### Strategy/Activity 1

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.

As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.



As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, and the Yearbook Class.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations, and PBIS Rewards incentives.

### Strategy/Activity 2

Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-2020 school year, these programs include Makerspace, Robotics, Volleyball, Basketball, and Track teams, Leadership class, Journalism class, peer tutoring, and ASB. Create opportunities for creative expression through the arts.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin

### Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

### Strategy/Activity 3

Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All Students.

### Timeline

Ongoing

### Person(s) Responsible

Admin/Staff

### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Honor Roll, Student of the Month, and Youth of the Month..

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Goal: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low-income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	2019 CAASPP Results % Met or Exceeded Standard  46% All Students 10.81% English Learners 9.26% Special Education 34.21% SES 36.36% Hispanic 51.52% White	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.

### Planned Strategies/Activities

#### Strategy/Activity 1

The Math Department will consistently look at data related to this goals and use the data to drive instruction and intervention. Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

#### Students to be Served by this Strategy/Activity

All students.

## Timeline

Ongoing

## Person(s) Responsible

Admin/Staff/TOSAs

## Proposed Expenditures for this Strategy/Activity

### Source

District Funded

### Budget Reference

None Specified

### Description

PLC time (late start, Staff development days)

## Strategy/Activity 2

Teachers will have opportunities to attend training on California State Standards-focused workshops that address mathematics needs. These may be sponsored by the district or Santa Barbara County Education Office. Teachers will also have opportunities to attend tech-related training that will assist in increasing collaboration and mathematical strategies in their classrooms. They also will have release time and training focused on math intervention.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

9/19-6/20

## Person(s) Responsible

Administration and Teachers

## Proposed Expenditures for this Strategy/Activity

### Amount

3000.00

### Source

LCFF - Supplemental

### Budget Reference

5000-5999: Services And Other Operating Expenditures

### Description

Conferences and Workshops

## Strategy/Activity 3

Materials to be used to support student engagement and increased access to technology as it relates to intervention, use of multiple site licenses; such as IXL and Engage New York, and increased access to the tech book for the CPM mathematics adoption. These materials and services will enable teachers to target instruction for at-risk students.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

Ongoing

## Person(s) Responsible

Administration/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	12000.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology

### Strategy/Activity 4

Increased education opportunities will be provided: Before/After school tutoring with one of our certificated teachers will be offered throughout the school year. Morning intervention times could be added.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Strategy 4 for amount. Before/After school computer access/tutoring.

### Strategy/Activity 5

Increase implementation of intervention within the school day from one 30 minute block per week to four 30 minute blocks per week for the area of mathematics. Identified students will receive targeted support through on-site interventions provided by the classroom teachers. The district math consultant and TOSAs will provide support for identification of and training in effective, research-based interventions for at risk students.

### Students to be Served by this Strategy/Activity

Students identified by various district approved universal screenings as needing intervention in math.

### Timeline

Ongoing

### Person(s) Responsible

Staff/Admin/TOSA/District

### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absenteeism reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Student attendance rate for 2018-2019 was at 96%.	Maintain or increase attendance rate to 98% for all students and each subgroup.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2018-19 8.2% "All" Students 7% English Learner 13.4% Low SES 19% Students with Disabilities 6.9% White 11.2% Hispanic	Decrease Chronic Absenteeism by 2% for all students and each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/office staff/Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance Incentives

**Strategy/Activity 2**

Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.

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

All students identified as chronically absent.

**Timeline**

Ongoing

**Person(s) Responsible**

Admin/office staff/District/Counselor

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular office hours and availability during distance and blended learning.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Bilingual Community Liaison, Office Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey Healthy Kids Survey	<p>October 2020: Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or very much true" that there were adults at school who really care about them (80%), notice when they are not there (74%), listen to them when they have something to say (79%), are there for them when they have a problem or concern (82%), and believe they will be a success (82%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that the school staff communicate with parents about what is happening at the school (74%), teachers communicate with parents about what students are expected to learn (63%), parents feel welcome to be</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time</p>



Metric/Indicator	Baseline	Expected Outcome
	involved in the school (58%), there is someone at school to talk to about a problem or concern (65%), and school staff take parents concerns seriously (58%).	

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. Teachers will have regular availability during distance and blended learning.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

#### Proposed Expenditures for this Strategy/Activity

##### Source

None Specified

##### Budget Reference

None Specified

### Strategy/Activity 2

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**

Source	District Funded
Budget Reference	None Specified
Description	Parent Education Nights

**Strategy/Activity 3**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

Source	District Funded
Budget Reference	None Specified

**Strategy/Activity 4**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

Source	District Funded
Budget Reference	None Specified

**Strategy/Activity 5**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

Source	None Specified
Budget Reference	None Specified

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	38,065.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Site Formula Funds		
LCFF - Supplemental	29,985	0.00
Other	3,580	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	29,985.00
Other	3,580.00
Site Formula Funds	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	7,985.00
1000-1999: Certificated Personnel Salaries	3,580.00
4000-4999: Books And Supplies	8,500.00
5000-5999: Services And Other Operating Expenditures	18,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	7,985.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	18,000.00
1000-1999: Certificated Personnel Salaries	Other	3,580.00
4000-4999: Books And Supplies	Site Formula Funds	4,500.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Kelly Osborne	Principal
Ernie Salinas	Classroom Teacher
Kacie Jackson	Classroom Teacher
Jennifer O'Kane	Other School Staff
Mariana Valdovinos	Other School Staff
Teresa LuaPerez	Parent or Community Member
Tania Griffith	Parent or Community Member
Lisa Lopez	Parent or Community Member
Faith Lopez	Secondary Student
Jordan Lopez	Secondary Student

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 5, 2020.

Attested:

Principal, Kelly Osborne on November 6, 2020
SSC Chairperson, Kacie Jackson on November 6, 2019



# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

School Year: **2020-21**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Pine Grove Elementary School
<b>Address</b>	1050 Rice Ranch Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045801
<b>Principal</b>	Michelle Boyd
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 1, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	January 15, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

**Mission:** At Pine Grove School, we believe that all students can learn at high levels. We set high standards for student achievement and expect all students to achieve at their maximum potential. Our staff is committed to the development of problem solvers and creative thinkers and believe that educating children for success as contributing members of society is a priority.

**Vision:** Pine Grove School will:

- Foster a secure and supportive learning environment
- Provide academic excellence, character development, and enrichment for all
- Utilize and incorporate technology in daily classroom learning
- Instill a desire to become life-long learners

**Students will:**

- Experience quality curriculum and instruction
- Reach increasing levels of achievement as demonstrated in a common core/standards-based educational system

## School Profile

Pine Grove Elementary School is located in the northern region of Santa Barbara County and serves students in grades kindergarten through six following a traditional calendar. For the 2020-2021 school year, 478 students are enrolled, including 11.7% in Special Education, 6.7% English Learners, and 29.9% socioeconomically disadvantaged. Pine Grove has 19 classrooms, a combination of 26 certificated full and hourly teachers and 9 classified support staff members. The school's PTA is very active in recruiting and involving parents in a variety of family-oriented programs that encourage parent volunteering and build stronger connections to our school.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 09/14/2020 and 10/20/2020

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

09/21/2020 and 11/2/2020 - Met with School Staff to review SPSA plan and relevant data

10/22/2020 - Met with PTA to share school site goals and proposed SPSA

11/9/2020 - Met with ELAC to review data and the SPSA

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.38%	0.37%	1	2	2
African American	0.19%	0.38%	0.37%	1	2	2
Asian	0.95%	1.7%	1.29%	5	9	7
Filipino	1.71%	1.7%	1.66%	9	9	9
Hispanic/Latino	43.26%	43.56%	41.4%	228	230	224
Pacific Islander	0.38%	0.19%	0.18%	2	1	1
White	44.59%	42.8%	45.1%	235	226	244
Multiple/No Response	2.28%	2.65%	6.84%	12	14	15
Total Enrollment				527	528	541

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	84	58	70
Grade 1	66	86	69
Grade 2	64	65	86
Grade3	68	71	65
Grade 4	90	71	75
Grade 5	75	98	75
Grade 6	80	79	101
Total Enrollment	527	528	541

### Conclusions based on this data:

1. Student enrollment steadily grew between 2017-2018 and 2019-2020. Enrollment for the current 2020-2021 school year has decreased.
2. Kindergarten enrollment numbers are increasing.
3. An increasing number of families select "no response" for race/ethnicity on their enrollment form.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	50	49	35	9.5%	9.3%	6.5%
Fluent English Proficient (FEP)	9	15	18	1.7%	2.8%	3.3%
Reclassified Fluent English Proficient (RFEP)	4	2	6	8.2%	4.0%	12.2%

### Conclusions based on this data:

1. The number and percent of English Learners remain steady.
2. The number and percent of FEP students remain steady.
3. The number and percent of FFEP students continue to shift, which is reflective of changes in standards, assessments, and reclassification criteria.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	70	64	88	70	64	88	70	64	100	100	100
Grade 4	75	92	73	74	90	72	74	90	72	98.7	97.8	98.6
Grade 5	83	77	98	82	77	97	82	77	97	98.8	100	99
Grade 6	99	81	79	99	79	77	99	79	77	100	97.5	97.5
All Grades	345	320	314	343	316	310	343	316	310	99.4	98.8	98.7

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2445.1	2447.2	2451.9	32.95	31.43	31.25	22.73	22.86	28.13	35.23	30.00	31.25	9.09	15.71	9.38
Grade 4	2491.0	2511.7	2494.1	33.78	41.11	31.94	32.43	30.00	27.78	14.86	20.00	25.00	18.92	8.89	15.28
Grade 5	2536.9	2528.7	2524.5	30.49	20.78	23.71	40.24	41.56	35.05	13.41	23.38	25.77	15.85	14.29	15.46
Grade 6	2537.7	2545.5	2542.6	18.18	24.05	12.99	41.41	35.44	44.16	22.22	20.25	28.57	18.18	20.25	14.29
All Grades	N/A	N/A	N/A	28.28	29.75	24.52	34.40	32.59	34.19	21.87	23.10	27.42	15.45	14.56	13.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.41	28.57	31.25	45.45	52.86	50.00	26.14	18.57	18.75
Grade 4	27.03	35.56	34.72	63.51	56.67	50.00	9.46	7.78	15.28
Grade 5	41.46	27.27	29.90	43.90	49.35	51.55	14.63	23.38	18.56
Grade 6	23.23	22.78	20.78	52.53	48.10	59.74	24.24	29.11	19.48
All Grades	29.74	28.80	29.03	51.02	51.90	52.90	19.24	19.30	18.06

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.14	31.43	37.50	61.36	50.00	48.44	12.50	18.57	14.06
Grade 4	32.43	30.00	29.17	52.70	58.89	58.33	14.86	11.11	12.50
Grade 5	41.46	33.77	31.96	50.00	57.14	52.58	8.54	9.09	15.46
Grade 6	31.31	36.71	20.78	49.49	46.84	63.64	19.19	16.46	15.58
All Grades	32.65	32.91	29.68	53.35	53.48	55.81	13.99	13.61	14.52

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.45	37.14	26.56	67.05	50.00	67.19	12.50	12.86	6.25
Grade 4	22.97	33.33	26.39	60.81	57.78	62.50	16.22	8.89	11.11
Grade 5	21.95	16.88	16.49	68.29	74.03	67.01	9.76	9.09	16.49
Grade 6	14.14	22.78	16.88	68.69	65.82	71.43	17.17	11.39	11.69
All Grades	19.53	27.53	20.97	66.47	62.03	67.10	13.99	10.44	11.94

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.41	24.29	28.13	57.95	58.57	50.00	13.64	17.14	21.88
Grade 4	28.38	43.33	25.00	55.41	47.78	51.39	16.22	8.89	23.61
Grade 5	40.24	32.47	28.87	45.12	61.04	57.73	14.63	6.49	13.40
Grade 6	31.31	32.91	27.27	45.45	48.10	59.74	23.23	18.99	12.99
All Grades	32.07	33.86	27.42	50.73	53.48	55.16	17.20	12.66	17.42

**Conclusions based on this data:**

1. There is an increase in the Mean Scale Score in ELA/Literacy for grades 3-6 over the 3-year period reported.
2. Targeted ELA instruction has resulted in growth in reading achievement.
3. Writing scores remain steady but strong over the 3-year period reported.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	70	64	88	70	64	88	70	64	100	100	100
Grade 4	76	92	73	75	90	72	75	90	72	98.7	97.8	98.6
Grade 5	83	77	98	82	77	97	82	77	97	98.8	100	99
Grade 6	99	81	79	99	79	77	99	79	77	100	97.5	97.5
All Grades	346	320	314	344	316	310	344	316	310	99.4	98.8	98.7

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.9	2437.1	2450.7	22.73	11.43	26.56	36.36	45.71	32.81	31.82	22.86	20.31	9.09	20.00	20.31
Grade 4	2496.3	2509.3	2482.5	26.67	28.89	16.67	29.33	37.78	33.33	30.67	25.56	36.11	13.33	7.78	13.89
Grade 5	2506.7	2510.9	2515.9	18.29	19.48	22.68	21.95	20.78	18.56	37.80	42.86	35.05	21.95	16.88	23.71
Grade 6	2511.3	2545.7	2534.6	13.13	21.52	23.38	22.22	31.65	16.88	36.36	26.58	36.36	28.28	20.25	23.38
All Grades	N/A	N/A	N/A	19.77	20.89	22.26	27.33	33.86	24.52	34.30	29.43	32.58	18.60	15.82	20.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.32	31.43	39.06	42.05	41.43	39.06	13.64	27.14	21.88
Grade 4	44.00	47.78	33.33	32.00	31.11	37.50	24.00	21.11	29.17
Grade 5	21.95	23.38	34.02	41.46	45.45	30.93	36.59	31.17	35.05
Grade 6	21.21	34.18	28.57	35.35	37.97	33.77	43.43	27.85	37.66
All Grades	32.27	34.81	33.55	37.79	38.61	34.84	29.94	26.58	31.61

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.95	27.14	35.94	51.14	50.00	48.44	15.91	22.86	15.63
Grade 4	30.67	33.33	19.44	52.00	50.00	61.11	17.33	16.67	19.44
Grade 5	23.17	27.27	26.80	53.66	51.95	47.42	23.17	20.78	25.77
Grade 6	15.15	21.52	19.48	50.51	49.37	51.95	34.34	29.11	28.57
All Grades	25.00	27.53	25.16	51.74	50.32	51.94	23.26	22.15	22.90

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	18.57	32.81	55.68	60.00	50.00	7.95	21.43	17.19
Grade 4	30.67	40.00	20.83	46.67	41.11	61.11	22.67	18.89	18.06
Grade 5	15.85	12.99	19.59	56.10	58.44	56.70	28.05	28.57	23.71
Grade 6	17.17	24.05	22.08	52.53	50.63	48.05	30.30	25.32	29.87
All Grades	24.71	24.68	23.23	52.91	51.90	54.19	22.38	23.42	22.58

**Conclusions based on this data:**

1. Mean scale scores in math remain steady over the 3-year period reported.
2. Math results indicate a need for specific strategic interventions.
3. The number of students that exceeded standard increased from from the previous year.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	8
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	1583.8	*	1568.6	*	1598.5	*	12
All Grades							48	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6		58.33	*	33.33	*	8.33		0.00	*	12
All Grades	31.25	30.00	47.92	42.50	*	22.50	*	5.00	48	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	75.00	*	25.00		0.00		0.00	*	12
All Grades	39.58	47.50	50.00	30.00	*	17.50	*	5.00	48	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*	*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6		41.67	*	33.33	*	25.00	*	0.00	*	12
All Grades	25.00	22.50	37.50	37.50	22.92	30.00	*	10.00	48	40

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
6		33.33	*	50.00		16.67	*	12
All Grades	50.00	30.00	45.83	60.00	*	10.00	48	40

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
6	*	91.67		8.33		0.00	*	12
All Grades	52.08	55.00	41.67	45.00	*	0.00	48	40

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6		33.33	*	41.67	*	25.00	*	12
All Grades	*	17.50	56.25	67.50	25.00	15.00	48	40

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
6		75.00	*	25.00		0.00	*	12
All Grades	45.83	37.50	50.00	55.00	*	7.50	48	40

**Conclusions based on this data:**

1. The writing domain continues to be an area where most of our English Learner students are scoring in the "Well Developed" or "Somewhat Moderately Developed" ranges.
2. The reading domain is a focus area for intervention. Reading comprehension needs to be a priority during English Language Development (ELD) lessons.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
528	33.3	9.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	9.3
Foster Youth	1	0.2
Socioeconomically Disadvantaged	176	33.3
Students with Disabilities	63	11.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	9	1.7
Filipino	9	1.7
Hispanic	230	43.6
Two or More Races	35	6.6
Pacific Islander	1	0.2
White	226	42.8

### Conclusions based on this data:

1. The student population has risen by 13 students.
2. More families are marking "decline to state" when asked about ethnicity.
3. Subgroup percentages remain similar to years past, but there is a steady rise in the socioeconomically disadvantaged subgroup.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

1. Our academic performance remains steady, with a slight decline in the percent that "Met or Exceeded" standard.
2. Longitudinal performance shows growth as we compare "like" groups of students over time.
3. Suspension and attendance remain similar to past two years.

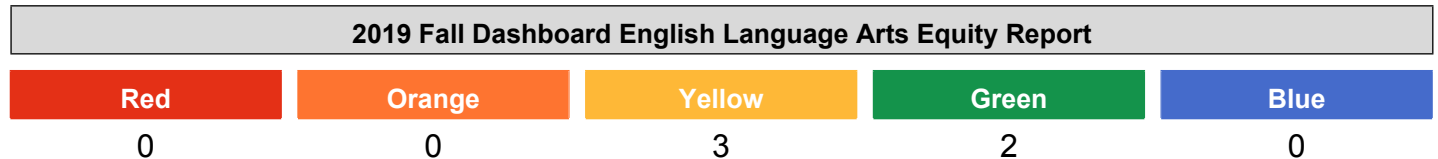
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 21.1 points above standard Declined -4.3 points 299	 Green 4.9 points below standard Increased ++3.9 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Yellow 2.5 points above standard Declined -7.1 points 100	 Yellow 11.9 points below standard Increased ++6.2 points 39

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Yellow 4 points above standard Declined -8.2 points 132	<b>Two or More Races</b>  No Performance Color 49.5 points above standard Maintained ++2.8 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 37.1 points above standard Maintained 0 points 134

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 36.3 points below standard Maintained -0.9 points 26	<b>Reclassified English Learners</b> 57.8 points above standard 13	<b>English Only</b> 24.3 points above standard Declined -5.3 points 256
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#### Conclusions based on this data:

1. In the area of English Language Arts there has been steady progress over the past three years, with a gradual increase in students scoring "met" or "exceeded" standard.
2. In the area of English Language Arts, the English Learner subgroup made growth over that past three years, with the mean scaled score going from 2438 to 2497.
3. in the area of English Language Arts most subgroups have made steady progress in "met" standard.

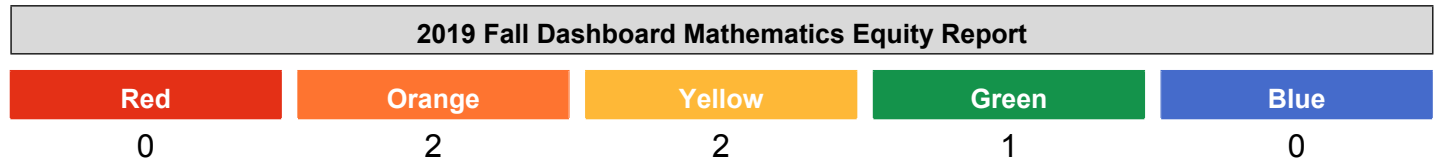
# School and Student Performance Data

## Academic Performance Mathematics






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



This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 4.5 points below standard Declined -7.4 points 299	<b>English Learners</b>  Orange 36.3 points below standard Maintained -2.5 points 39	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Yellow 17.7 points below standard Declined -5.6 points 100	<b>Students with Disabilities</b>  Orange 29.5 points below standard Declined -5.8 points 39



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>Yellow</p> <p>15.1 points below standard</p> <p>Declined -3.9 points</p> <p>132</p>	 <p>No Performance Color</p> <p>25.4 points above standard</p> <p>Declined -4.5 points</p> <p>17</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>Green</p> <p>4.4 points above standard</p> <p>Declined -9 points</p> <p>134</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
67.7 points below standard	26.5 points above standard	0.2 points below standard
Declined -10.9 points	13	Declined -7.2 points
26		256

#### Conclusions based on this data:

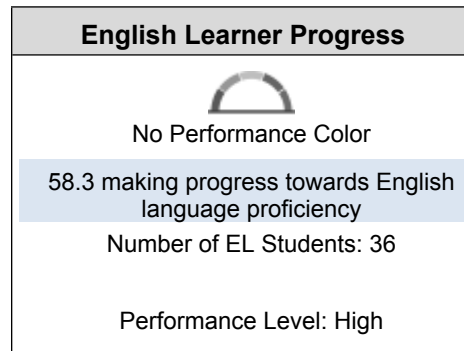
1. Although the mean scaled score in math has increased each year over the past three years, our percent of students achieving in the "met" or "exceeded" standard is not 5% greater than last year as we predicted.
2. Students with disabilities scored 42% "met or exceeded" standard compared to our "all students group," which scored 45% "met or exceeded" standard.
3. Students with disabilities scored 26% "met or exceeded" standard, which is an increase from the prior year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	27.7	11.1	47.2

#### Conclusions based on this data:

1. A majority of English Learners (79.2%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. A small percentage of English Learners (4.2%) scored in Level 1 (Beginning Stage).

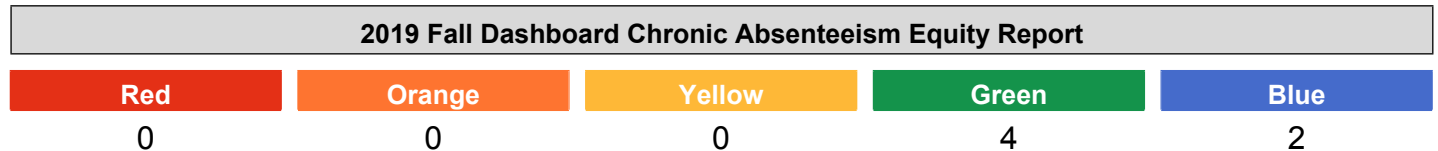
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 5.7 Declined -2.1 544	<b>English Learners</b>  Blue 2 Declined -3.7 49	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Green 8 Declined Significantly -3.8 200	<b>Students with Disabilities</b>  Green 7 Declined -8.1 71

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  Green 4.7 Declined -2.4 236	<b>Two or More Races</b>  Blue 2 Declined -2 49	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 7.2 Declined -1.9 236

#### Conclusions based on this data:

1. We have made progress in reducing the number of students with chronic absenteeism in the "all students" group.
2. We have seen a reduction in chronic absenteeism for the socioeconomically disadvantaged subgroup.
3. We have had a reduction (improvement) in chronic absenteeism for students with disabilities.

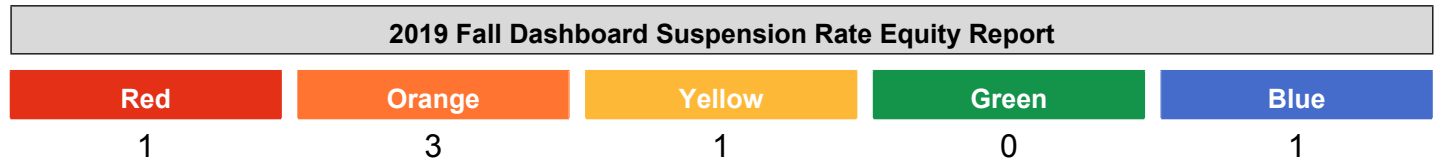
# School and Student Performance Data

## Conditions & Climate Suspension Rate

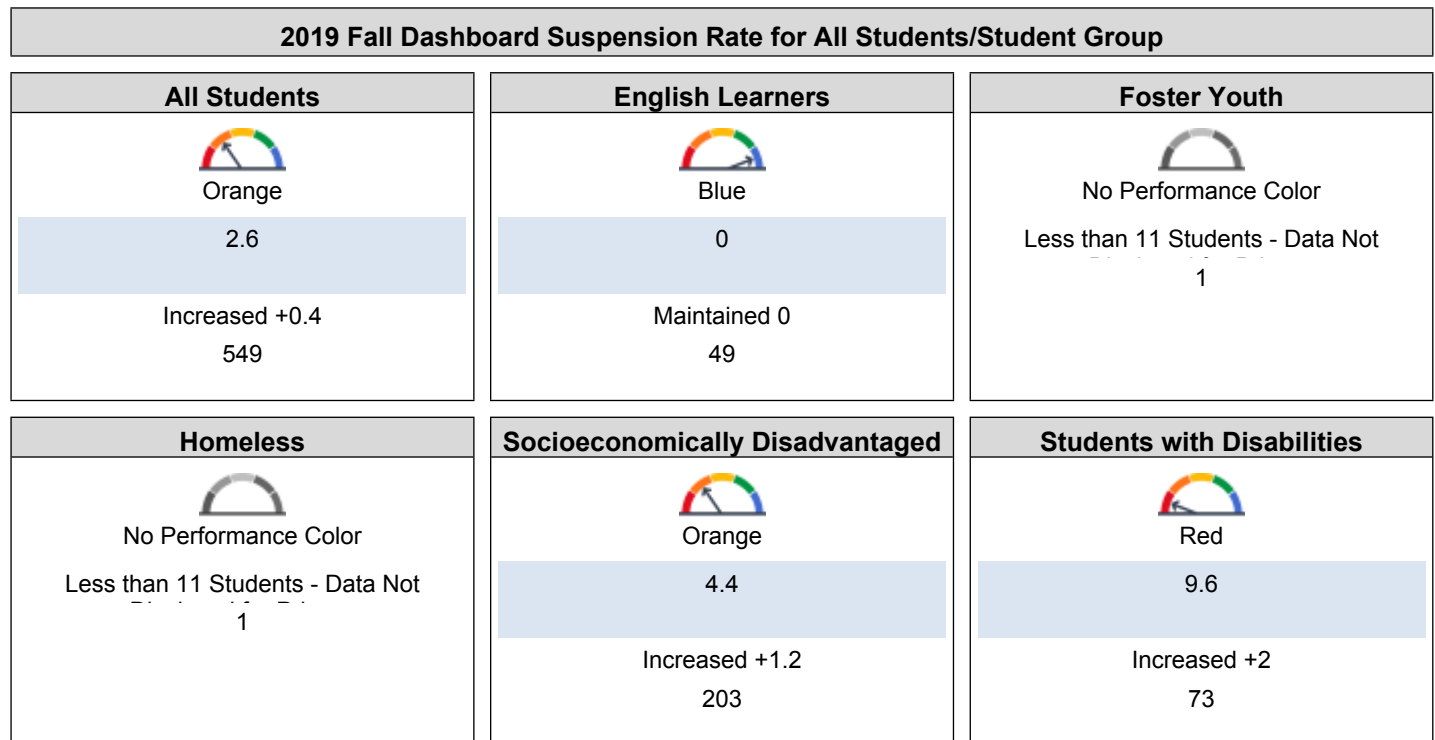
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 9
<b>Hispanic</b>  Yellow 1.7 Maintained 0 238	<b>Two or More Races</b>  Orange 4.1 Increased +2.1 49	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Orange 3.3 Increased +0.5 239

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2.6

#### Conclusions based on this data:

1. Students with disabilities were suspended at a higher rate than other subgroups.
2. There was a slight increase in suspension rates.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

All students and student sub-groups will demonstrate growth on state and local measures in the area of Math with the goal of all students achieving proficiency.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from Spring 2020 NWEA results for 1st-2nd grade students. Results from Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Math assessment. Goal for Spring 2020 NWEA results for 1st-2nd grade students. 68.5% of students scoring in the top three categories ("Avg, HiAvg, Hi") The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups. Goal for Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2020: 51.78% Low SES - Goal for Spring 2020: 41.19% EL -- Goal for Spring 2020: 20.39% SWD -- Goal for Spring 2020: 45%	Due to COVID-19 and school closure, Spring 2020 NWEA and CAASPP were not administered.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning, data, and instructional strategies. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the	Teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction targeted intervention and enrichment). Tier 1 PLCs helped K-6 teachers with analysis of data, collaborative planning, discussion of curriculum	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental funds. None Specified District Funded 0	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.	pacing, and sharing of best practices for math instruction.		
All teachers will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach. The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2. The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.	TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions. In math, TOSAs worked with district consultant Michele Douglass to help teachers be aware of what Douglass calls "hinge standards." These are essential skills and conceptual understandings that underpin math proficiency from grade level to grade level.	Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries District Funded 0	
Teachers will utilize data (NWEA, DIBELS, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these need.		Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries District Funded 0	



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention teachers and the grade level team.	PLC teams tracked student math progress and identified students for extra support. Math intervention took the form of reteaching and extra practice with math facts.	Expenditures for the strategy/activity are listed under Goal #2. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	
After School Computer Lab used to provide small group targeted math instruction.	Until school closure in March, the computer lab was utilized two days per week after school for math intervention. This program used Compass Learning to allow students to practice their math skills based on their assessment results. During the period of distance learning from March through June, teachers were available after initial math lessons to work individually with students who needed clarification, a second helping of instruction, or extra practice.	After school intervention teacher and computer access program. 1000-1999: Certificated Personnel Salaries Other 3,889	After school intervention teacher and computer access program. 1000-1999: Certificated Personnel Salaries Other 2,525

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Until school closure in mid-March these actions were implemented as planned. At elementary schools identified students participated in classroom math interventions developed by PLC teams.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Anecdotally, students did make progress with accomplishment of "hinge standards" and math facts. Staff still would like to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 2

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2020 Acadience assessment for Kindergarten: Results from Spring 2020 NWEA results for 1st-2nd grade students. Results from Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Goal for Spring 2020 Acadience assessment for Kindergarten: 80% at Core Instructional Level Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi" in 1st and 2nd grade by 5% as measured by NWEA Reading assessment. Goal for Spring 2020 NWEA results for 1st-2nd grade students. 78% of students scoring in the top three categories ("Avg, HiAvg, Hi"). The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups. Goal for Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.  Metric/Indicator Baseline Expected Outcome Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2020: 58.8% Low SES - Goal for Spring 2020: 42.6% EL -- Goal for Spring 2020: 22.8% SWD -- Goal for Spring 2020: 20.8%	Due to COVID-19 and school closure, Spring 2020 Acadience, NWEA and CAASPP were not administered.

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning,	Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental	

<b>Planned Strategy/Activity</b>	<b>Actual Strategy/Activity</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
data, and instructional strategies. Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.	attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC/departamental team. The teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment).	funds. 4000-4999: Books And Supplies District Funded 0	
Provide additional materials, including technology and/or software, to supplement the California State Standards instructional tools and support materials in the classroom. Utilize the STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.	The district provided additional materials as recommended and/or requested. An example would be the provision of the Heggerty phonemic awareness curriculum to kindergarten teachers.	Cost of on-line assessments provided by district funds. None Specified District Funded	
Teachers will utilize data (NWEA, DIBELS, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.	The data sets cited at left were regularly reviewed by teachers during PLC meetings. As needed, students struggling in ELA were referred to the Student Success Team for further discussion.		
Identified students will receive targeted support through on-site interventions provided by the classroom teacher, hourly intervention	Until school closure in mid-March these actions were implemented as planned. The school identified students participated in the SIPPS	Hourly teachers provide intervention 4 days per week 4.5 hours per day 1000-1999: Certificated Personnel Salaries	Hourly teachers provide intervention 4 days per week 4.5 hours per day 1000-1999: Certificated Personnel Salaries

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
teachers and the grade level team.	intensive reading intervention program and other interventions as developed by classroom and hourly teachers.	LCFF - Supplemental 32,567	LCFF - Supplemental 44,851
Provide 30 minutes of specific English Language Development to all English Learners	Classroom teachers implemented regular instruction in designated English Language Development appropriate to English Learners' ELPAC proficiency level. Teachers utilized ELD components of adopted ELA curriculum.	English learners will have strategic instruction in ELD for 30 minutes each day provided by certificated teachers 1000-1999: Certificated Personnel Salaries District Funded 0	
Purchase annual AR reading subscription to support Reading/Language Arts in classroom and computer lab.	The school renewed an annual Accelerated Reader subscription for use by students.	Purchase and utilize Accelerated Reader 4000-4999: Books And Supplies Site Formula Funds 0	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Prior to school closure each of these actions was implemented. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning. SIPPS has continued to be a valuable intervention for struggling readers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year. That said, SIPPS assessments show that students participating in the reading intervention program made notable progress to the point of school closure, with many students able to test out of SIPPS when reading screenings were done in September 2020.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students.	2019-2020 attendance rate for K-3 was 95.66% and 4-6 was 95.95%, which has a combined average of 95.81%.
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup Goal: 5.68% "All" Students 0% English Learner 3.6% Low Income 0% Foster Youth 0% Homeless Youth 0% Students with Disabilities	The 2019-2020 Dashboard has not been updated; therefore this data is not available.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.	Attendance recognition/awards 4000-4999: Books And Supplies None Specified 0	
Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, students with disabilities, and low-income students through the School Attendance Review Board process and through the	The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the	Contract with Fighting Back Santa Maria Valley None Specified District Funded 0	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
use of Check Connect Respect program. Provide additional Office assistant time to collect data, make parent contact, and refer students for attendance program.	truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance Review Board process. The principal and office staff also worked to address excessive tardies and excessive absenteeism (>10% excused absences). Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance. As needed, the community liaison made contact with families on attendance issues.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall attendance is strong, Pine Grove continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue and need to be addressed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance.

Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.



# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey	Percentage of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year. Goal: 85.7%	Due to COVID-19, the 2020 Spring Parent Communication Survey was not administered.

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared at Back To School night as well as distributed to all students. Continue use of ParentSquare as an on-line communication tool, electronic school newsletters, and school/district websites for parent/school communication. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication tools.	Information on Parent Square was shared with incoming kindergarten parents and new parents, and it was emphasized with all parents at Back to School Night and parent-teacher conferences. The office staff and the bilingual community liaison were available to assist parents/guardians personally with the process of enrolling in Parent Square and accessing posts. During school closure, Parent Square was a central venue of communication from school and teachers to parents and families.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	
Involve parents in decision making through	The school continued to invite parent involvement		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
involvement in School Site Council, English Language Advisory Council, and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school and district level.	in school decision-making through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). During school closure, the principal prioritized communication with parents/guardians on what was happening and why. Parents/guardians were invited to ask questions, share ideas, and express concerns.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities outlined in the plan were implemented. School use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	<p>Suspension/expulsion rates for 2019-2020:</p> <p>2.4% Suspension Rate (All Students)</p> <p>0% African American</p> <p>0% American Indian/Alaska Native</p> <p>0% Asian</p> <p>0.7% Hispanic/Latino</p> <p>1.1% White</p> <p>0% Two or more races</p> <p>0% English Learners</p> <p>1.3% Socioeconomically Disadvantaged</p> <p>0% Foster Youth</p> <p>0% Homeless Youth</p> <p>0.5% Special Education</p> <p>0% Expulsion</p> <p>Goal of 2% or under was not met for All students.</p> <p>Goal of 2% or under was met for all subgroups.</p>

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1.	Implementation of Tier 1 PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior. A few Tier 2 strategies were also implemented, which provides Check-in/Checkout and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis. Additionally, several	School-wide behavioral expectations will be identified through the PBIS implementation process and those expectations will be taught to students through passport days and classroom presentations. None Specified District Funded 0	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	teachers participated in a PBIS in the Classroom institute hosted by the district.		
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-20 school year, these programs include Battle of the Books, Author Go Round, Robotics, Makerspace, Student Council, Math Super Bowl, Track, and Classroom Buddies.	The school continued to offer a range of activities and programs to give students an opportunity for personal growth as well as a deeper connection with peers, staff, and the school. The Student Council involved students in planning school events and activities, school improvements, and service projects. Cocurricular opportunities included Robotics, Battle of the Books, Author Go Round, and the North County Math Super Bowl. Extracurricular activities included track.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Schools take pride in the many ways in which students can be involved outside of the classroom.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS is making an impact at Pine Grove. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. All of this being stated, suspensions districtwide are not decreasing. We need to continue work on strategies/activities to accomplish the goal of reducing suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSPA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Pine Grove staff made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: Mathematics

### Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics, with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of Mathematics.

### Basis for this Goal

Students need to be equipped with mathematical skills to be able to participate and compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, foster youth and low income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has highlighted strategies and practices that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Results from Spring 2019 NWEA results for 1st-2nd grade students. 63.5 of students scoring in the top three categories ("Avg, HiAvg, Hi").	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Math assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students is 68.5% of students scoring in the top three categories ("Avg, HiAvg, Hi").
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	2019 CAASPP Results: All Students 46.78% Grade 3 - 59.37% Met/Exceeded Standard Grade 4 - 50.00% Met/Exceeded Standard Grade 5 - 41.24% Met/Exceeded Standard Grade 6 - 40.26% Met/Exceeded Standard Low SES: - 36.19% EL: - 15.39% SWD - 40%	Increase performance for all students and each subgroup by 5 points each year in the area of Mathematics as measured by the CAASPP. Goals for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups (mastery or exceeding mastery): All students 51.78% Low SES 41.19% EL 20.39% SWD 45%

### Planned Strategies/Activities

## Strategy/Activity 1

### A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in Mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. One TOSA will specialize in math instruction for grades K-6. Number Sense will be a focus area for initial classroom instruction (Tier 1). TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

### B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

### C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Intervention and extra practice for students will be through Zearn (grades K-5) and IXL (grade 6).

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, TOSA

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Proficiency in English Language Arts

### Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

### LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of English Language Arts.

### Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, Students with Disabilities, and Low Income students, need to have access to the core instructional program and instruction that will meet their needs as individual learners. Today's learner is markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers and staff need to have the training, support, and time to implement shifts in instructional practices in order to best support the needs of students. Areas for specific focus include ELA instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results from Spring 2021 Acadience assessment for Kindergarten.	Results from Spring 2019 Acadience assessment for Kindergarten: 73% at Core Instructional Level	Goal for Spring 2021 Acadience assessment for Kindergarten: 80% at Core Instructional Level.
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Results from Spring 2019 NWEA results for 1st-2nd grade students. 73% of students scoring in the top three categories ("Avg, HiAvg, Hi").	Increase the percentage of students scoring in the top three categories ("Avg, HiAvg, Hi") in 1st and 2nd grade by 5% as measured by NWEA Reading assessment. Goal for Spring 2021 NWEA results for 1st-2nd grade students is 78% of students scoring in the top three categories ("Avg, HiAvg, Hi").
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2019 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students--Spring 2019: 53.8%	The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards aligned test will increase by 5% each year for all students and sub-groups.

Metric/Indicator	Baseline	Expected Outcome
	Low SES --Spring 2019: 37.6% EL --Spring 2019: 17.8% SWD-- Spring 2019: 15.8%	Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups: Percentage of students demonstrating mastery or exceeding mastery: All students-- Goal for Spring 2021: 58.8% Low SES - Goal for Spring 2021: 42.6% EL -- Goal for Spring 2021: 22.8% SWD -- Goal for Spring 2021: 20.8%

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Initial Classroom Instruction (Tier 1)

In grades K-6, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grade 6. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor. One TOSA will specialize in the Wonders curriculum for grades K-5. Academic vocabulary will be a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in ELA. TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning. One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, TOSA

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

#### B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. In English Language Arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include

STAR reading Lexile assessments, common formative assessments, Acadience Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in ELA.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, TOSA

### Proposed Expenditures for this Strategy/Activity

Amount	2204
Source	Donations
Description	STAR Reading Assessment (Renaissance Learning)

### Strategy/Activity 3

Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts. (Tier 1 and 2)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principals, Teachers, TOSA, SIPPS Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	29320
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly teacher provide 5 hours of SIPPS intervention 4 days per week.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Academic Engagement: Chronic Absenteeism

### Goal Statement

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported, and challenged students.

### Basis for this Goal

According to the National Center for Education Statistics, attendance is an important factor in student achievement. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors including high levels of absenteeism throughout their childhood at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	2018-2019 - 95.6%	Increase attendance rate to 96% for All students.
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2019-2020 8% All Students	Decrease Chronic Absenteeism by 2% for All students. Goals: 6% All Students

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Leadership Team, Teachers, Parents, Students, PTA

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2****B. School Programming**

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness. Utilize Check, Connect, and Respect Program from Fighting Back Santa Maria Valley, staff counselor, and community liaison to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

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

Students identified as chronically absent

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Office Staff, Counselor, Community Liaison, Teachers, Fighting Back Santa Maria Valley staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Supportive Learning Environments

### Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey California Healthy Kids Survey	<p>October 2020</p> <p>Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (80%), notice when they are not there (73%), listen to them when they have something to say (78%), are there for them when they have a problem or concern (80%), and believe they will be a success (88%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (88%), teachers communicate with parents about what students are expected to learn (85%), parents feel welcome to be</p>	<p>Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.</p>

Metric/Indicator	Baseline	Expected Outcome
	involved in the school (74%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (67%).	

## Planned Strategies/Activities

### Strategy/Activity 1

#### A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned for Monday mornings. In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

#### B. Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts. The district will distribute a technology device to all students for use in distance and blended learning. As needed, families will be able to check out hot spots that provide WiFi access. The Technology Department will provide afterhours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning. The district will provide a range of parent education offerings via Zoom and other virtual platforms.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Conditions & Climate: Suspension Rate

### Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

### LCAP Goal

Provide inspiring, creative, healthy and safe environments that nurture imagination and compassion; fostering engaged, supported and challenged students.

### Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	Suspension/expulsion rates for 2019-2020: 2.4% Suspension Rate (All Students) 0% African American 0% American Indian/Alaska Native 0% Asian 0.7% Hispanic/Latino 1.1% White 0% Two or more races 0% English Learners 1.3% Socioeconomically Disadvantaged 0% Foster Youth 0% Homeless Youth 0.5% Special Education 0% Expulsion	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.

### Planned Strategies/Activities

#### Strategy/Activity 1

##### A. School Culture

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for

students who desire one-on-one support. As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will track Office Discipline Referrals (ODRs) to monitor trends and needs. As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, the library makerspace, and Battle of the Books.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

500

Source

Donations

Description

Grab Bag prizes used as incentives for attendance/engagement.

## Strategy/Activity 2

B. Social/Emotional Learning and Support

Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship. Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Teachers, Counselor, School Psychologist

### Proposed Expenditures for this Strategy/Activity

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	32,024.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	32,567	3,247.00
Site Formula Funds		
Other	3,889	3,889.00

## Expenditures by Funding Source

Funding Source	Amount
Donations	2,704.00
LCFF - Supplemental	29,320.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,704.00
1000-1999: Certificated Personnel Salaries	29,320.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Donations	2,704.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,320.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Michelle Boyd	Principal
Amanda Ramirez	Classroom Teacher
Julie Slovek	Classroom Teacher
Kelley Strebe	Parent or Community Member
Lillian Joyce	Parent or Community Member
Karen Hettinga	Other School Staff
Laura Brady	Parent or Community Member
Alison Arent	Parent or Community Member

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 28, 2020.

Attested:

Principal, Michelle Boyd on 10/28/2020

SSC Chairperson, Lilian Joyce on 10/28/2020



# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program