

ORCUTT UNION SCHOOL DISTRICT  
Regular Meeting of the Board of Trustees  
Wednesday, January 15, 2020  
Closed Session – 6:00 P.M.  
Public Session – 6:45 P.M.  
District Office Board Room  
500 Dyer Street, Orcutt, CA 93455

**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 fill out a public comment form and submit it to the Superintendent's Administrative Assistant, prior to the Board adjourning to closed session.

**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. Deborah Blow, Superintendent and/or Susan Salucci
    - a. OEA
    - b. CSEA
  4. Conference with labor negotiators for unrepresented employees:
    - a. Certificated and Classified Management, and Confidential.
    - b. Agency representative – Superintendent.
    - c. 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** 6:45 P.M.

- A. Public Report on Action Taken in Closed Session  
B. Adoption of January 15, 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. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a *Public Comment Form* that can be obtained from the Superintendent's Administrative Assistant and submit it prior to the time the presiding officer calls for Public Comment.

**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. OCAF update
  3. Pine Grove School Presentation
  4. New Dawn – Conference call presentation on Social Media Monitoring for Student Safety

5. Schneider Electric Presentation
6. Update of progress towards the Strategic Plan Targets for 2019-2020

B. Items from the Board

A time for Board members to share reports or comments on items of special interest or importance.

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 submitted on a Request for Public Comment form, which can be obtained from the Superintendent's Administrative Assistant. 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.

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.

D. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting are 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. OAHS Hiring of Additional Coaches
- D. Approval of Warrants
- E. Minutes, Board Meeting, December 11, 2019
- F. Minutes, Special Annual Organizational Board Meeting, December 16, 2019
- G. OAHS Boys Basketball CIF Trip
- H. OAHS Boys Soccer CIF Trip
- I. OAHS Boy Varsity Tennis Team Trip
- J. OAHS Girls Basketball Team Trip
- K. OAHS Girls Soccer Team CIF Trip
- L. OAHS, Orcutt JHS, Lakeview JHS Music in the Park Trip
- M. OAHS Robotics Regional Competition Trip
- N. Board Policy 0520, Intervention for Underperforming Schools for second reading
- O. Board Policy 0520.1, Comprehensive, and Targeted Support and Improvement, for second reading

It is recommended that the Board of Trustees approve Consent Agenda Items A through O, as submitted.

Moved \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

**ITEMS SCHEDULED FOR ACTION**

A. 1. Acceptance of Gifts

**Lakeview Jr. High School** received a cash donation for \$500 from Rick Rust/Aera Energy LLC to be used by Paul Cleveland for the Garden Club.

**Child Nutrition** received a cash donation for \$100 from Lata Murti, to pay for negative student meal balances.

It is recommended that the Board of Trustees accept these gifts and request that a letter of acceptance and appreciation be forwarded to Rick Rust/Aera Energy, LLC, and Lata Murti.

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

**B. EDUCATIONAL SERVICES**

1. School Plan for Student Achievement for Ralph Dunlap, Joe Nightingale, Pine Grove, and Orcutt Jr. High School

It is recommended that the Board of Trustees approve the School Plan for Student Achievement for Ralph Dunlap, Joe Nightingale, Pine Grove and Orcutt Jr. High School, as submitted.

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

2. Board Policy 5116.1, Intradistrict Open Enrollment

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 5116.1, Intradistrict Open Enrollment, for first reading and that it be placed on the next Consent Agenda for second reading.

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

3. Board Policy 5117, Interdistrict Attendance

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 5117, Interdistrict Attendance, for first reading and that it be placed on the next Consent Agenda for second reading.

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

4. Board Policy 5118, Open Enrollment Act Transfers

It is recommended that the Board of Trustees approve the deletion of Board Policy 5118, Open Enrollment Act Transfers, in its first reading and that it be placed on the next Consent Agenda for second reading.

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

5. Board Policy 5131.2, Bullying

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 5131.2, Bullying, for first reading and that it be placed on the next Consent Agenda for second reading.

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

6. Board Policy 5141.21, Administer Medication and Monitoring Health Conditions

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 5141.21, Administer Medication and Monitoring Health Conditions, for first reading and that it be placed on the next Consent Agenda for second reading.

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

7. Board Policy 6143, Courses of Study

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 6143, Courses of Study, for first reading and that it be placed on the next Consent Agenda for second reading.

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

8. Board Policy 6154, Homework/Makeup Work

It is recommended that the Board of Trustees adopt the revisions made to Board Policy 6154, Homework/Makeup Work, for first reading and that it be placed on the next Consent Agenda for second reading.

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

**GENERAL ANNOUNCEMENTS**

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, February 12, 2020, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:45 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There will be a Special Curriculum Board Meeting on Wednesday, February 26, 2020, 5:00 p.m., 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.*

Classified Personnel Action Report  
 Orcutt Union School District  
 January 15, 2020



TO: Deborah Blow, Ed.D.

SUBMITTED BY: Susan Salucci, Assistant Superintendent/Human Resources

SUBJECT: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Alford, Dana	Independent Study	Office Manager	21/6	25 per wk.	\$23.64 per hr.	1/1/20	Voluntary reduction of hours
Applebay, Thomas	Technology	Technology Application Specialist	27/4	8	\$50.00 per mo.	12/1/19	Professional Growth Increment (total of 5)
Butler, Suzanne	Dunlap	Media Specialist	14/2	24 per wk.	\$16.37 per hr.	1/1/20	Increase in hours (from 12 to 24)
Duft, Jamie	Independent Study	Office Manager, Substitute	21		\$17.60 per hr.	9/24/19	Substitute
Garnica, Terry	Nightingale	Office Manager	21/6	8	\$250.00 per mo.	1/1/20	Professional Growth (5) Increments
Gonzalez, Reyes	Olga Reed/Orcutt Academy K-8	Office Assistant	14/6	3.5	\$19.90 per hr.	11/20/19	Increase in hours (additional .5 daily)
Gutierrez, Yvette	Transportation	Bus Driver	18/6	4.0	\$21.97 per hr.	1/13/20	Permanent/Probationary
Henderson, Lisa	Alice Shaw	Instructional Assistant, I	11/5	3.5	\$17.59 per hr.	12/1/19	Voluntary change in site
Hendricks, Kasandra	District	Instructional Assistant I & II, Substitute	11/1 & 12/1		\$14.48 & \$14.84 per hr.	12/3/19	Substitute
Emp. #1889	Alice Shaw	Instructional Assistant, I	11/2	3.5	\$15.20 per hr.	12/6/19	Release from probationary employment
Kell, Ashley	Transportation	Driver, Substitute	15/2		\$16.78 per hr.	12/19/19	Substitute
Lopez, Lisa	Orcutt JH	Media Specialist	14/3	24 per wk.	\$17.19 per hr.	1/1/20	Voluntary transfer
Malko Dedek, Rachel	Patterson	Media Specialist	14/1	24 per wk.	\$15.59 per hr.	1/21/20	Permanent/Probationary
Malko Dedek, Rachel	Patterson	Media Specialist	14/1	24 per wk.	\$1,000 annually - prorated	1/21/20	Educational Stipend – Bachelor's
McLean, Jennefer	Patterson	Instructional Assistant, I	11/1	3.5	\$14.48 per hr.	12/2/19	Permanent/Probationary
McLean, Jennefer	Patterson	Instructional Assistant, I	11/1	3.5	2.5% of salary	12/2/19	Special Needs Stipend
Metzler, Megan	Campus Connection	Child Care Assistant	6/	1.25	\$13.44 per hr.	1/15/20	Resignation
Morales, Josiah	Dunlap	Instructional Assistant, I	11/1	3.5	\$14.48 per hr.	12/2/19	Permanent/Probationary

Classified Personnel Action Report  
 Orcutt Union School District  
 January 15, 2020



TO: Deborah Blow, Ed.D.  
 SUBMITTED BY: Susan Salucci, Assistant Superintendent/Human Resources  
 SUBJECT: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Presnell, Aimee	Nightingale	Instructional Assistant, II	12/6	6.0	\$18.94 per hr.	1/13/20	Promotion (increase in hours)
Rea, Gina	District	Instructional Assistant I & II, Substitute	11/1 & 12/1		\$14.48 & \$14.84 per hr.	12/3/19	Substitute
Rucobo, Crystal	District	Instructional Assistant I & II, Substitute	11 & 12		\$13.76 & \$14.10 per hr.	11/26/19	Substitute
Silveira, Michelle	Orcutt Academy HS	Child Nutrition Cook	9/6	1.0	\$17.59 per hr.	12/2/19	Additional Assignment



Certificated Personnel Action Report  
 Orcutt Union School District  
 January 15, 2020

**TO:** Dr. Deborah Blow, Superintendent  
**FROM:** Susan Salucci, Assistant Superintendent / Human Resources  
**RE:** Recommendations for Board Approval and Ratification

<i><b>NAME</b></i>	<i><b>SCHOOL</b></i>	<i><b>CLASS/STEP</b></i>	<i><b>SALARY</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>ACTION INFORMATION</b></i>
Ahler, Laura	Joe Nightingale	Extra Duty	\$40/hr	11/5/19	IEP Meeting, .5 hr
Alter, Sara	Ralph Dunlap	Hourly	\$25	11/4-11/22/19	Intervention, 72 hrs
Barba, Patti	Alice Shaw	Extra Duty	\$40/hr	11/19/19	Compass Learning, 1.25 hrs
Barbour, Katherine	Patterson Road	Extra Duty	\$40/hr	11/13/19 11/19-11/26/19 11/12/19	Writing Calibration, 2 hrs Intervention, 3 hrs IEP Meeting, 1 hr
Basulto, Christian	Orcutt JHS	Daily	\$110	11/19-11/20/19	Shadow for long term sub assignment, 2 days
Batchelor, Melanie	Pine Grove	Hourly	\$25	11/6-11/26/19	Art Enrichment, 50 hrs
Belanger, Rebecca	Pine Grove	Extra Duty	\$40/hr	11/18/19	IEP Meeting, .75 hr
Benedict, Patricia	Patterson Road	Hourly	\$25	11/1-11/21/19	Intervention, 66 hrs
Blanchard, Kimberly	Joe Nightingale	Hourly	\$25	11/4-11/22/19 11/26/19	Intervention, 51.5 hrs Assessment Training, 2 hrs
Bormes, Lori	Ralph Dunlap	Hourly	\$25	11/5-11/26/19	Art Enrichment, 51 hrs
Brandt, Micaela	Patterson Road	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Brickey, Patrick	Lakeview JHS	Extra Duty	\$40/hr	11/6-11/20/19	After School Computer, 3 hrs
Brown, Lindsay	Joe Nightingale	Extra Duty	\$40/hr	11/25/19	IEP Meeting, .67 hr
Buchanan, Sarah	Pine Grove	Hourly	\$25	11/4-11/22/19 11/4-11/22/19 11/26/19	After School Computer, 5 hrs Intervention, 46.75 hrs Assessment Training, 2 hrs
Byrne, Jennifer	Patterson Road	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Cantrell, Andrea	Ralph Dunlap	Hourly	\$25	11/4-11/22/19	Intervention, 72 hrs
Cedillo, Monica	Orcutt Academy HS	Extra Duty	\$40/hr	10/2-11/18/19	IEP Meetings, 7.25 hrs
Cleveland, Paul	Lakeview JHS	Extra Duty	\$40/hr	11/4-11/26/19	Sysop, 5 hrs
Coburn, Josie	Joe Nightingale / Alice Shaw / Patterson Road	Extra Duty	\$40/hr	11/4-11/26/19	Before/After School Band, 16 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>
Cole, Chris	Olga Reed	Hourly	\$25	11/25-11/26/19	Intervention, 10 hrs
Collison, Deirdre	Alice Shaw	Extra Duty	\$40/hr	11/21/19 11/19/19	Wonder Workshop, 1.75 hrs Compass Learning, 1.25 hrs
Cornwell, Karen	District	Extra Duty	\$40/hr	11/13/19 11/21/19	Writing Calibration, 2 hrs Writing Workshop, 2 hrs
Culbara, Graham	Orcutt Academy HS	Extra Duty	\$40/hr	11/16/19	Worked Prep, 1 hr
Cutler, Elizabeth	Lakeview JHS	Extra Duty	\$50/ea	11/18-11/25/19	JH Sport Supervisor, 3 games
Dahl, Cheryl	Joe Nightingale	Extra Duty	\$40/hr	11/18-11/25/19	IEP Meeting, 2.5 hrs
Danielson, Lisa	Ralph Dunlap	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Day, Michelle	Olga Reed	Extra Duty	\$40/hr	11/7-11/25/19	IEP Meeting, 4.5 hrs
Day, Shannon	Ralph Dunlap	Extra Duty	\$40/hr	10/16/19	IEP Meeting, 1 hr
Del Carmen, Maria	Lakeview JHS	Extra Duty	\$50/ea	11/12/19	JH Sport Supervisor, 1 game
Del Valle, Abel	District	Daily	\$300	11/6-11/8/19	Sub Administrator, 3 days
Dell'Armo, John	Orcutt Academy HS	Extra Duty	\$40/hr	11/4-11/26/19	Intervention, 10 hrs
Edds, John	District	Hourly	\$25	11/25-11/26/19	Assessment Training, 8 hrs
Elkin, Miranda	Patterson Road	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Emp ID# 453	District	IV-20	\$77,784	12/17/19	Resignation
Espinoza, Gabriel	Orcutt JHS	Extra Duty	\$25	11/4-11/22/19	Worked Prep, 1.67 hrs
Fenske, Christina	Olga Reed / Orcutt Academy K-8	Hourly	\$25	11/5-11/19/19 11/1-11/22/19	Garden Educator, 12.5 hrs Garden Educator, 17 hrs
Fichter, Megan	Lakeview JHS	Extra Duty	\$47.10/hr \$40/hr \$50/ea	11/22/19 11/5-11/26/19 11/7-11/18/19	Worked Prep, 1 hr Detention, 7 hrs JH Sport Supervisor, 2 games
Frantz, Michele	Joe Nightingale	Extra Duty	\$40/hr	11/13/19 11/21/19	Writing Calibration, 2 hrs IEP Meeting, .75 hr
Fraser, Jamie	Pine Grove	Extra Duty	\$47.10/hr	11/18-11/25/19	IEP Meeting, 2.25 hrs
Fredriks, Tymen	Orcutt Academy HS	Extra Duty	\$40/hr	11/4-11/25/19 11/16/19	Intervention, 6 hrs Worked Prep, .5 hr
Freeland, Susan	Joe Nightingale	Hourly	\$25	11/4-11/24/19 11/25/19	Intervention, 57 hrs Assessment Training, 2.5 hrs
Freitas, Jennifer	Ralph Dunlap	Hourly	\$25	11/4-11/8/19	NWEA, 23.5 hrs
Furst, Elaine	District	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Garcia, Deedra	Patterson Road	Hourly	\$25	11/4-11/22/19	Intervention, 61.75 hrs
Gelotti, Scott	Orcutt Academy HS	Extra Duty	\$40/hr	11/4-11/26/19	Detention, 8 hrs
Golden, Cassandra	Ralph Dunlap	Hourly	\$25	9/10/19	IEP Meeting, long term sub, 1 hr

\*To be prorated



<b>NAME</b>	<b>SCHOOL</b>	<b>CLASS/STEP</b>	<b>SALARY</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
Greenelsh, David	Alice Shaw	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Greenup, Kelly	Joe Nightingale	Extra Duty	\$40/hr	11/13/19 11/21/19	Writing Calibration, 2 hrs IEP Meeting, .5 hr
Guerrero, Angeli	Joe Nightingale	Extra Duty	\$47.10/hr	11/4-11/13/19	IEP Meetings, 4.25 hrs
Hadley, Amanda	Patterson Road	Hourly	\$25	11/4-11/22/19	Intervention, 68 hrs
Hamilton, Jeff	Alice Shaw	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Harrison, April	Joe Nightingale	Extra Duty	\$40/hr	11/18/19	IEP Meeting, .5 hr
Hart, Debra	Olga Reed	Hourly	\$25	11/4-11/22/19	Intervention, 59 hrs
Hemphill, Juliann	Orcutt Academy HS	Hourly	\$25	11/1-11/25/19	Webmaster, 12 hrs
Henry, Kristi	Joe Nightingale	Extra Duty	\$47.10/hr	11/18-11/26/19	IEP Meetings, 3.25 hrs
Hernandez, Selina	Lakeview JHS	Extra Duty	\$50/ea	11/19/19	JH Sport Supervisor, 1 game
Hildebrant, Jennifer	Pine Grove	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Holladay, Brittany	District	Hourly	\$25	11/26/19	Assessment Training, 2 hrs
Hough, Roberta	Pine Grove	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Hughes, Michelle	Patterson Road	Hourly	\$25	11/4-11/7/19	NWEA, 19 hrs
Jackson, Kacie	Orcutt JHS	Extra Duty	\$40/hr	11/22/19	Worked Prep, .67 hr
Jones, Cara	Joe Nightingale	Hourly	\$25	11/12-11/26/19	Intervention, 18 hrs
Joseph, Joy	Alice Shaw	Extra Duty	\$40/hr	11/19/19	Compass Learning, 1.25 hrs
Kaczor, Grazyna	Ralph Dunlap	Extra Duty	\$47.10/hr	8/23-11/15/19	IEP Meetings, 9.33 hrs
Kantorowski, Jennifer	Olga Reed	Hourly	\$25	11/4-11/8/19 11/4-11/22/19	NWEA, 14.92 hrs Intervention, 35.33 hrs
Kazanjan, Janae	Patterson Road	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Kirkland, Keri	Lakeview JHS	Extra Duty	\$40/hr	11/5/19	After School Computer, 3 hr
Kozel, Aaron	Ralph Dunlap	Extra Duty	\$40/hr	11/13/19 11/4-11/25/19 11/5/19 11/21/19	Writing Calibration, 2 hrs Band Support Teacher, 3.67hrs IEP Meeting, 1.58 hr Writing Workshop, 1.75 hrs
Kuykendall, Colleen	District	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Lake, Catherine	District	Extra Duty	\$40/hr	11/13/19	Writing Calibration, .75 hrs
Lake, Erin	District	Hourly	\$25	11/26/19	Assessment Training, 7.5 hrs
Lara, Nichol	Alice Shaw / District	Hourly	\$25	11/4-11/22/19	Intervention, 61.5 hrs Assessment Training, 2.5 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>
Larrabee, Jennifer	Patterson Road	Hourly	\$25	11/6-11/22/19	Art Enrichment, 51.5 hrs
Leach, Veronica	Olga Reed	Hourly	\$25	11/4-11/22/19 11/8-11/22/19 11/26/19	Intervention, 56 hrs Art Enrichment, 7.5 hrs Assessment Training, 2 hrs
Lee, Mary	Ralph Dunlap	Extra Duty	\$40/hr	8/23-9/12/19 9/13-9/27/19	IEP Meetings, 2 hrs Text-Book Piloting, 9 hrs
Lee, Tanya	Olga Reed	Extra Duty	\$40/hr	11/7-11/21/19 11/15/19	Band Support Teacher, 1.5 hrs IEP Meeting, 1 hr
Lindemulder, Gerald	Orcutt JHS	Extra Duty	\$40/hr	11/14/19 11/13/19	Detention, 1 hr Worked Prep, 1 hr
Lopez, Desiree	District / Orcutt Academy HS	Extra Duty	\$40/hr	11/8-12/16/19 11/4-11/18/19	Home & Hospital, 6.25 hrs Intervention, 2 hrs
Lopez, Shannon	Joe Nightingale	Extra Duty	\$47.10/hr	11/20/19	IEP Meeting, 1.5 hrs
Luis, Michael	Olga Reed	Extra Duty	\$40/hr	11/21/19	IEP Meeting, .75 hr
Macdonald, Christa	Alice Shaw	Extra Duty	\$40/hr	10/22-11/12/19	IEP Meetings, 4 hrs
Majewski, Katlin	Pine Grove	Hourly	\$25	11/4-11/22/19 11/4-11/22/19 11/25/19	After School Computer, 6 hrs Intervention, 51 hrs Assessment Training, 2.5 hrs
Manich, Cher	District	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Mason, Caryn	Orcutt Academy I/S	Hourly	\$30	11/4-12/22/19	Support Teacher, 104 hrs
Mason, Joel	Orcutt Academy HS	Extra Duty	\$40/hr	11/4/19	Worked Prep, 1 hr
Mason, Josh	Orcutt Academy HS	Extra Duty	\$40/hr	11/14/19 11/6/19	Intervention, 1 hr IEP Meeting, 1 hr
Matautia, Jewelee	Orcutt Academy K-8	Hourly	\$25	11/4-11/21/19 11/4-11/22/19	Art Enrichment, 2.5 hrs Intervention, 68.5 hrs
May, Dawn	Pine Grove	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
McGray, Cheryl	District	Hourly	\$25	11/25/19	Assessment Training, 2.5 hrs
McKee, Vada	Orcutt JHS	Extra Duty	\$40/hr	11/20/19	IEP Meeting, 1 hr
McKenzie, Megan	Orcutt Academy HS	Extra Duty	\$40/hr	11/15/19	IEP Meeting, 1 hr
McManus, Jim	Orcutt Academy HS	Extra Duty	\$40/hr	11/16/19	Worked Prep, 1 hr
Meertens, Karen	Patterson Road	Extra Duty	\$40/hr	11/13/19 11/21/19 10/29/19	Writing Calibration, 2 hrs Writing Workshop, 2 hrs IEP Meeting, .75 hr
Meyer, Karen	Ralph Dunlap	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Millan, Laurie	Alice Shaw	Hourly	\$25	11/4-11/21/19	Intervention, 56.5 hrs
Millin, Genevieve	Orcutt JHS	Extra Duty	\$40/hr	11/20/19	Worked Prep, 1 hr
Murch, Tamara	Orcutt JHS	Hourly Extra Duty	\$25 \$40/hr	11/4-11/26/19 11/4-11/22/19	ELD Support Teacher, 25.75 hrs Worked Prep, 9 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>
Naess, Jennifer	Patterson Road	Extra Duty	\$47.10/hr	11/12-11/25/19	IEP Meetings, 2.42 hrs
Nordwall, Jubilee	Orcutt JHS	Extra Duty	\$410 \$40/hr	9/10-10/9/19 8/29/19 9/18-11/20/19	JH Sports Supervisor, 7 game / bonus IEP Meeting, 1 hr Homework Club, 10 hrs
Norling, Michaela	Pine Grove	Extra Duty	\$47.10/hr	11/25/19	IEP Meeting, .75 hr
Nye, Judith	Olga Reed / Orcutt Academy K-8	Extra Duty	\$47.10/hr	11/19-11/21/19	IEP Meetings, 3 hrs
Oliver, Michelle	District	Hourly	\$25	11/26/19	Assessment Training, 2 hrs
Olson-Sanchez, Alyssa	Orcutt Academy HS	Extra Duty	\$40/hr	11/12-11/18/19	IEP Meetings, 1.75 hrs
Ortiz, Patricia	Joe Nightingale	Extra Duty	\$40/hr	11/14/19	IEP Meeting, 1.25 hrs
Padilla, Valerie	Alice Shaw	Extra Duty	\$47.10/hr	11/12/19	IEP Meeting, 2 hrs
Parker, Jessica	Joe Nightingale	Extra Duty	\$47.10/hr	11/21/19	IEP Meeting, .5 hr
Pawley, Lise	Joe Nightingale	Extra Duty	\$40/hr	11/13/19 11/21/19 11/5-11/26/19	Writing Calibration, 2 hrs Writing Workshop, 2 hrs IEP Meetings, 2 hrs
Pay, Eimile	Olga Reed / Orcutt Academy K-8 / Pine Grove / Joe Nightingale	Hourly	\$25	11/4-11/26/19	Music Support Teacher, 93.47 hrs
Penk, Heather	Orcutt Academy HS	Extra Duty	\$40/hr	11/5-11/19/19 11/4-11/26/19	Intervention, 3 hrs Morning Library Support, 7.5 hrs
Perales, Anita	Joe Nightingale	Extra Duty	\$47.10/hr	11/4-11/25/19	IEP Meetings, 8.67 hrs
Perez, Anayeli	Orcutt Academy HS	Extra Duty	\$40/hr	11/22/19	IEP Meeting, .75 hr
Perez, Cecilia	Orcutt JHS	Extra Duty	\$47.10/hr \$40/hr	11/12-11/19/19 11/18/19	IEP Meetings, 3.75 hrs Worked Prep, 1 hr
Peterson, Mary Jane	Orcutt JHS	Extra Duty	\$40/hr	11/12/19	IEP Meeting, 1 hr
Pulido, Elizabeth	Orcutt Academy HS	Stipend	\$1400	2019-20	Swim Coach
Ramin, Ginger	Orcutt JHS	Extra Duty	\$47.10/hr	10/14-11/13/19	IEP Meetings, 1.5 hrs
Ramirez, Amanda	Alice Shaw	Daily	\$110	11/12/19	Long Term Sub Shadow, 1 day
Ramirez, Nancy	Joe Nightingale	Extra Duty	\$40/hr	11/21/19	Writing Workshop, 2 hrs
Ramos, Lynn	Joe Nightingale	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Reyes, Emily	Orcutt JHS	Extra Duty	\$40/hr	11/20/19	Worked Prep, 1 hr
Rhyne, Suzi	Joe Nightingale	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Rianda, Terry	District	Hourly	\$50	11/6-11/19/19 11/6-11/20/19	Induction Mentor, 24 hrs New Teacher Support, 4 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>
Richardson, Laura	Joe Nightingale	Hourly	\$25	11/26/19 11/4-11/22/19	Assessment Training, 2 hrs Intervention, 61 hrs
Riede, Kirsten	Alice Shaw	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Robertson, Donald	Pine Grove	Extra Duty	\$40/hr	11/13/19 11/18-11/22/19	Writing Calibration, 2 hrs Band Support Teacher, 3 hrs
Rohwedder, Audrey	Alice Shaw	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Romo-Buentiempo, Sara	Alice Shaw	Hourly	\$25	11/4-11/22/19 11/26/19	Intervention, 50.5 hrs Assessment Training, 7.5 hrs
Rowland, JoAnn	Alice Shaw	Hourly	\$25	11/6-11/22/19	Art Enrichment, 52 hrs
Salinas, Jackie	Alice Shaw	Extra Duty	\$40/hr	11/13/19 11/19/19	Writing Calibration, 2 hrs Compass Training, 1 hr
Salvesen, Kris	Pine Grove	Hourly	\$25	11/4-11/7/19 11/4-11/22/19	NWEA, 1.75 hrs Intervention, 42.5 hrs
Sanders, Greg	Lakeview JHS	Extra Duty	\$40/hr	11/2-11/21/19	After School Computer, 3 hrs
Savaso, Lisa	Joe Nightingale	Extra Duty	\$40/hr	11/13/19 11/21/19 11/4-11/13/19	Writing Calibration, 2 hrs Writing Workshop, 2 hrs IEP Meetings, 2.5 hrs
Saylor, Garry	Patterson Road	Extra Duty	\$40/hr	11/21/19	IEP Meeting, .5 hr
Saylor, Jennifer	Joe Nightingale	Extra Duty	\$40/hr	11/19/19	IEP Meeting, .75 hr
Schmid, Renee	Joe Nightingale	Extra Duty	\$40/hr	11/19/19	IEP Meeting, .67 hr
Schmidt, Chris	Orcutt JHS	Extra Duty	\$40/hr	11/14-11/19/19	IEP Meetings, 2 hrs
Severance, Robert	Alice Shaw	Hourly	\$25	11/4-11/25/19	After School Computer, 6 hrs
Shannon, Joanne	Ralph Dunlap	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Sharp, Augusta	Orcutt JHS	Extra Duty	\$47.10/hr	11/12-11/19/19	IEP Meetings, 3.75 hrs
Sharpe, Jeri	Pine Grove	Extra Duty	\$40/hr	11/12/19	Music Support Teacher, 1 hr
Shaw, Michael	Orcutt Academy HS	Stipend	\$1400	2019-20	After School Drama Advisor
Sheahan, Jonathan	Lakeview JHS	Extra Duty	\$40/hr	11/8/19	IEP Meeting, 1 hr
Sherer, Diana	Orcutt Academy I/S	Hourly	\$30	11/4-11/26/19	Support Teacher, 104 hrs
Slezak, Sarah	Patterson Rd/ Joe Nightingale	Extra Duty	\$40/hr	11/6-11/20/19	Music PLC, 3 hrs
Slovek, Julie	Pine Grove	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Smith, April	Lakeview JHS	Hourly	\$50/ea \$25	11/7/19 11/4-11/26/19	JH Sport Supervisor, 1 game ELD Support Teacher, 48 hrs
Stapp, Haylee	Patterson Road	Extra Duty	\$47.10/hr	11/12-11/21/19	IEP Meetings, 1.67 hrs
Trenev, Valerie	Alice Shaw	Extra Duty	\$40/hr	11/13/19	Writing Calibration, 2 hrs
Tymn, Elizabeth	Pine Grove	Extra Duty	\$40/hr	11/5-11/26/19	Band Support Teacher, 3 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>
Verch, Greg	Orcutt Academy HS	Extra Duty	\$40/hr	11/22/19	IEP Meeting, .75 hr
Vertrees, Katie	Lakeview JHS	Extra Duty	\$50/ea	11/12/19	JH Sports Supervisor, 1 game
Villasenor, Jessica	Olga Reed	Extra Duty	\$40/hr	11/5-11/8/19 11/14/19	IEP Meetings, 2.25 hrs Band Support Teacher, .75 hr
Wagonseller, Jeff	District	Daily	\$300	11/6-11/8/19	Sub Administrator, 3 days
Wellard, Amy	Alice Shaw	Extra Duty	\$40/hr	11/19/19 11/18/19 11/21/19	Compass Learning, 1.25 hrs After School Computer, 1 hr Writing Workshop, 1.75 hrs
Westhoff, Kazan	Joe Nightingale	Extra Duty	\$47.10/hr	11/18-11/25/19	IEP Meetings, 2.5 hrs
Whitted, Dana	Olga Reed	Hourly	\$25	11/7-11/21/19 11/4-11/22/19	Art Enrichment, 7.5 hrs Intervention, 52.5 hrs
Widle, Tiffany	Joe Nightingale	Extra Duty	\$40/hr	11/18/19	IEP Meeting, 1 hr
Winters, Nicole	Joe Nightingale	Hourly	\$25	11/4-11/26/19	Art Enrichment, 61.5 hrs
Yamamoto, Alana	Orcutt Academy HS	Extra Duty	\$47.10/hr	11/6-11/22/19	IEP Meetings, 3.5 hrs
Zimmerman, Liz	Pine Grove	Extra Duty	\$40/hr	11/13/19 11/18-11/25/19	Writing Calibration, 2 hrs IEP Meetings, 1.5 hrs

\*To be prorated

# ***ORCUTT ACADEMY CHARTER SCHOOL***

## ***ORCUTT UNION SCHOOL DISTRICT***

***TO:*** Dr. Deborah Blow  
District Superintendent

***FROM:*** Susan Salucci  
Assistant Superintendent of Human Resources

***DATE:*** January 15, 2020

***RE: NOTIFICATION TO BOARD – HIRING OF ADDITIONAL CHARTER  
HIGH SCHOOL COACHES FOR 2019-20 SCHOOL YEAR***

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***Orcutt Academy Charter HS:***

Elizabeth Pulido      Swim

***Unpaid Volunteers:***

Matt Barnes	Robotics
Gerrit Hull	Robotics
Nick Kremer	Robotics
Lou Lauriello	Robotics
Tom McGinnis	Robotics
Gill Paszek	Robotics

\*Volunteer coaches are required to submit the same paperwork as paid positions and meet the State Certification requirements. They are no longer required to hold an ASCC certificate from the CTC but instead submit fingerprints to FBI and DOJ for background checks reportable to the Orcutt Union School District

## 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  
December 11, 2019**

**CALL TO ORDER**

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, December 11, 2019, beginning with Lisa Morinini calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Shaun Henderson. Members Present: Morinini, Phillips, Waffle, Steller and Henderson. Administrators Present: Blow, Edds, Salucci, and Young. Absent: Fell.

**CLOSED SESSION PUBLIC COMMENT**

Phyllis Jackson, CSEA President, made a closed session public comment regarding CSEA negotiations.

**ADJOURN TO CLOSED SESSION**

It was moved by Liz Phillips, seconded by Melanie Waffle and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Morinini, Phillips, Waffle, Steller, and Henderson.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 6:30 p.m. Lisa Morinini reported that no action was taken in closed session. It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to adopt the December 11, 2019, agenda as presented. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**SUPERINTENDENT'S REPORT**

OAHs ASB officers, Nathan Calhoun, President, Haley Parker, Vice-President, Jack Hinkle, Secretary and Raphael Relyea, Treasurer gave ASB updates. LeeAnn Luongo gave an OCAF update. Jenee Severance, introduced Krista MacDonald, 2/3 grade combo class teacher and five students that gave a presentation to the Board. Bill Young gave a facilities update and Holly Edds gave a CAASPP State Assessment update.

**ITEMS FROM THE BOARD**

Shaun Henderson thanked the Principals and Staff for all their hard work. Shaun also thanked Dr. Blow for the opportunity to attend the CSBA Conference in San Diego. Mark Steller commented on the "Puffs" drama production at Orcutt Academy High School. Mark also mentioned the upcoming Orcutt Christmas Parade on Saturday, December 14, 2019. Liz requested that a "Doodle" communication go out to the Governance Board to select a date for the Governance Board Retreat in February, 2020.

**PUBLIC COMMENT**

Monique Segura, OEA President, gave an OEA update.

**CONSENT AGENDA ITEMS**

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Board Meeting, November 13, 2019
- E. Minutes, Special Curriculum Board Meeting, November 20, 2019
- F. Board Policy 0460, Local Control and Accountability Plan for second reading
- G. Board Policy 1431, Waivers, for second reading
- H. Board Policy 3510, Green School Operation, for second reading
- I. Board Policy 3511, Energy Management for second reading
- J. Board Policy 3515, Campus Security, for second reading
- K. Board Policy 3540, Transportation, for second reading
- L. Board Policy, 3551, Food Service Operations/Cafeteria Fund, for second reading
- M. Board Policy 3555, Nutrition Program Compliance, for second reading
- N. Board Policy 5131, Conduct, for second reading
- O. Board Policy 5132, Dress and Grooming, for second reading
- P. Board Policy 4116, Probationary/Permanent Status, for second reading
- Q. Board Policy 4119.22/4219.22/4319.22, Dress and Grooming, for the second reading
- R. Board Policy 4216, Probationary/Permanent Status, for the second reading
- S. Board Policy 7140, Architectural and Engineering Services, for second reading
- T. Board Bylaw 9323, Meeting Conduct, for the second reading

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



## **ACTION AGENDA ITEMS**

### **Board Policy 0520, Intervention for Underperforming Schools**

It was moved by Shaun Henderson, seconded by Melanie Waffle, and carried to adopt the new Board Policy 0520, Intervention for Underperforming Schools, for the first reading and that it be placed on the next Consent Agenda for second reading.

### **Board Policy 0520.1, Local Comprehensive and Targeted Support for Improvement**

It was moved by Mark Steller, seconded by Shaun Henderson, and carried to adopt the new Board Policy 0520.1, Local Comprehensive and Targeted Support for Improvement, for the first reading and that it be placed on the next Consent Agenda for second reading. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

### **Approval of Crisis Go Agreement with and Emergency Preparedness/Communication System**

It was moved by Shaun Henderson, seconded by Melanie Waffle and carried to approve the agreement with Crisis Go/Emergency Preparedness/Communication System, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **2018-2019 Audit Reports**

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the 2018-2019 Audit Reports, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Resolution No. 12 Commitment of the General Fund Balance**

It was moved by Shaun Henderson, seconded by Liz Phillips and carried to adopt Resolution No. 12 Commitment of the General Fund Balance, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **First Interim Report 2019-2020**

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the First Interim Report 2019-2020, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Accounting of Developer Fees for the 2018-2019 Fiscal Year (Annual Report) and Five-Year Developer Fee Report**

It was moved by Shaun Henderson, seconded by Liz Phillips and carried to approve the Accounting of Developer Fees for the 2018-2019 Fiscal Year (Annual Report) and Five-Year Developer Fee Report, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Approval of Key Site 17 Long Term Ground Lease Agreement with TAIT CP, LLC**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to approve the Key Site 17 Long Term Ground Lease Agreement with TAIT CP, LLC, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Caldwell, Flores, Winters Inc. (CFW) Contract for Professional Consulting Services**

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the Caldwell, Flores, Winters, Inc. (CFW) Contract for Professional Consulting Services, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Approval of a Pool of Architects for Future Facility Projects**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the Pool of Architects for Future Facility Projects, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Approval of PMSM/19six Architects Professional Services Agreement**

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the PMSM/19six Architects Professional Services Agreement, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Award of Bid for the Innovation Center Electrical Conduit Work**

It was moved by Shaun Henderson, seconded by Mark Steller and carried to Award the Bid for the Innovation Center Electrical Conduit Work to Smith Mechanical-Electrical-Plumbing, for \$102,461, as they were the lowest, responsive and responsible bidder. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

### **Joint Use Agreement between the Orcutt Union School District and the Boys & Girls Club of Mid Central Coast**

It was moved by Melanie Waffle, seconded by Shaun Henderson and carried to approve the Joint Use Agreement between the Orcutt Union School District and the Boys & Girls Club of Mid Central Coast, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

**Approval of Orcutt Youth Softball Association Agreement**

It was moved by Liz Phillips, seconded by Melanie Waffle and carried to approve the Orcutt Youth Softball Association Agreement, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

**Approval of Child Nutrition Super-Co-Op Contract for the 2020-2021 School Year**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to approve the Child Nutrition Super Co-Op Contract for the 2020-2021 School Year, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson.

**2019-2020 Resolution No. 10 Delegation of Authority to District Staff**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to adopt Resolution No. 10, Delegation of Authority to District Staff, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

**School Plan for Student Achievement for Patterson Road, Lakeview JHS, Alice Shaw, Olga Reed and Orcutt Academy Charter School**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to approve the School Plan for Student Achievement for Patterson Road, Lakeview Junior High School, Alice Shaw, Olga Reed and Orcutt Academy Charter School, as submitted. Ayes: Morinini, Phillips, Steller, Waffle and Henderson

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, January 15, 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 Annual Organizational Board Meeting on Monday, December 16, 2019**, in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

**ADJOURN**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to adjourn the meeting at 8:30 p.m.

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Deborah L. Blow, Ed.D. Board Secretary

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Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL BOARD MEETING  
December 16, 2019**

**CALL TO ORDER**

A special Annual Organizational Board meeting of the Board of Trustees of the Orcutt Union School District was held on Monday, December 16, 2019, beginning with Lisa Morinini calling Public Session to order at 5:00 p.m. Holly Edds led the Pledge of Allegiance. Members Present: Morinini, Phillips, Waffle, Steller, and Henderson. Administrators present: Dr. Deborah Blow, Holly Edds, Susan Salucci, Kirby Fell and Bill Young. It was moved by Liz Phillips, seconded by Melanie Waffle and carried to adopt the December 16, 2019 agenda, as presented. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**ELECTION OF THE BOARD PRESIDENT**

It was moved by Melanie Waffle, seconded by Mark Steller and carried to elect Liz Phillips as President of the Board of Trustees for 2020. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**ELECTION OF THE BOARD CLERK**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to elect Melanie Waffle as Board Clerk for 2020. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**DESIGNATION OF SUPERINTENDENT AS SECRETARY TO THE BOARD OF TRUSTEES**

It was moved by Liz Phillips, seconded by Shaun Henderson and carried to designate Dr. Deborah Blow as the Secretary to the Board of Trustees for 2020. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**SETTING OF DATE, TIME AND PLACE FOR ALL REGULAR BOARD MEETINGS FOR 2020**

It was moved by Mark Steller, seconded by Melanie Waffle and carried to approve the dates, time and place for the regular board meetings for 2020. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**SELECTION OF A REPRESENTATIVE TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION**

It was moved by Mark Steller, seconded by Shaun Henderson and carried to select Melanie Waffle as the Representative to the County Committee on School District Organization for 2020. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**ITEMS SCHEDULED FOR INFORMATION/DISCUSSION**

Melanie Waffle and Mark Steller commented on the Annual Orcutt Christmas Parade.

**ADJOURN TO CLOSED SESSION**

It was moved by Melanie Waffle, seconded by Mark Steller and carried to adjourn to Closed Session at 5:08 p.m. Ayes: Morinini, Phillips, Waffle, Steller and Henderson.

**RECONVENE AND ADJOURN**

The meeting reconvened to Public Session at 5:14 p.m. and Liz Phillips reported that the Tort Claim presented in closed session was denied. It was moved by Liz Phillips, seconded by Mark Steller and carried to adjourn the meeting at 5:15 p.m.

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Deborah Blow, Ed.D., Board Secretary

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Melanie Waffle, Clerk, Board of Trustees



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS Boys Basketball Team

BACKGROUND: There is a possibility that the Orcutt Academy High School Boys Basketball Team will compete in the CIF-CS team final games. Location TBD. The playoffs will take place during the following dates (Sectionals) February 18, 20, 25, 28 & 29, 2020. (Regionals) March 3, 4, 5 7 & 10, 2020. (State) March 13 & 14, 2020. This may require an overnight stay with reservations (if needed). Our team will depart from OAHS on the morning of the competition and return either the same day or the following morning depending on the location. Coach Ryan Smalley and his assistant coach John Dell'Armo will be accompanying our basketball team to this event.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the boys' basketball fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip (if needed) be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS Boys Soccer Team

BACKGROUND: There is a possibility that the Orcutt Academy High School Boys Soccer Team will compete in the CIF-CS team final games, location TBD. The playoffs will take place during the following dates (Sectionals) February 11, 13, 19, 21 & 22, 2020. (Regionals) March, 3, 5, & 7, 2020. This may require an overnight stay. Our team will depart from OAHS on the morning of the competition and return either the same day or the following morning depending on the location. Coach Mark McLoughin and his assistant coach will be accompanying our basketball team to this event.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the girls' basketball fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip (if needed) be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS Varsity Boys Tennis Team

BACKGROUND: Orcutt Academy High School Varsity Boys Tennis Team will be attending the Pete Brown "First Serve" Boys High School Team Tennis Tournament at Marina High School in Huntington Beach, CA. This will be an overnight trip with our team staying at a hotel within three miles of the tournament site for 1 night. Our team will depart from OAHS on the morning of Friday, February 28, 2020 and return on the evening of Saturday, February 29, 2020. Coach Art Lopez, and parents will be accompanying our tennis team to this tournament.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the boys' tennis fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS Girls Basketball Team

BACKGROUND: There is a possibility that the Orcutt Academy High School Girls Basketball Team will compete in the CIF-CS team final games, location TBD. The playoffs will take place during the following dates (Sectionals) February 19, 21, 26, 28 & 29, 2020. (Regionals) March, 3, 4, 5, 7 & 10, 2020. (State) March 13 & 14, 2020. This may require an overnight stay. Our team will depart from OAHS on the morning of the competition and return either the same day or the following morning depending on the location. Coach Tom Robb and his assistant coach will be accompanying our basketball team to this event.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the girls' basketball fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip (if needed) be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS Girls Soccer Team

BACKGROUND: There is a possibility that the Orcutt Academy High School Girls Soccer Team will compete in the CIF-CS team final games, location TBD. The playoffs will take place during the following dates (Sectionals) February 12, 14, 19, 21 & 22, 2020. (Regionals) March, 3, 5, & 7, 2020. This may require an overnight stay. Our team will depart from OAHS on the morning of the competition and return either the same day or the following morning depending on the location. Coach Brian Speer and his assistant coach will be accompanying our basketball team to this event.

Transportation will be provided by coaches and parent drivers. All costs will be paid for out of the girls' basketball fundraising account.

RECOMMENDATION: Staff recommends that this overnight trip (if needed) be approved as submitted.

FUNDING: No Impact on General Fund





Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal  
Mr. Jonathan Dollahite, LKV Principal  
Ms. Kelly Osborne, OJHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: OAHS, LKV & OJHS Choir & Band  
Disneyland Music in the Park Festival

BACKGROUND: Orcutt Academy High School, Lakeview Junior High School and Orcutt Junior High School Choirs & Bands will be participating in Music in the Parks Festival in Disneyland, Anaheim, CA. Sarah Slezak our District Choir Teacher and Josie Coburn our District Band Director will be traveling with our choir and band students to this event. This Music Festival is an incredible experience where music students have a chance to perform for judges who give ratings and encouragement to participating choirs and bands.

This trip will be an overnight trip with reservations at the Days Inn Fullerton for 2 nights. OAHS choir and band will depart from OAHS on the morning of Thursday, April 24, 2020 and return on the evening of Sunday, April 26, 2020. Lakeview JHS & OJHS Choir will depart from OAHS on the morning of Friday, March 13, 2020 and return on the evening of Sunday, March 15, 2020. Lakeview JHS & OJHS Band will depart on Friday, April 3, 2020 and return on the evening of Sunday, April 5, 2020.

Transportation is provided by a charter bus.

It is anticipated that the total amount will be paid out of funds raised by the students or paid by the parents. No participant will be denied participation due to cost.

RECOMMENDATION: Staff recommends that this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund



Orcutt Academy High School  
Administration Office

TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: FIRST Robotics Regional Competition in Ventura, CA

BACKGROUND: March 19-22, 2020, thirty-five Orcutt Academy High School Robotic students, along with Team Mentors, Rick Soto, Grace Douglass, Adam Johnson and various chaperones will be attending the FIRST Regional Competition in Ventura, CA. Our team will be departing from OAHS on Thursday, March 19, 2020 at 4:00 pm and returning on Sunday, March 22, 2020. This will be an overnight trip with the team staying at a hotel in Ventura, CA for three nights. Transportation will be provided by a charter bus if funds can be secured. Parents will provide transportation if funds are not available. All proceeds for this trip are being raised through fundraisers by the Robotics Team.

RECOMMENDATION: Staff recommends this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund

**Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

With the approval of the County Superintendent, the district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would

**Philosophy, Goals, Objectives and Comprehensive Plans**

allow the district to improve the outcomes for all student subgroups in regard to state and local priorities

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

**Legal Reference:**

**EDUCATION CODE**

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

60640-60649 California Assessment of Student Performance and Progress

64001 School plan for student achievement

**UNITED STATES CODE, TITLE 20**

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

**WEB SITES**

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

California School Dashboard: <http://www.caschooldashboard.org>

U.S. Department of Education: <http://www.ed.gov>

**Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board is committed to enabling all district students to meet state academic achievement standards. The district shall provide support and assistance to increase student achievement in all district schools, especially any school that has been identified by the California Department of Education (CDE) as in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

(cf. 0500 - Accountability)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 6011 - Academic Standards)

(cf. 6171 - Title I Programs)

When any school is identified for CSI, TSI, or ATSI, the Superintendent or designee shall notify the school community, including the principal, teachers, and parent/guardians of students of the school, of the identification and, if applicable, shall inform the school of the student subgroup(s) which are consistently underperforming at the school.

**School Plan**

Upon receiving notification from CDE that a district school has been identified as eligible for CSI, TSI, or ATSI, the district shall, in partnership with principals, other school leaders, teachers, and parents/guardians, develop and implement a plan to improve student outcomes at the school. The plan shall: (20 USC 6311)

1. Be based on all state indicators in the California School Dashboard, including student performance against state-determined long-term goals, except that any school subject to the state's Dashboard Alternative School Status that has fewer than 100 students may focus on the state indicators that are more applicable to the nature of its program
2. Be based on a school-level needs assessment
3. Include evidence-based interventions
4. If the school is identified for CSI or ATSI, identify resource inequities, which may include a review of district and school-level budgets, to be addressed through implementation of the plan

(cf. 0400 - Comprehensive Plans)

The school plan for student achievement developed pursuant to Education Code 64001 may serve as the school improvement plan required for CSI, TSI, or ATSI, provided that the plan meets the requirements of 20 USC 6311. (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

**Philosophy, Goals, Objectives and Comprehensive Plans**

The school improvement plan shall be submitted to the Board for approval. (20 USC 6311)

If any district school is identified for CSI, the district's local control and accountability plan shall include descriptions of how the district provides support to CSI school(s) in developing the CSI plan and how the district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

(cf. 0460 - Local Control and Accountability Plan)

**Monitoring and Intervention**

The Board and the Superintendent or designee shall regularly review the performance of each school identified for CSI, TSI, or ATSI.

After two years of implementing the school plan, if any such school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary.

If a school identified for CSI fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to:

1. Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress
2. Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:
  - a. A prioritized set of evidence-based interventions and strategies
  - b. A program evaluation component with support to conduct ongoing performance and progress monitoring

**Legal Reference:**

**EDUCATION CODE**

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

64001 School plan for student achievement

**UNITED STATES CODE, TITLE 20**

## **Comprehensive and Targeted Support and Improvement**

BP 0520.1(c)

### **Philosophy, Goals, Objectives and Comprehensive Plans**

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

6313 Eligibility of schools and school attendance areas; funding allocation

#### Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

#### WEB SITES

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

California School Dashboard: <http://www.caschooldashboard.org>

U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: 01/15/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, CA



**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** Lakeview Date: 12/5/19

**DONOR:** Name: Rick Rust / Aera Energy LLC  
Address: PO Box 11164, Bakersfield, CA 93389  
Phone No. (805) 361-8853

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 500<sup>00</sup>  
(Fill in if money is donated)  
Designated for: Garden / Paul Cleveland  
General Description: \_\_\_\_\_  
Model No.: \_\_\_\_\_ Condition:  New  Used  
Value (estimated): \_\_\_\_\_  
Purpose of Gift: \_\_\_\_\_  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

**INSTALLATION AND OPERATION (If answer to A is yes, answer B and C)**

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  Yes  No  
If yes, what type? \_\_\_\_\_

Acceptance Requested By (OUSD Staff Member): [Signature]  
Acceptance Approved By (Administrator): [Signature]  
RECOMMENDATIONS: Principal or District Representative accept

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

Please submit request to the Superintendent's Office. (If denied, explanation is on reverse side of this form.)





**ORCUTT UNION SCHOOL DISTRICT**  
**REQUEST FOR ACCEPTANCE OF GIFT**

**SCHOOL:** DEPARTMENT OF CHILD NUTRITION Date: 12/03/2019

**DONOR:** Name: LATA MURTI  
Address: 4756 SO. BLISSER ROAD SANTA MARIA, CA. 93455  
Phone No. 805 - 354 - 0498

**GIFT:** Item Donated \_\_\_\_\_ or Cash Donation \$ 100.<sup>00</sup>  
(Fill in if money is donated)  
Designated for: PAYING NEGATIVE BALANCES IN STUDENT MEAL ACCOUNTS  
General Description: STUDENT MEAL ACCOUNTS  
Model No.: N/A Condition:  New  Used  
Value (estimated): 100.<sup>00</sup>  
Purpose of Gift: TO PAY NEGATIVE BALANCES IN STUDENT MEAL ACCOUNTS  
Will gift be purchased through Business Services Office?  Yes  No  
Donor Conditions of Acceptance: \_\_\_\_\_

**INSTALLATION AND OPERATION (If answer to A is yes , answer B and C)**

- A. Will gift require installation?  Yes  No
- B. What type of installation is required? \_\_\_\_\_
- C. Will donor pay installation costs?  Yes  No
- D. Will there be operating costs?  
If yes, what type?  Yes  No

Acceptance Requested By (OUSD Staff Member): N/A  
Acceptance Approved By (Administrator): BETHANY MARKEE, DIRECTOR OF CHILD NUTRITION  
RECOMMENDATIONS: Principal or District Representative I RECOMMEND  
THAT WE ACCEPT THIS DONATION.

BOARD ACTION: Date Accepted: \_\_\_\_\_ Date Denied: \_\_\_\_\_

**Please submit request to the Superintendent's Office.** (If denied, explanation is on reverse side of this form.)



**BOARD OF TRUSTEES**

SHAUN HENDERSON  
LISA MORININI  
LIZ PHILLIPS  
MARK STELLER  
MELANIE WAFFLE

DEBORAH BLOW, Ed.D.  
*District Superintendent*  
HOLLY EDDS, Ed.D.  
*Assistant Superintendent*  
SUSAN SALUCCI  
*Assistant Superintendent*  
WILLIAM YOUNG  
*Assistant Superintendent*  
KIRBY FELL  
*Chief Technology Officer*

Where a Dedicated Staff Means  
**KIDS COME FIRST**

TO: Dr. Deborah Blow, Superintendent

FROM: Dr. Holly Edds, Assistant Superintendent, Educational Services

BOARD MEETING DATE: January 15, 2020

BOARD AGENDA ITEM: School Plans for Student Achievement for Ralph Dunlap, Joe Nightingale, Pine Grove, and Orcutt Jr. High School

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 Ralph Dunlap, Joe Nightingale, Pine Grove and Orcutt Jr. High School are submitted for board approval as required in California statute. Staff recommends these be approved as submitted.

FUNDING: No funding implications.

School Year: **2019-20**

# 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 8, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 24, 2019
<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

## 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 learnings 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 2018-2019 school year, 575 students are enrolled, which includes 10.7% in Special Education, 6.6% qualifying for English Language Learner support, and 38% qualifying for free or reduced price lunch. There are two Structured Day Classes serving nine students; one 1st grader, three 2nd graders, one 4th grader, one 5th grader, and three 6th graders this year.

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 a decision-making group, and/or attending the many school events. Parents stay informed on upcoming happenings and school activities through email, the school marquee, Principal 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, Fall, Open House and other assorted PTA Family Fun night and activities.

## 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:  
9/12/19  
10/9/19

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:

10/23/19 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

10/24/19 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

10/1/19 - 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.0%	0.69%	0.87%	6	4	5
African American	0.2%	0.17%	0.17%	1	1	1
Asian	0.8%	1.37%	1.39%	5	8	8
Filipino	0.2%	0.86%	1.39%	1	5	8
Hispanic/Latino	36.3%	38.77%	40.55%	223	226	234
Pacific Islander	0.2%	0.17%	0.17%	1	1	1
White	55.0%	50.09%	47.83%	338	292	276
Multiple/No Response	1.6%	1.89%	1.73%	10	11	10
<b>Total Enrollment</b>				615	583	577

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	72	74	65
Grade 1	83	75	77
Grade 2	72	87	80
Grade3	88	81	90
Grade 4	80	82	85
Grade 5	103	82	89
Grade 6	117	102	91
<b>Total Enrollment</b>	615	583	577

### Conclusions based on this data:

1. We are in declining enrollment
2. The Hispanic, Asian, and Filipino population has increased while our white population has decreased.
3. 5th and 6th grade has had a significant decrease.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	37	38	35	6.0%	6.5%	6.1%
Fluent English Proficient (FEP)	9	3	4	1.5%	0.5%	0.7%
Reclassified Fluent English Proficient (RFEP)	4		1	12.9%	0	2.6%

### 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	2548.9	20.95	13.54	11.24	37.14	39.58	57.30	27.62	27.08	19.10	14.29	19.79	12.36
All Grades	N/A	N/A	N/A	18.93	25.36	20.47	27.73	30.03	31.87	24.00	18.95	22.81	29.33	25.66	24.85

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>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	21.84	11.39	14.46	40.23	34.18	54.22	37.93	54.43	31.33
<b>Grade 4</b>	24.39	28.92	18.52	46.34	46.99	51.85	29.27	24.10	29.63
<b>Grade 5</b>	22.00	41.46	32.95	41.00	46.34	42.05	37.00	12.20	25.00
<b>Grade 6</b>	27.62	18.75	15.73	47.62	54.17	65.17	24.76	27.08	19.10
<b>All Grades</b>	24.06	25.00	20.53	43.85	45.88	53.37	32.09	29.12	26.10

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.64	15.19	21.43	66.67	59.49	54.76	20.69	25.32	23.81
<b>Grade 4</b>	19.51	32.14	25.93	63.41	55.95	60.49	17.07	11.90	13.58
<b>Grade 5</b>	15.00	16.87	23.86	62.00	69.88	56.82	23.00	13.25	19.32
<b>Grade 6</b>	24.76	20.83	20.22	66.67	65.63	74.16	8.57	13.54	5.62
<b>All Grades</b>	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>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.79	18.99	20.24	52.87	36.71	41.67	33.33	44.30	38.10
<b>Grade 4</b>	14.63	34.52	19.75	65.85	50.00	53.09	19.51	15.48	27.16
<b>Grade 5</b>	17.00	36.14	22.73	42.00	54.22	52.27	41.00	9.64	25.00
<b>Grade 6</b>	32.38	31.25	31.46	53.33	47.92	55.06	14.29	20.83	13.48
<b>All Grades</b>	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 16/17 and 17/18 data, 4th and 5th grade were especially strong.
2. Reading in 3rd, 4th, and 5th grade were below standard.
3. According to the 17/18 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 4th and 5th grade.

# 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> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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 15/16 the 3rd grade mean scale score have increased until the students completed 6th grade.
2. Looking at cohorts (same students) ,overall, students made growth each year.
3. Our overall math scores for 3rd grade in 18/19 indicate that our sub-score reflects 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 EL students scored at or above standard in ELA on the CAASPP as compared to 55 percent of all students.
2. 8 percent of our EL students scored at or above standard in math on the CAASPP as compared to 44 percent of all students.
3. 41 percent of our designated EL students scored in the well developed area on the ELPAC assessment.



# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

### 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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

### Conclusions based on this data:

1. Math is a weaker area as compared to ELA.
2. 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:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. We have no equity gaps
2. Hispanic students increased 12.6 points but are still below standard, especially when compared to white students.

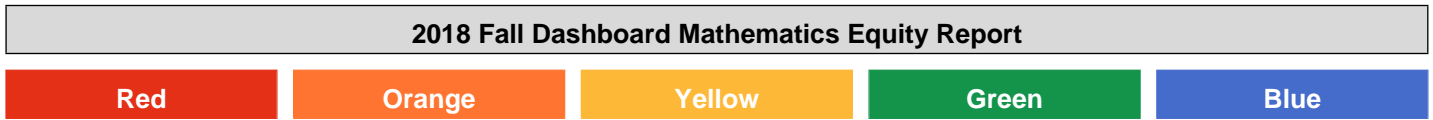
# School and Student Performance Data

## Academic Performance Mathematics

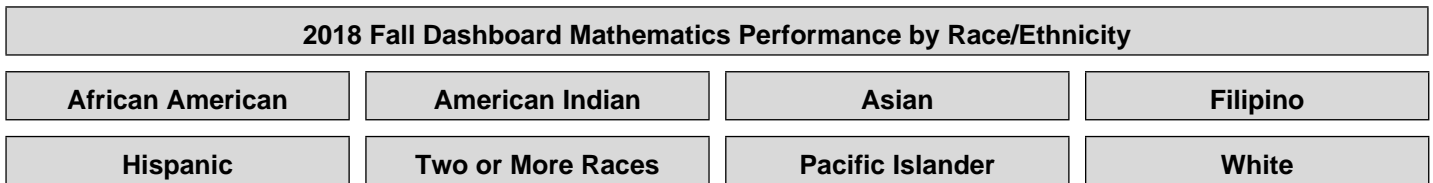
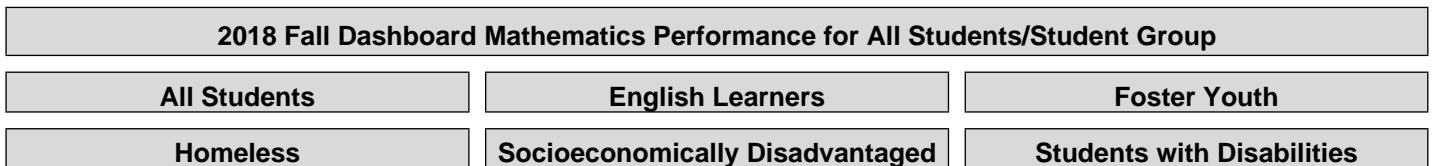
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

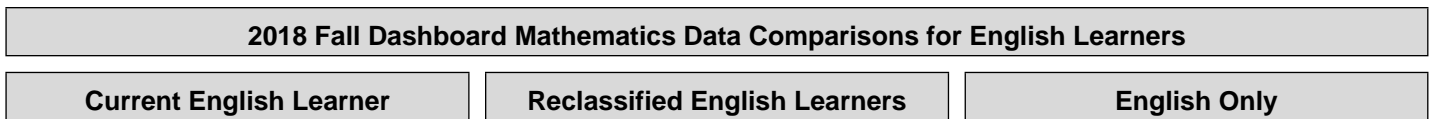
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

1. Significant difference between English Learners and overall student performance.
2. SES students maintained math performance.
3. There needs to be a focus on math.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

### Conclusions based on this data:

1. Over 60% of our English Learner students are at a level 3 or 4.

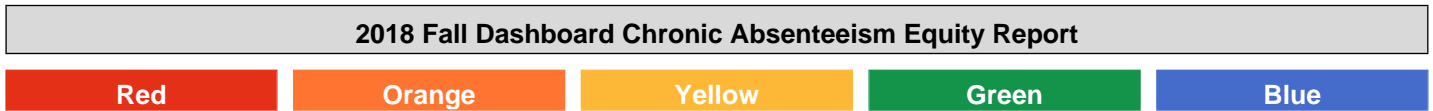
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

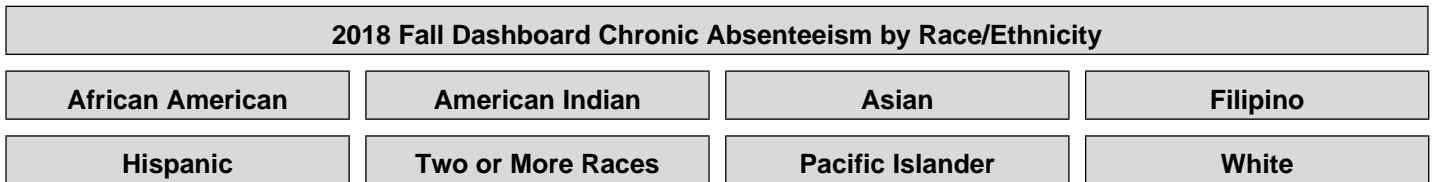
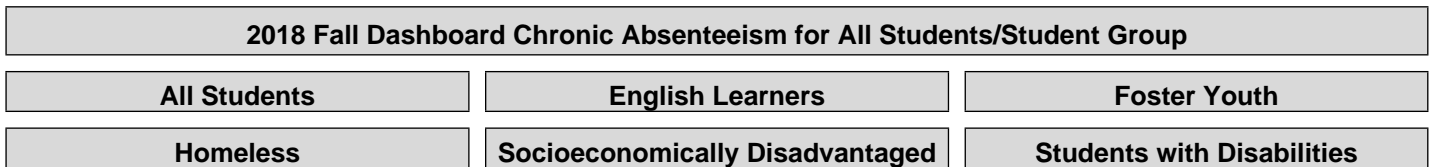
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



### 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

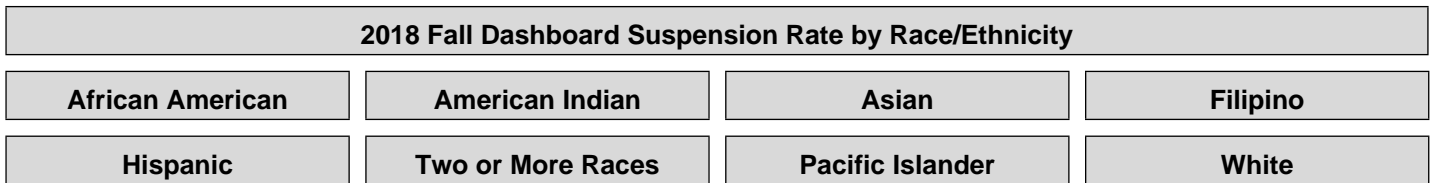
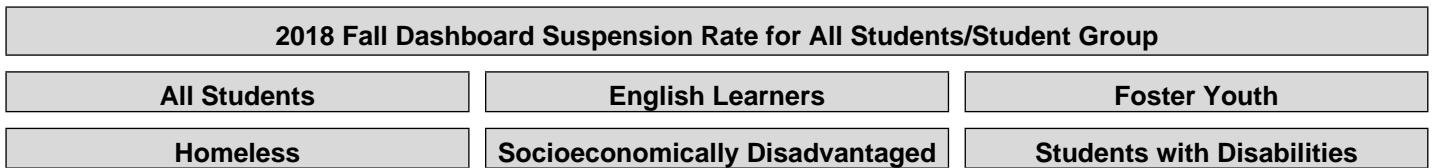
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



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



### 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: 2018-19

### Goal 1

Through educational activities aligned with the Orcutt Union School District Strategic Plan, Orcutt Union School District Local Control and Accountability Plan, and educational research, the following goals are selected:

By Spring 2019 60% of all Kindergarten students will perform at or above grade level as measured by DIBELS Composite score.

Increase the percentage of students scoring "Hi" or "HiAvg." (1st-6th grade) by 3% as measured by NWEA Reading assessment. (goal for Spring 2019: 44 %)

Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-6th grade) by 3% as measured by NWEA Reading assessment. (goal for Spring 2019: 32%)

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 3% each year

for all students and sub-groups.(Low Socio-Economic Status (low SES) (Goal for all students Spring 2018: 50%)

A stretch Goal: By Spring 2019

- 85% of all Kindergarten students will perform at or above grade level as measured by identification of letter sounds, blending sounds or DIBELS performance.
- The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will be a

minimum of 65% each year for all students and subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kindergarten DIBELS Composite Scores	60% of all Kindergarten students will score at the CORE instructional level on the DIBELS Composite Score	44% of all Kindergarten students scored at the CORE instructional level on the DIBELS Composite Score
Grades 1 and 2 NWEA MAP Reading Assessment	Increase the percentage of students scoring "Hi" or "HiAvg." (1st-6th grade) by 3% as measured by NWEA Reading assessment. (goal for Spring 2019: 44 %) Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-6th grade) by 3% as measured by NWEA Reading assessment. (goal for Spring 2019: 32%)	Students scoring in the "Hi" or "HiAvg" range in grades 1-6: 41% Students scoring in the "Lo" or "LoAvg" range in grades 1-6: 42%
CAASPP state standards aligned test (SBA) results for grades 3-6 for these student groups: All students Low Socio-economic (SES) English Learner (EL) Students with Disabilities (SWD)	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 3% each year for all students and sub-groups.(Low Socio-Economic Status (low SES).	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: 52.34% Low SES --Spring 2019: 37.70%



Metric/Indicator	Expected Outcomes	Actual Outcomes
	(Goal for all students Spring 2018: 50%)	English Learners- Spring 2019: 11.11% Students with Disabilities- Spring 2019: 29.27%

## 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.	The focus of the each of the PLC meetings was on student learning, the selection of essential standards, development of common formative assessments, implementation of Multi-Tiered Systems of Support (MTSS) and the use of data to inform instruction.	No cost	No Cost
Staff will have a school wide focus on academic vocabulary and reading. California State Standards identified academic vocabulary will be incorporated in daily lessons. Using our adopted Language Arts Program, instruction will be aligned with California State Standards. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support	The 90 minute PLC meetings were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the district adopted curriculum.	Staff meetings, District Leadership meetings, and Teacher Collaboration PLC meetings. District Adopted Curriculum materials. 4000-4999: Books And Supplies District Funded	Staff meetings, District Leadership meetings, and Teacher Collaboration PLC meetings. District Adopted Curriculum materials. 4000-4999: Books And Supplies District Funded
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	Professional Learning Community (PLC) teams meet weekly to focus on student achievement and meeting the needs of at-risk students. Results from assessments NWEA, STAR, DIBELS) are used	Student assessments, classroom instruction, teacher collaboration None Specified District Funded  STAR reading assessment from RenPlace 4000-4999:	Student assessments, classroom instruction, teacher collaboration None Specified District Funded  STAR reading assessment from RenPlace 4000-4999:

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>individual student academic needs based on student data. Utilize NWEA data to inform instruction and drive conversations centered around student learning and instructional strategies. Utilize the STAR reading assessment data to inform instruction and drive conversations centered around student learning and instructional strategies.</p>	<p>to guide these instructional discussions. The 90 minute PLC meetings (during Music, Art and PE) were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the district adopted curriculum. The 60 minute PLC meetings were focused on Tier 2 instruction (targeted instruction - intervention/enrichment).</p>	<p>Books And Supplies LCFF - Supplemental</p>	<p>Books And Supplies LCFF - Supplemental</p>
<p>Provide English Language Development instruction and materials in every classroom for all English Learners. Bilingual Liaison Staff to support EL families ELPAC Assessment costs</p>	<p>English Language Development lessons were provided by the classroom teacher daily for all English Learner Students. District Bilingual Liaison met with families, provided support at family events and parent conferences, and attended all SSC and ELAC meetings.</p>	<p>ELD instruction 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>ELD Instruction 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Utilize technology to teach the writing process (Google Docs, iPad apps, keyboarding, etc). Small group targeted instruction in reading, writing, and math: Data to form groups/technology utilized to differentiate instruction (Google Docs, iPads, project based learning, etc). Purchase needed technology and software programs and upgrades to support California State Standards academic programs.</p>	<p>Identified students received targeted support through on site interventions provided by the classroom teacher, the grade level team and certificated hourly teachers. Purchases were made to provide additional materials necessary to target intervention, and professional development as determined through the analysis of site, grade level, and individual student data.</p>	<p>Purchase needed hardware and/or software to support school programs 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Purchase needed hardware and/or software to support school programs 4000-4999: Books And Supplies LCFF - Supplemental 500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Using NWEA, DIBELS, and SBAC assessment data, we will group students by academic need for below grade level, at grade level, or above grade level support during a dedicated extended learning opportunity block of time and provide support materials for instruction. Teachers will utilize data to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.	The 60 minute PLC meetings at elementary were focused on Tier 2 instruction (targeted instruction - intervention/enrichment). Teachers utilized these meetings to review curriculum and NWEA data and to develop interventions. Teachers attended SST meetings to address the needs of students not meeting growth targets	Teacher collaboration None Specified District Funded  Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	Teacher Collaboration None Specified District Funded  Substitutes for SST Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
Utilize hourly teacher to support at-risk students in all grades K-6	There was a designated intervention time daily when identified students received instruction.	Intervention instruction 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	Intervention instruction 1000-1999: Certificated Personnel Salaries LCFF - Supplemental

## 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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions in ELA/ELD, 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.

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 2018-19 school year. The actions and services supported the achievement of that goal, especially the 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 were effective as measured by stakeholder input and student achievement data. 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. 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.

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.

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 2018-19 school year and will continue to be a priority. The actions and services supported the achievement of that goal, especially the 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 were effective as measured by stakeholder input and student achievement data. These activities and services will continue. 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. These actions and services will be continued for the 2019/ 2020 school year.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

By Spring 2019:  
 Increase the percentage of students scoring "Hi" or "HiAvg." (1st-6th grade) by 3% as measured by NWEA math assessment. (goal for Spring 2019:44 %)  
 Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-6th grade) by 3% as measured by NWEA math assessment. (goal for Spring 2019: 36%)  
 The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards-aligned test will increase by 3% each year for all students and sub-groups (Focus on the sub-groups that results currently show an achievement gap: Low Socio-Economic Status (low SES). (Goal for "All Students" Spring 2019: 50%)

Stretch Goal: The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards-aligned test will be a minimum of 60% each year for all students and sub-groups.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades 1 and 2 NWEA MAP Math Assessment	Increase the percentage of students scoring "Hi" or "HiAvg." (1st-6th grade) by 3% as measured by NWEA math assessment. (goal for Spring 2019:44 %) Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-6th grade) by 3% as measured by NWEA math assessment. (goal for Spring 2019: 36%)	Students scoring in the "Hi" or "HiAvg" range in grades 1-6: 39% Students scoring in the "Lo" or "LoAvg" range in grades 1-6: 39%
CAASPP state standards aligned test (SBA) results for grades 3-6 for these student groups: All students Low Socio-economic (SES) English Learner (EL) Students with Disabilities (SWD)	The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards-aligned test will increase by 3% each year for all students and sub-groups (Focus on the sub-groups that results currently show an achievement gap: Low Socio-Economic Status (low SES). (Goal for "All Students" Spring 2019: 50%)	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: 42.85% Low SES --Spring 2019: 30.53%

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Professional Learning Communities: regular structured grade level discussions centered	The focus of each of these meetings was on student learning, the selection of essential	Teacher collaboration None Specified District Funded	Teacher collaboration None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
around student learning, data, and instructional strategies.	standards, development of common formative assessments, implementation of MultiTiered Systems of Support (MTSS) and the use of data to inform instruction.		
Continue grade level and cross grade level dialogue regarding "best practices" in helping students achieve improved performance in Mathematics.	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	Teacher collaboration None Specified District Funded	Teacher collaboration None Specified District Funded
Utilize NWEA data to inform instruction and drive conversations centered around student learning and instructional strategies. Teachers will utilize data to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these needs.	The 60 minute PLC meetings at elementary were focused on Tier 2 instruction (targeted instruction - intervention/enrichment). Teachers utilized these meetings to review curriculum and NWEA data and to develop interventions. Teachers attended SST meetings to address the needs of students not meeting growth targets	Student assessments and teacher collaboration None Specified District Funded  Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000	Student assessments and teacher collaboration None Specified District Funded  Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
Math instruction will be aligned with California State Standards. Grade levels will establish common instruction and common assessments geared to essential standards. Continue to implement district adopted programs/curriculum at each grade level.	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	District adopted curriculum, student assessments and teacher collaboration None Specified District Funded	District adopted curriculum, student assessments and teacher collaboration None Specified District Funded
Teachers will prepare a team for the North County Math Super Bowl will include students in grades 4-6 who wish to participate; these sessions will include a variety of strategies	Team was selected and coached by 5th grade teacher. Team met 2 days per week March 2019-May 2019 and participated in the competition in May 2019.	Student activities	Student activities

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
pertinent to higher level Mathematics.			

**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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions 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.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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. 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.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was minimal difference between the 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 goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2018-19 school year. The actions and services supported achievement of that goal, 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 were effective as measured by stakeholder input and student achievement data. These activities and services will be continued for the 2019-20 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. The District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers. These actions and services will be continued for the 2019/ 2020 school year.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 3

Through educational activities aligned with the Orcutt Union School District Strategic Plan, Orcutt Union School District Local Control Accountability Plan, and educational research, the following goals are established:  
 Attendance rates for all students and each identified subgroup will be maintained and/or improved to 96%

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rates	Attendance rates for all students and each identified subgroup will be maintained and/or improved to 96%	The attendance rate for the 2018-2019 school year was 96%.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Perfect attendance incentives and awards. Student and parent education on the importance of good attendance.	Incentives and awards were provided for students who had perfect attendance.	Attendance incentives	Attendance incentives
Encourage the use of Campus Connection to support student attendance.	Campus Connection information is available in the office, student-parent handbook, and bi-weekly newsletters.	District child care program None Specified District Funded	District child care program None Specified District Funded
Continue sending home truancy notices. Offer support services for students and families with regards to attendance from School Counselors and Check, Connect, and Respect Program.	Truancy program timeline. Students are referred to the school based counselor, truancy program and Check Connect Respect programs as appropriate.		
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.	District Bilingual Community Liaison met with families, provided support at family events, parent conferences, and all SSC and ELAC meetings.	Community Liaison 2000-2999 2000-2999: Classified Personnel Salaries District Funded	Community Liaison 2000-2999: Classified Personnel Salaries District Funded



## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Classroom attendance incentives were provided for students who had perfect attendance each trimester. We also had a ceremony at the end of the year to celebrate the students who had perfect attendance all year. Focus was on punctuality and full day attendance for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Truancy prevention continues to be an area of need. The California Dashboard added Chronic Absenteeism in the Fall of 2018. The Ralph Dunlap Elementary had no groups fall into the "red" category, however two student groups have been labeled as "orange" including Students with Disabilities and Socioeconomically Disadvantaged. The "All" student category was reported in the "orange" category.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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 attendance rates for all student groups. The Check Connect Respect program will continue to be analyzed for effectiveness. Additional office time will be utilized to analyze attendance data and make referrals to the Check Connect Respect Program.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 4

Through educational activities aligned with the Orcutt Union School District Strategic Plan, Orcutt Union School District Local Control Accountability Plan, and educational research, the following goals are established: Increase the percentage of parents who are actively participating with the ParentSquare communication system to 98%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ParentSquare Registration	Increase the percentage of parents who actively participate with the ParentSquare communication system to 98%	ParentSquare reports that 43% of parents actively participate with the ParentSquare communication system.

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Use of ParentSquare on-line communication program, electronic school newsletters, school/district websites, teacher communications to highlight parent opportunities. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods.	Parent Square was implemented at the beginning of the 2017-18 school year. The school uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in the ability to contact 99% of parents.	Communication tool None Specified 0	Communication tool None Specified 0
Utilize ParentSquare on-line communication program system to keep parents informed and connected with regards to school-wide activities and student information.	Parent Square was implemented at the beginning of the 2017-18 school year. The school uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in the ability to contact 99% of parents.	Communication tool None Specified District Funded 0	Communication tool None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Translate materials and provide interpreters to make phone calls and assist at events/ meetings when needed or requested.	The Parent Square program allows for teachers to translate information for parents. The district provides a bilingual liaison for translation for school events and parent conferences.	Communication tool None Specified District Funded 0	Communication tool None Specified District Funded 0

## 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 2018-19 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Parents can select how they would like to receive information, and in what language.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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.

Implementation of Parent Square will continue for communication with parents. School will continue to utilize the district provided translators to provide written translations as needed and to provide translation at school events and parent conferences.

# Annual Review and Update

**SPSA Year Reviewed: 2018-19**

## Goal 5

Through educational activities aligned with the Orcutt Union School District Strategic Plan, Orcutt Union School District Local Control and Accountability Plan, and educational research, the following goal is selected: Decrease or maintain suspension/expulsion rate for all students and all sub-groups

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension and expulsion data	Decrease or maintain suspension rates under 2%.	The suspension rate was 2%.

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Welcome Back Rules/ Behavior Expectation Assemblies in August.	All students participated in rules/ behavior assemblies.	School expectations assemblies None Specified	School expectations assemblies None Specified
Promote school-wide character education program based on Positive Behavior Intervention Support (PBIS) model.	Promote school-wide character education program based on Positive Behavior Intervention Support (PBIS) model.	None Specified	None Specified
Offer student mentor opportunities throughout the year. (Playground Coaches, Student Council, Big Buddies, peer tutors, Safe School Mediators)	Student were offered mentor opportunities throughout the year. ( Big Buddies, peer tutors)	None Specified	None Specified
Incorporate Health Education into curriculum. (Too Good for Drugs, Growth and Development, Dairy Council, Child Safe, DARE.) Hold Health screenings (vision and hearing)	All students participated in Health Education (Too Good for Drugs-grades K-5; DARE education-grade 6) Vision and hearing screenings were provided for all students in grades 2 and 5.	None Specified	None Specified
Utilize school athletic and academic events to promote school climate	Students participated in Battle of the Books, Community Spelling	None Specified	None Specified

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and character. (i.e. PE, Battle of the Books, Flag Essay Contest, Spelling Bees, and Math Superbowl).	Bees, Author-go-round, and Yearbook Club.		
Offer counseling services to students in need. (School Counselors, Check, Connect and Respect, district psychologists.)	School counselor available 1 day per week. Students are selected by staff referral and parent permission. Check Connect Respect program available to referred students one day per week. Students are referred by office staff and principal.	Counseling services 5800: Professional/Consulting Services And Operating Expenditures District Funded	
Utilize progressive discipline system.	Along with the school wide expectations and reward system, the school implemented consistent classroom referrals and office referrals.	School Wide Discipline None Specified District Funded	School Wide None Specified District Funded

## 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 2018-19 school year. Our school staff is working to implement the PBIS program, providing counseling services, and incorporating health and well-being into student curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The foundations for the PBIS program were implemented school wide. The staff was trained in school wide expectations, rules, referrals, and reward system. Along with the school wide expectations and reward system, the staff was also trained in consistent classroom referrals and office referrals. The implementation of this program will increase the consistency of behavioral expectations and decrease of office referrals for discipline.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The was no 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.

Staff will continue and expand this implementation by attending PBIS training-the PBIS Classroom Academy and the PBIS conference. Behavioral interventions will be expanded to utilize the "check-in, check-out" system.

# 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	Acadience Spring 19: 44% at or above benchmark.	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.
NWEA-MAP Grades 1 and 2 % students scoring "Hi Avg" and "Hi"	NWEA Spring 2019 Reading: 50% (Hi Avg., Hi) 1st Grade Hi Avg.: 27% Hi:10%  2nd Grade Hi Avg: 24% Hi:22%	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%
CAASPP – ELA % Students met/ exceeded standard	Spring 2019: All Students: 52%	The percentage of students demonstrating or exceeding mastery

Metric/Indicator	Baseline	Expected Outcome
	Low SES: 38% EL: 11% Students With Disabilities: 29%	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%

## 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 Study Team meeting will be discussed.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

October 2018-June 2019

#### Person(s) Responsible

Principal, Teachers, TOSA

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Utilize Music, Physical Education (PE) and Art. Theater/ Maker Space 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 2019-June 2020

#### 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 ELD instruction everyday in the classroom.

### Students to be Served by this Strategy/Activity

EL students

### Timeline

September 2019-June 2020

### 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 2019-May 2020

### Person(s) Responsible

Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	38,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

### Strategy/Activity 5

The computer lab will be open outside of the school day to give students access to the internet and receive academic support/intervention.

### Students to be Served by this Strategy/Activity

### Timeline

October 2019-May 2020

### Person(s) Responsible

Administrator  
Compass Learning Proctor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4500
<b>Source</b>	Other



**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	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 points 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"	Results from Spring 2019 NWEA assessment: Grade 1 Hi:16% HiAvg: 14%  Grade 2 Hi: 19% HiAvg: 21%	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%

### 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 Study Team meeting will be discussed.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### 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 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.

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

All Students

**Timeline**

September 2019-June 2020

**Person(s) Responsible**

Teachers, principal

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 4**

The computer lab will be open outside of the school day to give students access to the internet and receive academic support/intervention.

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

All Students

**Timeline**

December 2019- May 2020

**Person(s) Responsible**

Principal, Teacher

**Proposed Expenditures for this Strategy/Activity**

**Description**

Expenditures reported under Goal 1

# 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: 2017-2018: 96% 2018-2019: 96%	Attendance rates for all students and each identified subgroup will be improved to 97%.
Chronic absenteeism rate	Chronic absenteeism rates: 2017-2018: All students: 6.8% English learner: 4.5% Low SES: 10.8% SWD: 12.7%  2018-2019: All students: 8.7% English learner: 7.1% Low SES: 15.2% SWD: 8.6%	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

#### Timeline

October 2019-June 2020

#### 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 and through the Check, Connect, Respect program.

### Students to be Served by this Strategy/Activity

#### Timeline

September 2018-May 2019

#### 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 2019-June 2020

#### 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 2019- May 2020

### 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 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

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 Survey	2017 School Communication Level 85.72% Excellent and Good 14.29% Fair 0% Poor	Increase % of parents reporting communication they received from their child's school was Excellent or Good with a goal of 87.72 %.

### Planned Strategies/Activities

#### Strategy/Activity 1

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.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Fall, 2019



## Person(s) Responsible

Administrator  
Teachers  
Bilingual Community Liaisons, Office Staff

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Involve parents in decision making through involvement 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.

### Students to be Served by this Strategy/Activity

All Students as well as specific student groups (depending on meeting)

### Timeline

August 2019-June 2020

## Person(s) Responsible

Principal  
Bilingual Community Liaison,  
Teachers

## Proposed Expenditures for this Strategy/Activity

### Source

District Funded

### Description

Provide childcare and translators for parent meetings

### Strategy/Activity 3

Offer Parent Education workshops to increase knowledge and capacity for parents win regards to their child's education.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

September 2019-May 2020

## Person(s) Responsible

Principal  
Student Services Coordinator (District)  
Teachers  
Staff

## Proposed Expenditures for this Strategy/Activity

### Source

District Funded

### Description

Funds for speakers and other expenses associated with the cost of parent education events

## Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Administrator  
Staff: Certificated & Classified  
PTA

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 5

Host a New Parent Orientation before school begins to help parents feel welcomed and a part of the school community.

### Students to be Served by this Strategy/Activity

Students who are new to Dunlap

### Timeline

August 2019

### Person(s) Responsible

Principal  
PTA Rep

### Proposed Expenditures for this Strategy/Activity

Source

Parent-Teacher Association (PTA)

# 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	2018-2019 Suspension 2.1% All Students 0% African American 0% American Indian/Alaska Native 0% Asian 1%% Hispanic/Latino 1% White .1% Two or more races 0% English Learners 1.7% Socioeconomically Disadvantaged 0% Foster Youth 0% Homeless Youth 1% Special Education  2018-2019 Expulsion Rate 0%	Maintain/decrease current suspension/expulsion rates for students and each subgroup students and for each subgroup.

### Planned Strategies/Activities

#### Strategy/Activity 6

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.

### 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 rewards

### Strategy/Activity 7

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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	44,100.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	40,510	2,510.00
Site Formula Funds		
Other	4,837	337.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	38,000.00
Other	4,500.00
Site Formula Funds	1,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,500.00
4000-4999: Books And Supplies	1,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,000.00
1000-1999: Certificated Personnel Salaries	Other	4,500.00
4000-4999: Books And Supplies	Site Formula Funds	1,600.00



# 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
	Other School Staff
Melissa Johnson	Parent or Community Member
Heather Bouwmeester	Parent or Community Member
Lori Barry	Parent or Community Member
Sara Alter	Parent or Community Member
	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 27, 2016.

Attested:

Principal, Joe Schmidt on

SSC Chairperson, Kayla Harlow on

# 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: **2019-20**

# 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>	Joe Nightingale Elementary School
<b>Address</b>	255 Winter Road Santa Maria, CA 93455
<b>County-District-School (CDS) Code</b>	42-69260-6045777
<b>Principal</b>	Kate McInerney
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	November 21, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	December 3, 2019
<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 Statement

Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

## Vision Statement

The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level, work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2019-20 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.

This High Quality First Instruction includes Continued Instructional Focus Areas:

- \*Literary and Non-Fiction Reading
- \*Academic Vocabulary in Speaking and Listening
- \*Cross-curricular academic language including a focus on mathematics academic language
- \*Student engagement including the use of inquiry, student collaboration and anchor charts
- \*Intervention time block to meet individual needs in Math, Reading and Writing
- \*Small group targeted instruction in Math, Reading and Writing
- \*Writing Process with technology
- \*Implementation on the Common Core Math curriculum and intervention in mathematics

# School Profile

Joe Nightingale School is an elementary school in the Orcutt Union School District. Our school is located in the northern region of Santa Maria and serves students in grades transitional kindergarten through six following a traditional calendar. There are 752 students enrolled, including 15% in special education, 12% qualifying for English Language Learner support, and 40% identified as low SES.

# 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 date: November 12, 2019.

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:

12/3/2019 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

11/20/2019 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

12/3/2019 - 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.54%	1.2%	4	4	9
African American	0.7%	0.40%	0.4%	5	3	3
Asian	1.1%	0.54%	0.4%	8	4	3
Filipino	0.9%	1.75%	1.61%	7	13	12
Hispanic/Latino	57.9%	57.89%	58.9%	437	429	440
Pacific Islander	%	%	%			
White	32.5%	30.90%	30.39%	245	229	227
Multiple/No Response	0.9%	1.62%	1.47%	7	12	11
<b>Total Enrollment</b>				<b>755</b>	<b>741</b>	<b>747</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	162	168	172
Grade 1	88	96	93
Grade 2	100	91	96
Grade3	93	98	96
Grade 4	95	93	99
Grade 5	107	92	101
Grade 6	110	103	90
<b>Total Enrollment</b>	<b>755</b>	<b>741</b>	<b>747</b>

### Conclusions based on this data:

1. Our enrollment and population has remained relatively consistent.
2. Our largest student subgroup is Hispanic/Latino.
3. Our 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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	128	120	119	17.0%	16.2%	15.9%
Fluent English Proficient (FEP)	27	23	15	3.6%	3.1%	2.0%
Reclassified Fluent English Proficient (RFEP)	17	7	2	12.1%	5.5%	1.7%

### Conclusions based on this data:

1. The number and percent of English Learners remains steady.
2. The number and percent of FEP students remains steady.
3. There was a dip in RFEP, possibly due to a change in assessment.

# 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	94	98	97	93	96	97	93	96	97	98.9	98	100
Grade 4	90	95	100	89	95	98	89	95	98	98.9	100	98
Grade 5	104	88	98	101	87	98	101	87	98	97.1	98.9	100
Grade 6	106	106	88	103	102	87	103	102	87	97.2	96.2	98.9
All Grades	394	387	383	386	380	380	386	380	380	98	98.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.8	2442.2	2424.8	17.20	31.25	24.74	23.66	20.83	20.62	26.88	33.33	27.84	32.26	14.58	26.80
Grade 4	2496.5	2475.6	2503.5	30.34	25.26	34.69	39.33	24.21	33.67	16.85	30.53	20.41	13.48	20.00	11.22
Grade 5	2508.5	2534.4	2518.1	20.79	34.48	22.45	40.59	27.59	33.67	15.84	22.99	25.51	22.77	14.94	18.37
Grade 6	2546.0	2534.4	2544.0	14.56	12.75	20.69	44.66	46.08	37.93	29.13	22.55	28.74	11.65	18.63	12.64
All Grades	N/A	N/A	N/A	20.47	25.53	25.79	37.31	30.00	31.32	22.28	27.37	25.53	19.95	17.11	17.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.20	25.00	22.68	40.86	56.25	45.36	41.94	18.75	31.96
Grade 4	24.72	23.16	30.61	60.67	56.84	59.18	14.61	20.00	10.20
Grade 5	21.78	32.18	21.43	54.46	48.28	54.08	23.76	19.54	24.49
Grade 6	18.45	17.65	25.29	57.28	53.92	48.28	24.27	28.43	26.44
All Grades	20.47	24.21	25.00	53.37	53.95	51.84	26.17	21.84	23.16



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	21.51	28.13	24.74	50.54	48.96	49.48	27.96	22.92	25.77
<b>Grade 4</b>	32.58	15.79	34.69	56.18	62.11	56.12	11.24	22.11	9.18
<b>Grade 5</b>	42.57	43.68	32.65	37.62	41.38	53.06	19.80	14.94	14.29
<b>Grade 6</b>	34.95	24.75	22.99	50.49	56.44	56.32	14.56	18.81	20.69
<b>All Grades</b>	33.16	27.70	28.95	48.45	52.51	53.68	18.39	19.79	17.37

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.90	20.83	15.46	66.67	67.71	67.01	20.43	11.46	17.53
<b>Grade 4</b>	15.73	25.26	26.53	68.54	66.32	61.22	15.73	8.42	12.24
<b>Grade 5</b>	11.88	19.54	15.31	64.36	68.97	68.37	23.76	11.49	16.33
<b>Grade 6</b>	10.68	7.92	16.09	76.70	84.16	75.86	12.62	7.92	8.05
<b>All Grades</b>	12.69	18.21	18.42	69.17	72.03	67.89	18.13	9.76	13.68

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	17.20	29.17	26.80	51.61	55.21	45.36	31.18	15.63	27.84
<b>Grade 4</b>	40.45	25.26	31.63	51.69	58.95	53.06	7.87	15.79	15.31
<b>Grade 5</b>	28.71	48.28	29.59	47.52	34.48	54.08	23.76	17.24	16.33
<b>Grade 6</b>	33.98	28.43	29.89	49.51	57.84	57.47	16.50	13.73	12.64
<b>All Grades</b>	30.05	32.37	29.47	50.00	52.11	52.37	19.95	15.53	18.16

**Conclusions based on this data:**

1. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in inquiry and research.
2. Based on an analysis of CAASPP ELA data from 2015-2019, there is an area of need in writing.
3. Based on an analysis of CAASPP ELA data from 2015-2019, growth in the area of reading has been seen school-wide.

# 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	94	98	97	91	96	97	91	96	97	96.8	98	100
Grade 4	90	95	100	88	95	98	88	95	98	97.8	100	98
Grade 5	104	88	98	101	87	98	101	87	98	97.1	98.9	100
Grade 6	106	106	88	103	103	87	103	103	87	97.2	97.2	98.9
All Grades	394	387	383	383	381	380	383	381	380	97.2	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2431.9	2444.8	2437.1	9.89	21.88	16.49	41.76	31.25	31.96	27.47	28.13	30.93	20.88	18.75	20.62
Grade 4	2495.6	2482.2	2502.6	22.73	13.68	25.51	35.23	41.05	36.73	31.82	33.68	26.53	10.23	11.58	11.22
Grade 5	2521.4	2522.8	2518.7	24.75	26.44	24.49	26.73	18.39	24.49	28.71	35.63	28.57	19.80	19.54	22.45
Grade 6	2540.6	2540.9	2542.1	20.39	18.45	22.99	30.10	29.13	27.59	31.07	33.98	27.59	18.45	18.45	21.84
All Grades	N/A	N/A	N/A	19.58	19.95	22.37	33.16	30.18	30.26	29.77	32.81	28.42	17.49	17.06	18.95

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	30.77	39.58	29.90	39.56	37.50	43.30	29.67	22.92	26.80
Grade 4	39.77	30.53	41.84	36.36	45.26	38.78	23.86	24.21	19.39
Grade 5	36.63	33.33	41.84	35.64	36.78	32.65	27.72	29.89	25.51
Grade 6	27.18	39.22	31.03	43.69	34.31	34.48	29.13	26.47	34.48
All Grades	33.42	35.79	36.32	38.90	38.42	37.37	27.68	25.79	26.32

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.58	28.13	25.77	60.44	47.92	44.33	21.98	23.96	29.90
Grade 4	27.27	21.05	27.55	53.41	60.00	52.04	19.32	18.95	20.41
Grade 5	18.81	21.84	16.33	58.42	52.87	56.12	22.77	25.29	27.55
Grade 6	25.24	23.30	22.99	49.51	47.57	48.28	25.24	29.13	28.74
All Grades	22.19	23.62	23.16	55.35	51.97	50.26	22.45	24.41	26.58

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.78	33.33	26.80	52.75	53.13	47.42	27.47	13.54	25.77
Grade 4	30.68	16.84	32.65	47.73	58.95	55.10	21.59	24.21	12.24
Grade 5	24.75	17.24	15.31	46.53	59.77	60.20	28.71	22.99	24.49
Grade 6	21.36	18.45	26.44	54.37	53.40	47.13	24.27	28.16	26.44
All Grades	24.02	21.52	25.26	50.39	56.17	52.63	25.59	22.31	22.11

**Conclusions based on this data:**

1. Based on an analysis of CAASPP data from 2015-2019, there is an area of need in the area of applying concepts and procedures.
2. Based on an analysis of CAASPP ELA data from 2015-2019, our 6th grade students have an area of need in the areas of concepts and procedures and in the area of communicating reasoning.

# 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	1408.6	1382.5	1427.1	1395.5	1365.3	1352.0	21	15
Grade 1	1489.6	*	1485.5	*	1493.0	*	19	10
Grade 2	1475.1	*	1484.5	*	1465.3	*	20	10
Grade 3	1515.0	1483.5	1505.2	1483.4	1524.3	1482.9	20	17
Grade 4	1521.4	1529.6	1508.5	1522.3	1533.6	1536.4	15	18
Grade 5	1517.0	1532.2	1499.8	1544.0	1533.8	1519.8	13	13
Grade 6	1550.3	1558.4	1536.7	1576.0	1563.4	1540.3	16	12
All Grades							124	95

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	20.00	*	60.00	*	20.00	21	15
1	68.42	*	*	*	*	*	*	*	19	*
2	*	*	*	*	*	*	*	*	20	*
3	*	11.76	65.00	17.65	*	58.82	*	11.76	20	17
4	*	44.44	*	33.33	*	5.56	*	16.67	15	18
5	*	23.08	*	38.46		30.77	*	7.69	13	13
6	*	75.00	*	16.67	*	0.00	*	8.33	16	12
All Grades	42.74	24.21	34.68	33.68	11.29	29.47	11.29	12.63	124	95

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	26.67	*	46.67	*	26.67	21	15
1	73.68	*	*	*	*	*	*	*	19	*
2	55.00	*	*	*	*	*	*	*	20	*
3	*	17.65	*	52.94	*	17.65	*	11.76	20	17
4	*	55.56	*	27.78	*	0.00	*	16.67	15	18
5	*	38.46	*	53.85		7.69	*	0.00	13	13
6	75.00	91.67	*	0.00	*	0.00	*	8.33	16	12
<b>All Grades</b>	54.84	35.79	26.61	36.84	8.87	14.74	9.68	12.63	124	95

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	13.33	*	53.33	*	33.33	21	15
1	63.16	*	*	*		*	*	*	19	*
2	*	*	*	*	*	*	*	*	20	*
3	*	5.88	*	17.65	*	52.94	*	23.53	20	17
4	*	27.78	*	44.44	*	5.56	*	22.22	15	18
5	*	0.00	*	23.08	*	53.85	*	23.08	13	13
6	*	25.00	*	58.33	*	8.33	*	8.33	16	12
<b>All Grades</b>	36.29	9.47	28.23	35.79	18.55	33.68	16.94	21.05	124	95

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	52.38	6.67	*	60.00	*	33.33	21	15	
1	84.21	*	*	*	*	*	19	*	
2	60.00	*	*	*	*	*	20	*	
3	*	29.41	*	52.94	*	17.65	20	17	
4	*	50.00	*	44.44	*	5.56	15	18	
5	*	23.08	*	69.23	*	7.69	13	13	
6	*	50.00	*	41.67	*	8.33	16	12	
<b>All Grades</b>	58.87	37.89	32.26	50.53	8.87	11.58	124	95	

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	*	6.67	*	60.00	*	33.33	21	15
1	63.16	*	*	*	*	*	19	*
2	55.00	*	*	*	*	*	20	*
3	60.00	23.53	*	58.82	*	17.65	20	17
4	*	38.89	*	44.44	*	16.67	15	18
5	*	69.23	*	30.77	*	0.00	13	13
6	68.75	91.67	*	0.00	*	8.33	16	12
<b>All Grades</b>	53.23	38.95	35.48	45.26	11.29	15.79	124	95

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	57.14	73.33	*	26.67	21	15
1	73.68	*	*	*	*	*	19	*
2	*	*	55.00	*	*	*	20	*
3	*	5.88	75.00	52.94	*	41.18	20	17
4	*	16.67	*	66.67	*	16.67	15	18
5	*	15.38	*	46.15	*	38.46	13	13
6	*	50.00	*	41.67	*	8.33	16	12
<b>All Grades</b>	34.68	14.74	45.97	62.11	19.35	23.16	124	95

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	*	26.67	*	20.00	*	53.33	21	15
1	*	*	*	*	*	*	19	*
2	*	*	65.00	*	*	*	20	*
3	55.00	0.00	*	82.35	*	17.65	20	17
4	*	38.89	*	44.44	*	16.67	15	18
5	*	7.69	*	84.62	*	7.69	13	13
6	*	33.33	*	58.33	*	8.33	16	12
<b>All Grades</b>	44.35	18.95	42.74	61.05	12.90	20.00	124	95

**Conclusions based on this data:**

1. The performance of English Learner students is stronger in Oral Language--Listening, and Speaking.
2. The performance of English Learner students is lower 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 Listening Domain.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

### Conclusions based on this data:

1. The total number of students in our school has been relatively stable. In 2018-2019 we had 755 students, in 2019-2020 we have 753 students.
2. There has been a small decline in the number of English Learners enrolled at our school.
3. The largest student group by race/ethnicity is the Hispanic student group in our school.



# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

### Conclusions based on this data:

1. English Language Arts performance was similar to the district performance.(green on dashboard). Math performance (green on dashboard) was above the district (yellow on dashboard).
2. Chronic Absenteeism rate is similar to the district absenteeism rate and in the "yellow" area of the dashboard.
3. The suspension rate was the weakest area in the "orange" area of the dashboard.

# 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:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. In the area of English Language Arts, growth was demonstrated by Students with Disabilities (10.1 point increase), English Learners (13.1 point increase), Hispanic (7.1 point increase), and Socioeconomically Disadvantaged (6.7 point increase).
2. In the area of English Language Arts, one group maintained overall--White (33.3 points above standard, green on dashboard).

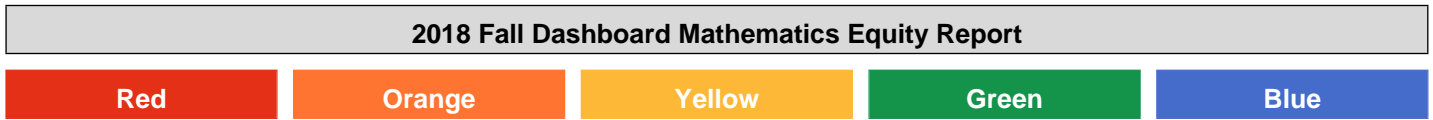
# School and Student Performance Data

## Academic Performance Mathematics

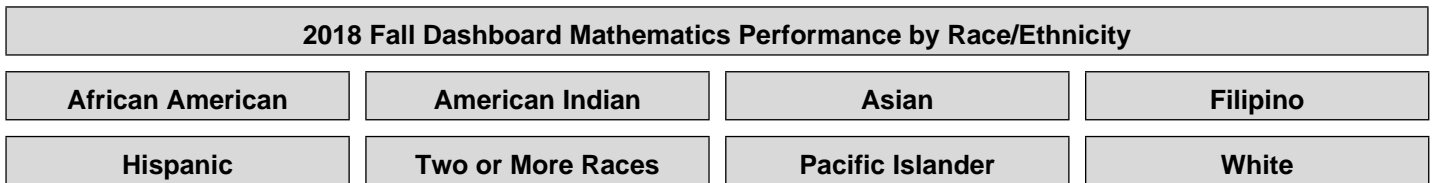
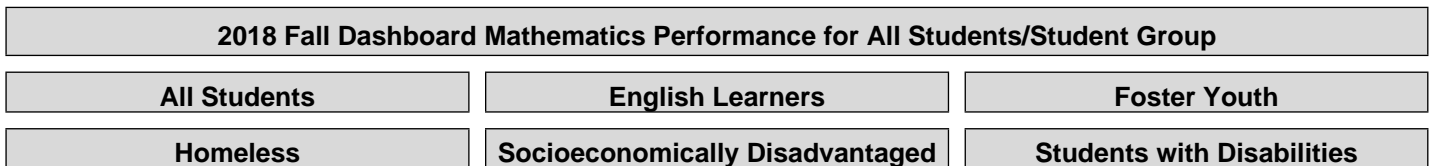
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

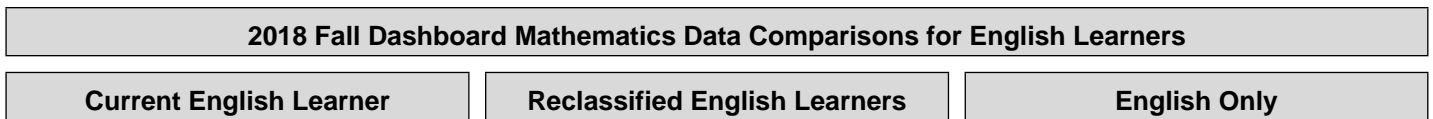
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

1. In the area of Math, growth was demonstrated by Students with Disabilities (12.5 point increase), and Socioeconomically Disadvantaged (7 point increase).
2. In the area of Math, one group decreased overall--White declined -3.2 points. (green on dashboard).
3. In the area of Math, three groups maintained previous proficiency levels-- All students (0 points below standard) , English Learners (0.8 points below standard), and Hispanic (6.6 points below standard).

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

### Conclusions based on this data:

1. A majority of English Learners (77.4%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
2. A small percentage of English Learners (11.3%) score in Level 1 (Beginning Stage).

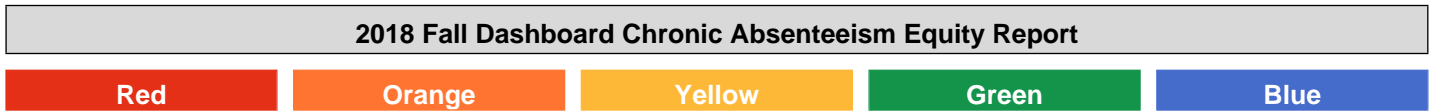
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

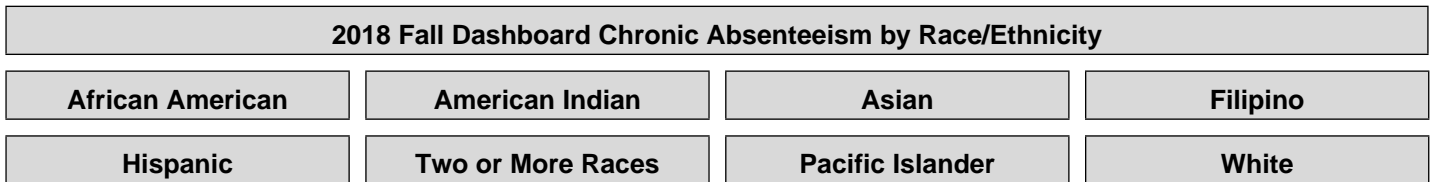
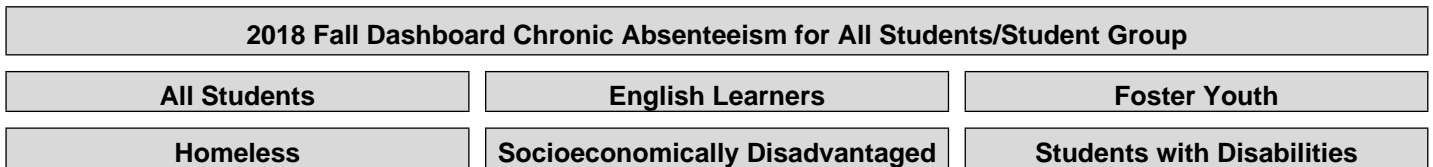
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

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.



### Conclusions based on this data:

1. Of the student groups, Socioeconomic Disadvantaged, Students with Disabilities, and Filipino student groups have the highest rate of chronic absenteeism (14% to 14.5%), The Filipino student group is a small group (14 students).
2. Four groups improved (declined) in chronic absenteeism- All Students (1.6% decline), English Learners (2.7% decline), Socioeconomically Disadvantaged (1% decline) and Hispanic (3.1% decline).
3. Two groups increased in chronic absenteeism--White (1.1% increase), Students with Disabilities (2.1% 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:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2018 Fall Dashboard Suspension Rate by Year

2016

2017

2018

#### Conclusions based on this data:

1. Six student groups increased in suspension rate.
2. Hispanic group maintained in suspension rate.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

#### SCHOOL GOALS

We intend that all students, including those with disabilities, low income (FRL, homeless, Migrant), English learners, re-designated fluent English proficient, and foster youth access to materials, technology, and high quality teachers with the skills necessary to be college and career ready.

Increase the percentage of students who are proficient or advanced in English Language Arts (ELA). Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goals are established:

In ELA, on the CAASPP assessment in Spring of 2019, the number of Joe Nightingale students in grades 3-6 who meet or exceed standard will increase by 2% and the number of students who do not meet standard will decrease by 2% for all students, and each significant sub group.

By Spring 2019, 80% of all students in Transitional Kindergarten (TK) will be proficient "identifying lowercase letters".  
By Spring 2019, 80% of all Kindergarten-2nd grade students will be at Core Instructional Level as measured by DIBELS Composite Score.

Stretch Goal: In ELA, on the CAASPP assessment in Spring of 2019, the number of Joe Nightingale students in grades 3-6 who meet or exceed standard will increase by 3%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - ELA % Students met/ exceeded standard %Students not meeting standard  DIBELS Composite Score K-2nd Grade  Identification of lowercase letters for TK	<p>In ELA, on the CAASPP assessment in Spring of 2019, the number of Joe Nightingale students in grades 3-6 who meet or exceed standard will increase by 2% and the number of students who do not meet standard will decrease by 2% for all students, and each significant sub group.</p> <p>Goal for increasing the number of students meeting or exceeding mastery :</p> <p>All Students -- Goal for Spring: 57.53%</p> <p>Low SES -- Goal for Spring: 51.47%</p> <p>ELL --Goal for Spring: 58.23%</p> <p>Students with Disabilities --Goal: 13.90%</p> <p>Goal for decreasing the number of students not meeting standard by 2%:</p> <p>All Students -- Goal for Spring: 15.11%</p> <p>Low SES -- Goal for Spring: 18.00%</p> <p>ELL --Goal for Spring: 13.97%</p> <p>Students with Disabilities --Goal for Spring: 50.38%</p>	<p>Results from Spring 2019 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:</p> <p>All students--Spring 2019: 57.11%, Goal Not Met</p> <p>Low SES -- Spring 2019: 49.74%, Goal Not Met</p> <p>ELL -- Spring 2019: 61.88%, Goal Met</p> <p>Students with Disabilities --Spring 2019:12.00% Goal Not Met</p> <p>Number of students not meeting standard (goal to decrease by 2%)</p> <p>All Students -- Spring 2019: 17.37%, Goal Not Met</p> <p>Low SES -- Spring 2019: 22.28%, Goal Not Met</p> <p>ELL --Spring 2019: 12.81%, Goal Met</p> <p>Students with Disabilities --Spring 2019: 56.00%, Goal Not Met</p> <p>Percentage at Core Instructional Level as measured by DIBELS Composite Score.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>By Spring 2019, 80% of all Kindergarten-2nd grade students will be at Core Instructional Level as measured by DIBELS Composite Score.</p> <p>By Spring 2019, 80% of all students in Transitional Kindergarten (TK) will be proficient “identifying lowercase letters”.</p> <p>Stretch Goal: In ELA, on the CAASPP assessment in Spring of 2019, the number of Joe Nightingale students in grades 3-6 who meet or exceed standard will increase by 3%.</p>	<p>Spring 2019: 73% Kindergarten, Goal Not Met  Spring 2019: 77% First Grade, Goal Not Met  Spring 2019: 67% Second Grade, Goal Not met</p> <p>Percentage of TK students proficient in "identifying lowercase letters"  Spring 2019: 83% TK, Goal Met</p>

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Learning Communities(PLC): Regular structured grade level discussions centered around student achievement, student performance data and high quality first instruction and interventions. Continue grade-level and cross grade-level dialogue regarding “best practices” in helping children achieve improved performance in ELA.</p>	<p>The focus of each of the PLC meetings was on student learning, the selection of essential standards, development of common formative assessments, implementation of Multi-Tiered Systems of Support (MTSS) and the use of data to inform instruction.</p>	<p>Teacher collaboration-regular work hours None  Specified District Funded 0</p>	<p>Teacher collaboration-regular work hours None  Specified District Funded 0</p>
<p>Staff will have a school wide focus on academic vocabulary and writing. California State Standards identified academic vocabulary will be incorporated in daily lessons utilizing our adopted curriculum and instructional routines.</p>	<p>The 90 minute PLC meetings were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the district adopted curriculum. The 90 minute PLC meetings (during</p>	<p>Staff meetings, Leadership meetings, District Leadership meetings and Teacher collaboration/PLC meetings.  Materials, supplies and technology.  4000-4999: Books And Supplies Site Formula Funds 500</p>	<p>Staff meetings, Leadership meetings, District Leadership meetings and Teacher collaboration/PLC meetings.  Materials, supplies and technology.  4000-4999: Books And Supplies Site Formula Funds</p>



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Language Arts instruction will be aligned with California State Standards. Grade levels will establish common instruction and common assessments geared towards essential standards.</p> <p>Continue to implement district adopted programs/curriculum at each grade level.</p> <p>Provide additional materials (including technology and/or software) to supplement California State Standards ELA/ELD instructional materials. These materials will include supplemental non-fiction text purchased to provide more informational reading for students.</p> <p>Implement intervention and enrichment program utilizing Compass Learning.</p> <p>Purchase annual STAR reading assessment to support Reading/Language Arts in classrooms.</p>	<p>Music, Art and PE) were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the district adopted curriculum.</p> <p>The 60 minute PLC meetings were focused on Tier 2 instruction (targeted instruction - intervention/enrichment).</p>	<p>Staff meetings, Leadership meetings, District Leadership meetings and Teacher collaboration/PLC meetings.</p> <p>Materials, supplies and technology.</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Staff meetings, Leadership meetings, District Leadership meetings and Teacher collaboration/PLC meetings.</p> <p>Materials, supplies and technology.</p> <p>4000-4999: Books And Supplies LCFF - Supplemental</p>
<p>Utilize NWEA data to inform instruction and drive conversations centered on student learning and instructional strategies.</p>	<p>Professional Learning Community (PLC) teams meet weekly to focus on student achievement and meeting the needs of at-risk students. Results from assessments NWEA, STAR, DIBELS) are used to guide these instructional discussions.</p>	<p>Cost of on-line assessment--provided by district funds None Specified District Funded</p> <p>Testing proctors--provided by district funds 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Cost of on-line assessment--provided by district funds None Specified District Funded</p> <p>Testing proctors--provided by district funds 1000-1999: Certificated Personnel Salaries District Funded</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		PE and Music teachers provided by district 1000-1999: Certificated Personnel Salaries District Funded	PE and Music teachers provided by district 1000-1999: Certificated Personnel Salaries District Funded
Build school-wide master schedule to support uninterrupted grade level instructional minutes and targeted instruction/intervention for ELA	Built a school-wide master schedule to focus on best utilization of instructional minutes.	Principal, Vice-Principal, TOSA, Teachers -- regular work hours None Specified None Specified	Principal, Vice-Principal, TOSA, Teachers -- regular work hours None Specified None Specified
Continue to utilize hourly support teachers to provide student support in ELA , grades TK-6. Includes targeted reading and language intervention for identified students during school.	Identified students received targeted support through on site interventions provided by the classroom teacher, the grade level team and certificated hourly teachers. Purchases were made to provide additional materials necessary to target intervention, and professional development as determined through the analysis of site, grade level, and individual student data.	Hourly teachers 5.5 hours per day 130 days each 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 38,145.70	Hourly teachers 5.5 hours per day 130 days each 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 32,101
		Hourly teacher 5.5 hours per day 130 days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 49,989	Hourly teachers 5.5 hours per day 130 days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 50,000
Provide staff development - including peer observations and similar school visits - focused on best practices and instructional strategies, including PLCs, to improve student achievement in ELA.  Provide consultant services on PLC, assessments and intervention in ELA.	Staff attended conferences and trainings on best practices in English Language Arts.	Cost of professional development: Cost of substitutes, consultants, conferences, materials- title 1 allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2,000	Cost of professional development: Cost of substitutes, consultants, conferences, materials- title 1 allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0
Bilingual Liaison Staff to support EL families	English Language Development lessons were provided by the classroom teacher daily for all English Learner Students.	Training of teachers, materials and 2 hourly teachers for 130 days per teacher. 1000-1999: Certificated Personnel	Training of teachers, materials and 2 hourly teachers for 130 days per teacher. 1000-1999: Certificated Personnel

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	District Bilingual Liaison met with families, provided support at family events and parent conferences, and attended all SSC and ELAC meetings.	Salaries District Funded 0	Salaries District Funded 0
After school Compass Learning Program for intervention for ELA.	After school classes were provided 2-days per week in grades 3-6	2 hourly teachers for .75 hours 4 days per week 1000-1999: Certificated Personnel Salaries Other 7,796	2 hourly teachers for .75 hours 4 days per week 1000-1999: Certificated Personnel Salaries Other 0
Throughout the school year funds will be used to support and enhance the comprehensive learning environment through the expenditure of funds for materials, books, printing, equipment, supplies, personnel, substitutes, training, transportation, services, etc. These expenditures may include the purchase of technology items and software programs for staff and student use to create a 21st century learning environment.	Materials were purchased to supplement Common Core English Language Arts. Materials included technology, Scholastic News and Science materials and other non-fiction texts.	<p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies Site Formula Funds 3,000</p> <p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p> <p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies Site Formula Funds 500</p>	<p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies Site Formula Funds 2,690</p> <p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies LCFF - Supplemental 1,235</p> <p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 4000-4999: Books And Supplies Site Formula Funds 0</p>
Instructional Coach to work directly with teachers in classrooms and intervention groups	The Teachers on Special Assignment (TOSA) focused on building the professional capacity of	Instructional Coach Salary 1000-1999: Certificated Personnel	Instructional Coach Salary 1000-1999: Certificated Personnel

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
team teaching, providing model lessons, and direct support for identified Title I at-risk students	our teachers and administrators this year, including targeting the specific needs of at-risk students. This year they were site-based which enabled them to model and support effective instructional strategies, support the implementation of intervention, assist with using data to target instruction, provide professional development, and support Professional	Salaries Title I Part A: Targeted Assistance Program 54303.55  Instructional Coach Benefits 3000-3999: Employee Benefits Title I Part A: Targeted Assistance Program 13,668.75	Salaries Title I Part A: Targeted Assistance Program  Instructional Coach Benefits 3000-3999: Employee Benefits Title I Part A: Targeted Assistance Program 13,668
Implement a school-wide framework based on scientifically based research to assist in providing high quality instruction that addresses English language skills of listening, speaking, reading, and writing to provide strategies that will address the specific academic issues of non-Fluent English Language Learners	English Language Development lessons were provided by the classroom teacher daily for all English Learner Students.		

## 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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions in ELA/ELD, 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.

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 2018-19 school year. The actions and services supported achievement of that goal, most especially the Teacher on Special Assignment (TOSA) position, 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 were effective as measured by stakeholder input and student achievement data.

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. 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.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal were due to several factors. Supplemental materials costs were lower due teachers utilizing all portions of the district adopted curriculum

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 goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2018-19 school year and will continue to be a priority. The actions and services supported achievement of that goal, most especially the Teacher on Special Assignment (TOSA), 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 were effective as measured by stakeholder input and student achievement data. These activities and services will continue. 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.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

#### SCHOOL GOALS

We intend that all students, including those with disabilities, low income (FRL, homeless, Migrant), English learners, re-designated fluent English proficient, and foster youth access to materials, technology, and high quality teachers with the skills necessary to be college and career ready.

Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goals are established:

Increase the percentage of students who are proficient or advanced in Math. Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goals are established:

In Math, on the 2019 CAASPP assessment, Joe Nightingale students in grades 3-6 will increase by 2% the number of students who met or exceeded standard and decrease by 2% the number of students who did not meet standard.

Increase the percentage of students scoring "Hi" or "HiAvg." (1st-2nd grade) by 2% as measured by NWEA math assessment. (goal for Spring 2019: 39%)

Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-2nd grade) by 2% as measured by NWEA math assessment. (goal for Spring 2019: 35%)

By Spring 2019, the percentage of students in Transitional Kindergarten (TK) at proficient in "counts objects correctly using 1-1 correspondence" will be 80%.

By Spring 2019, the percentage of students in Kindergarten at proficient in "single digit addition and subtraction" will be 80%.

Stretch Goal: In Math, on the 2019 CAASPP assessment, Joe Nightingale students in grades 3-6 will increase by 3% the number of students who met or exceeded standard.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment	In Math, on the CAASPP assessment in Spring of 2019, the number of Joe Nightingale students in grades 3-6 who meet or exceed standard will increase by 2% and the number of students who do not meet standard will decrease by 2% for all students, and each significant sub group.	Results from Spring 2019 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery:
NWEA Assessment	Goal for increasing the number of students meeting or exceeding mastery :	All students--Spring 2019: 52.63%, Goal Met
ESGI Assessment	All Students -- Goal for Spring: 52.13%	Low SES -- Spring 2019: 44.56%, Goal Not Met
	Low SES -- Goal for Spring: 44.93%	ELL -- Spring 2019: 58.13%, Goal Met
	ELL --Goal for Spring: 55.03%	Students with Disabilities --Spring 2019: 10.00% Goal Not Met
	Students with Disabilities --Goal: 11.52%	Number of students not meeting standard (goal to decrease by 2%)
		All Students -- Spring 2019: 18.95%, Goal Not Met

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Goal for decreasing the number of students not meeting standard by 2%:  All Students -- Goal for Spring: 15.06%  Low SES -- Goal for Spring: 19.47%  ELL --Goal for Spring: 13.97%  Students with Disabilities --Goal for Spring: 55.14%</p> <p>Increase the percentage of students scoring "Hi" or "HiAvg." (1st-2nd grade) by 2% as measured by NWEA math assessment. (goal for Spring 2019: 39%)</p> <p>Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-2nd grade) by 2% as measured by NWEA math assessment. (goal for Spring 2019: 35%)</p> <p>By Spring 2019, the percentage of students in Kindergarten at proficient in "single digit addition and subtraction" will be 80%.</p> <p>By Spring 2019, the percentage of students in Transitional Kindergarten (TK) at proficient in "counts objects correctly using 1-1 correspondence" will be 80%.</p> <p>Stretch Goal: In Math, on the 2019 CAASPP assessment, Joe Nightingale students in grades 3-6 will increase by 3% the number of students who met or exceeded standard.</p>	<p>Low SES -- Spring 2019: 21.24%, Goal Not Met  ELL --Spring 2019: 15.00%, Goal Not Met  Students with Disabilities --Spring 2019: 66.00%,Goal Not Met</p> <p>Percentage of students scoring "Hi" or "HiAvg." (1st-2nd grade) by 2% as measured by NWEA math assessment. Spring 2019: 40.5% Goal Met</p> <p>Decrease the percentage of students scoring "Lo" or "LoAvg" (1st-2nd grade) by 2% as measured by NWEA math assessment.  Spring 2019: 34.0% Goal Met</p> <p>Percentage of students in Kindergarten at proficient in "single digit addition and subtraction"  Spring 2019: Addition 95% Goal Met  Spring 2019: Subtraction 90% Goal Met</p> <p>Percentage of students in Transitional Kindergarten (TK) at proficient in "counts objects correctly using 1-1 correspondence"  Spring 2019: 95% Goal Met</p>

## 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 on student achievement, student performance data and high quality first instruction and interventions.	The focus of each of these meetings was on student learning, the selection of essential standards, development of common formative assessments, implementation of MultiTiered Systems of	Teacher collaboration None Specified District Funded 0	Teacher collaboration None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue grade-level and cross grade-level dialogue regarding "best practices" in helping children achieve improved performance in math.	Support (MTSS) and the use of data to inform instruction.		
<p>Staff will have a school wide focus on California State Standards mathematics practices. California State Standards identified academic vocabulary will be incorporated in daily lessons.</p> <p>Math instruction will be aligned with California State Standards. Grade levels will establish common instruction and common assessments geared towards essential standards.</p> <p>Continue to implement district adopted programs/curriculum at each grade level. Provide additional materials (including technology and/or software) to supplement California State Standards math instructional materials.</p> <p>Implement intervention and enrichment program utilizing Compass Learning.</p>	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	<p>Teacher collaboration None Specified District Funded 0</p> <p>District adopted curriculum, student assessments and teacher collaboration None Specified District Funded 0</p>	<p>Teacher collaboration None Specified District Funded 0</p> <p>District adopted curriculum, student assessments and teacher collaboration None Specified District Funded 0</p>
Utilization of the PE program to facilitate small group instruction within the classroom for the	The 60 minute PLC meetings at elementary were focused on Tier 2 instruction (targeted	Student assessments and teacher collaboration None	Student assessments and teacher collaboration None



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>purpose of intervention. (Grades 1-6). Intervention instruction will focus on student academic intervention based on student data and student needs.</p> <p>Utilize NWEA data to inform instruction and drive conversations centered on student learning and instructional strategies.</p>	<p>instruction - intervention/enrichment). Teachers utilized these meetings to review curriculum and NWEA data and to develop interventions.</p> <p>Teachers attended SST meetings to address the needs of students not meeting growth targets</p>	Specified District Funded 0	Specified District Funded 0
<p>Build school-wide master schedule to support uninterrupted grade level instructional minutes and targeted instruction/intervention for math.</p>	<p>Built a school-wide master schedule to focus on best utilization of instructional minutes.</p>	Teacher collaboration None Specified 0	Teacher collaboration None Specified 0
<p>Provide staff development - including peer observations and similar school visits - focused on best practices and instructional strategies, including PLCs, to improve student achievement in math.</p>	<p>Staff attended conferences and trainings on best practices in Math.</p>	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental
<p>After school Compass Learning Program for intervention for math.</p>	<p>After school classes were not provided</p>		
<p>Throughout the school year funds will be used to support and enhance the comprehensive learning environment through the expenditure of funds for materials, books, printing, equipment, supplies, personnel, substitutes, training, transportation, services, etc. These expenditures may include the purchase of technology items and</p>	<p>Materials were purchased to supplement Math.</p>	Curriculum materials 4000-4999: Books And Supplies LCFF - Supplemental 1,000	Curriculum materials 4000-4999: Books And Supplies LCFF - Supplemental 1,087

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
software programs for staff and student use to create a 21st century learning environment.			
Instructional Coach to work directly with teachers in classrooms and intervention groups team teaching, providing model lessons, and direct support for identified Title I at-risk students (Expenditure reported on Goal 1)	TOSA provided coaching in instructional strategies for math.	Instructional Coach (TOSA) salary 1000-1999: Certificated Personnel Salaries District Funded 0	Instructional Coach (TOSA) salary 1000-1999: Certificated Personnel Salaries District Funded 0

## 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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions 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.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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. 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.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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.

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 2018-19 school year. The actions and services supported achievement of that goal, most especially the Teacher on Special Assignment (TOSA) position, 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 were effective as measured by stakeholder input and student achievement data. These activities and services will be continued for the 2019-20 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. The District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 3

#### SCHOOL GOALS

We intend that all students, including those with disabilities, low income (FRL, homeless, Migrant), English learners, re-designated fluent English proficient, and foster youth access to materials, technology, and high quality teachers with the skills necessary to be college and career ready.

Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goal is established:

For the 2018-19 school year, attendance rates for all students and each identified subgroup will be maintained and/or increased to 96%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate	For the 2018-19 school year, attendance rates for all students and each identified subgroup will be maintained and/or increased to 96%.	Attendance Rates for 2018-2019: All Students: 88.38% Low SES: 84.01% EL: 91.97% SWD: 83.62% Foster Youth: 100%

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Bilingual Community Liaison will continue to work with families and educate families/students on importance of school attendance.	District Bilingual Community Liaison met with families, provided support at family events, parent conferences, and all SSC and ELAC meetings.	Community Liaison 2000-2999: Classified Personnel Salaries District Funded	Community Liaison 2000-2999: Classified Personnel Salaries District Funded
Encourage use of Campus Connection and breakfast program as needed.	Campus Connection information is available in the office, student-parent handbook, and bi-weekly newsletters.	District child care program None Specified District Funded	District child care program None Specified District Funded
Attendance incentives for students using SPARK Tickets.	Incentives were provided for students who were present at school and showing their SPARK.	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,500	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue use of sending home truancy notices to improve attendance.	The office assistant sends home truancy notices according to County Truancy program timeline. Students are referred to the school based counselor, truancy program and Check Connect Respect programs as appropriate.	Attendance monitoring None Specified District Funded 0	Attendance monitoring None Specified District Funded 0
Counseling--provide school based counseling on truancy prevention, "Check, Connect, Respect"	Students are referred to the school based counselor, truancy program and Check Connect Respect programs as appropriate.	Check Connect Respect Counselor 2000-2999: Classified Personnel Salaries District Funded 0	Check Connect Respect Counselor 2000-2999: Classified Personnel Salaries District Funded 0
Provide a program of support for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities through Positive Behavior Interventions and Supports (PBIS)	Positive Behavior Interventions and Supports (PBIS) program was implemented throughout the school.	Implementation of PBIS 4000-4999: Books And Supplies LCFF - Supplemental 500	Implementation of PBIS 4000-4999: Books And Supplies LCFF - Supplemental 500
		Implementation of PBIS - Substitutes for Training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,000	Implementation of PBIS - Substitutes for Training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
		SWISS License 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500	SWISS License 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The PBIS program was implemented school wide with school wide expectations, rules, referrals, and reward system. A team of 3 teachers and the principal attended PBIS conference and the PBIS Tier 2 training for behavioral interventions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Truancy prevention continues to be an area of need. The California Dashboard added Chronic Absenteeism in the Fall of 2018. Joe Nightingale Elementary had no groups fall into the "red" category, however one student group, students with disabilities, has been labeled as "orange". The "All" student category and Socioeconomically Disadvantaged student group were reported in the "yellow" category.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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 attendance rates for all student groups. The Check Connect Respect program will continue to be analyzed for effectiveness. Additional office time will be utilized to analyze attendance data and make referrals to the Check Connect Respect Program.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 4

#### SCHOOL GOALS

We intend that all students, including those with disabilities, low income (FRL, homeless, Migrant), English learners, re-designated fluent English proficient, and foster youth access to materials, technology, and high quality teachers with the skills necessary to be college and career ready.

Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goals are established:

The percent of parents reporting communication they received from their child's school about school activities/events in the 2018-19 school year was Good/Excellent will increase by 2%.

Increase parent involvement in annual academic activities as measured by 100% parent contact at parent/teacher conferences (Fall 2017). (Parent contact can include attendance, phone call or on-line contact.)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	The percent of parents reporting communication they received from their child's school about school activities/events in the 2018-19 school year was Good/Excellent will increase by 2%.  Spring Goal: 85.68%	Percent of parents reporting communication received from child's school about school activities/events in the 2018-19 school year was  Good/Excellent: 93.19% Goal Met
Attendance at Parent Teacher Conference	100% parent contact at parent/teacher conferences (Fall 2017). (Parent contact can include attendance, phone call or on-line contact.)	Teachers contacted 100% of parents for conferences.

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide parent education nights on reading and math instruction and the Odyssey/Compass Learning online tutorial program and the Aeries Portal.	District provided parent education nights in the areas of ELA and Math, health and internet safety.	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Provide mid-trimester updates for parents on	Provided mid-trimester progress reports on	Communication tools None Specified	Communication tools None Specified

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
their children's progress in ELA and math.	student progress in ELA and Math.		
<p>Continue to provide bi-monthly email newsletters with links to school website, social media and Aeries Portal information.</p> <p>Provide communication via Parent Square, notices, emails and phone calls regarding academic events to parents and families.</p>	<p>Parent Square was implemented at the beginning of the 2017-18 school year. The school uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in increased engagement of families.</p>	Communication tools None Specified	Communication tools None Specified
Utilize the district provided communication system, Parent Square, to contact parents regarding school and student information.	<p>Parent Square was implemented at the beginning of the 2017-18 school year. The school uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in increased engagement of families.</p>	Communication tools None Specified District Funded	Communication tools None Specified District Funded
Translate material and provide interpreters at events when needed.	<p>The Parent Square program allows for teachers to translate information for parents. The district provides a bilingual liaison for translation for school events and parent conferences.</p>	Communication tools None Specified District Funded	Communication tools None Specified District Funded
Continue to offer orientation to new Transitional Kindergarten and Kindergarten students and families before school begins.	<p>Provided orientation to new Transitional Kindergarten and Kindergarten students and families before school begins.</p>	1000-1999: Certificated Personnel Salaries District Funded	1000-1999: Certificated Personnel Salaries District Funded

## 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 2018-19 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Parents can select how they would like to receive information, and in what language.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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.

Implementation of Parent Square will continue for communication with parents. School will continue to utilize the district provided translators to provide written translations as needed and to provide translation at school events and parent conferences.



# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 5

#### SCHOOL GOALS

We intend that all students, including those with disabilities, low income (FRL, homeless, Migrant), English learners, re-designated fluent English proficient, and foster youth access to materials, technology, and high quality teachers with the skills necessary to be college and career ready.

Through education activities aligned with the Orcutt Union School district Strategic Plan, Orcutt Union School District local Control and Accountability Plan and educational research, the following goal is established:

Maintain suspension/expulsion rates for all students and subgroups under 2%.

- -Suspension/expulsion rates for All Students in 2017-18: 1.8%.
- -Suspension/expulsion rates for Low Socioeconomic Status sub-group (Low SES) n 2017-18: 1.3%.
- -Suspension/expulsion rates for Students with Disabilities (SWD) in 2017-18: 0.5%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension and expulsion rates	Maintain suspension/expulsion rates for all students and subgroups under 2%.	<p>Suspension/expulsion rates for 2018-19:</p> <p>2.8% Suspension Rate (All Students)                      0% African American                      0.1% American Indian/Alaska Native                      0% Asian                      1.3% Hispanic/Latino                      1.3% White                      0% Two or more races                      0% English Learners                      1.5% Socioeconomically Disadvantaged</p> <p>0% Expulsion</p> <p>Goal of 2% or under was not met for All students.                      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
Direct explicit student instruction regarding rules and expectations through PBIS.	All students participated in PBIS Passport days in August. The PBIS program was implemented school wide with school wide expectations, rules,	Behavioral/character incentives 4000-4999: Books And Supplies LCFF - Supplemental	Behavioral/character incentives 4000-4999: Books And Supplies LCFF - Supplemental

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	referrals, and reward system. A team of 3 teachers, vice principal, and principal attended PBIS conference and the PBIS Tier 2 training for behavioral interventions. Incentives were utilized as part of the reward system for the PBIS program.		
Student mentor and peer mediation programs: Safe School mediators (5th/ 6th grade students) available to mentor on TK-4 playgrounds.	Safe school mediator program was not implemented. Our focus instead was on our PBIS implementation.	No expenditure attached None Specified	No expenditure attached None Specified
Utilize progressive discipline and school wide expectations matrix poster.	The PBIS program was implemented school wide with school wide expectations, rules, referrals, and reward system. A team of 3 teachers, vice principal, and principal attended PBIS conference and the PBIS Tier 2 training for behavioral interventions. Incentives were utilized as part of the reward system for the PBIS program.	School-wide discipline None Specified District Funded	School-wide discipline None Specified District Funded
Counseling--continue to provide school based counseling	School based counseling was provided for referred students.	Counseling Services 5800: Professional/Consulting Services And Operating Expenditures District Funded	Counseling Services 5800: Professional/Consulting Services And Operating Expenditures District Funded
Provide health education--DARE, drug resistance, and child-safe programs	All students participated in Health Education (Too Good for Drugs-grades K-5; DARE education-grade 6) Child-safe grades 1 and 4. Vision and hearing screenings were provided for all students in grades 2 and 5.	Character and Health Education None Specified District Funded	Character and Health Education None Specified District Funded

## 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 2018-19 school year. Our school staff continues to work to implementing the PBIS program, providing counseling services, and incorporating health and well-being into student curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The PBIS program was implemented school wide with school wide expectations, rules, referrals, and reward system. Along with the school wide expectations and reward system, the school implemented consistent classroom referrals and office referrals. The implementation of this program has increased the consistency of behavioral expectations and a decrease of office referrals for discipline.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were only minor material 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.

Staff will continue to implement a School wide PBIS system with consistent expectations, referrals and reward system. Staff will continue and expand this implementation by attending PBIS training-the PBIS Classroom Academy and the PBIS conference. Behavioral interventions will be expanded to utilize the "check-in, check-out" system.

# 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
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2020 report cards and ESGI data.	Transitional Kindergarten: Percentage of students meeting proficiency in "identifying lowercase letters" Spring 2019 report cards and ESGI data - 83% of TK students were proficient in Spring 2019.	Goal for Spring 2020 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".
Grades K-2: Percentage of students meeting proficiency as reported by Spring 2020 DIBELS data.	Grades K-2: Percentage of students meeting proficiency as reported by Spring 2019 DIBELS data. 73% Kindergarten 77% First Grade 67% Second Grade	Goal for Spring 2020 DIBELS assessment: 80% of Kindergarten - Second Grade students will be at Core Instructional Level as measured by Acadience Composite Score.
Grades 3-6: By Spring 2020 CAASPP results.	Grades 3-6: 2019 CAASPP data percentage of students demonstrating mastery or exceeding mastery: All students--Spring 2019: 57.11%, Low SES -- Spring 2019: 49.74%, ELL -- Spring 2019: 61.88%, Students with Disabilities --Spring 2019:12.00%	Increase student performance for all students and each subgroup by 5 percent each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.

# Planned Strategies/Activities

## Strategy/Activity 1

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

Title I Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	63,311
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	TOSA Salary

## Strategy/Activity 2

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, Vice-Principal, TOSA, 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 3

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

English Learners, Foster Youth, Low Income, Title I

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Students

### Proposed Expenditures for this Strategy/Activity

Amount	23,760
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits
Amount	55,520
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Salaries and Benefits

### Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers for SST Meetings

### Strategy/Activity 5

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, Vice Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2,795
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development. Cost of workshops, conferences, consultants, substitutes

### Strategy/Activity 6

After school Compass Learning Program for intervention for ELA.

### Students to be Served by this Strategy/Activity

Students working below grade level in reading as shown on standardized reading assessments (Acadience, NWEA)

### Timeline

November through June

### Person(s) Responsible

Principal, Vice-Principal, Teachers, Hourly staff

### Proposed Expenditures for this Strategy/Activity

Amount	5,742
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<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	1 hourly teacher for .75 hours 3 days per week (After School Computer Lab)
<b>Amount</b>	10,724
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	2 hourly teacher for .75 hours 3 days per week
<b>Amount</b>	1,000
<b>Source</b>	Other
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Chrome Book Cart (After School Computer Lab)
<b>Amount</b>	10,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Chrome Books and Headphones

## Strategy/Activity 7

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,910
<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





# 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
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2020 report cards and ESGI data.	Percentage of students in Kindergarten at proficient in "single digit addition and subtraction" Spring 2019: Addition 95% Spring 2019: Subtraction 90%  Percentage of students in Transitional Kindergarten (TK) at proficient in "counts objects correctly using 1-1 correspondence" Spring 2019: 95%	Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency Spring 2020 report cards and ESGI data: 90%
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2020 NWEA data.	Percentage of students scoring "Hi" or "HiAvg." (1st-2nd grade) by 2% as measured by NWEA math assessment. Spring 2019: 40.5%	Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2020 NWEA data: 80%
Grades 3-6: Spring 2020 CAASPP results.	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: 52.63% Low SES -- Spring 2019: 44.56% ELL -- Spring 2019: 58.13%	Increase student performance for all students and each student group by 5% each year in the area of ELA as measured by CAASPP and reported on the California Dashboard

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities --Spring 2019: 10.00%	

## Planned Strategies/Activities

### Strategy/Activity 1

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

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

### 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 and benefits Expenditure listed on Goal 1

### Strategy/Activity 2

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, Vice-Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds. Expenditure listed on Goal 1.

## Strategy/Activity 3

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

English Learners, Foster Youth, Low Income, Title I

## Timeline

Ongoing

## Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention instruction Expenditure listed on Goal 1.

## Strategy/Activity 4

Throughout the school year funds will be used to support and enhance the comprehensive learning environment through the expenditure of funds for materials, books, printing, equipment, supplies, personnel, substitutes, training, transportation, services, etc.  
These expenditures may include the purchase of technology items and software programs for staff and student use to create a 21st century learning environment.

## Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, 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, technology. Expenditure listed on Goal 1.

### Strategy/Activity 5

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, Vice-Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development. Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal 1.

### Strategy/Activity 6

After school Compass Learning Program for intervention for math.

### 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, and practice.

### Timeline

November-June

### Person(s) Responsible

Principal, Vice Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After school intervention teacher and computer access program. Expenditure listed on Goal 1.

### Strategy/Activity 7

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, Teachers, Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers for SST meetings. Expenditure listed on Goal 1.

### Strategy/Activity 8

Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including math club, math bowl, and robotics

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,500
<b>Source</b>	LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Robotics, 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 and 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 2018-2019 students present > 90%: All Students: 88.38% Low SES: 84.01% EL: 91.97% SWD: 83.62% Foster Youth: 100%	Increase attendance rate to 96% for "All" students and each subgroup
Chronic Absenteeism Rate	Chronic Absentee Rates for 2018-2019 per subgroups: All Students: 12.1% Low SES: 16.1% EL: 8.1% SWD: 16.1%	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

Principal, Vice Principal, Teachers, Staff, Parents, Students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<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 English learners, foster youth, students with disabilities, and low-income students through the School Attendance Review Board process and through the use of Check Connect Respect program.

### Students to be Served by this Strategy/Activity

Students identified as chronically absent

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Teachers, 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>	Principal, Counselor, Office Assistant, Teachers, Fighting Back Santa Maria Valley Staff

## Strategy/Activity 3

Provide a program of support for all students, including students of poverty, students with disabilities, English learners, and students from all ethnicities through Positive Behavior Interventions and Supports (PBIS). Provide incentives for students using SPARK Tickets and prizes.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Vice-Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards and incentives for PBIS Program

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Parents 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

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 Survey	Percent of parents reporting communication received from child's school about school activities/events in the 2018-19 school year was Good/Excellent: 93.19%	The percentage of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% this year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Information on how to access the Aeries Access Portal and Parent Square will be shared with parents 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.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice Principal, Teachers, Bilingual Community Liaisons, Office 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>	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.

### Strategy/Activity 2

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-Principal, Bilingual Community Liaisons, Teachers

### 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

### 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****Amount**

0

**Source**

District Funded

**Budget Reference**

None Specified

**Description**

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	Suspension/expulsion rates for 2018-19:  2.8% Suspension Rate (All Students) 0% African American 11.1% American Indian/Alaska Native 0% Asian 2.1% Hispanic/Latino 4.1% White 0% Two or more races 0% English Learners 2.9% Socioeconomically Disadvantaged 3.3% Students with disabilities 0% Expulsion	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.

### 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, Vice-principal, Leadership Team, Teachers

## Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Incentives and instructional materials for PBIS implementation  
Expenditure listed on Goal 3

**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.

## Strategy/Activity 2

Student mentor and peer mediation programs: Safe School mediators (5th/ 6th grade students) available to mentor on TK-4 playgrounds.

## Students to be Served by this Strategy/Activity

## Timeline

October - June

## Person(s) Responsible

Principal, Vice-principal, Teachers

## Proposed Expenditures for this Strategy/Activity

**Amount**

500

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Safe School Mediator program: 5th and 6th grade students trained to mentor students at recess time. Training day, substitutes, materials.

## Strategy/Activity 3

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, Maker space, Student Council, Math Super Bowl, Track, and Classroom Buddies.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Vice-principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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	185,762.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	153,281.52	153,281.52
LCFF - Supplemental	57,587	193.00
Other	6,876	134.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	57,394.00
Other	6,742.00
Title I	121,626.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	160,057.00
4000-4999: Books And Supplies	22,910.00
5800: Professional/Consulting Services And Operating Expenditures	2,795.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,484.00
4000-4999: Books And Supplies	LCFF - Supplemental	21,910.00
1000-1999: Certificated Personnel Salaries	Other	5,742.00
4000-4999: Books And Supplies	Other	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	118,831.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,795.00

# 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
Kate McInerney, Principal	Principal
April Harrison, Teacher	Classroom Teacher
Lynn Ramos, Teacher	Classroom Teacher
Michele Franz, Teacher	Classroom Teacher
Stephani Swack, Staff	Other School Staff
Alison Sayer, Parent	Parent or Community Member
Cindy Grennan, Parent	Parent or Community Member
Krishna Kothari, Parent	Parent or Community Member
Michelle Darrell, Parent	Parent or Community Member
Heather Witts, Parent	Parent or Community Member

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/3/2019.

Attested:

Principal, Kate McInerney on 12/3/19

SSC Chairperson, Lynn Ramos on 12/3/19

# 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: **2019-20**



## 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>	Leslie A. Wagonseller
<b>District Name</b>	Orcutt Union School District
<b>SPSA Revision Date</b>	October 1, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 9, 2019
<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. At the beginning of the 2019-2020 school year, 539 students were enrolled, including 12.6% in special education, 6.5% qualifying for English Language Learner support, and 31.9% qualifying for free or reduced price lunch. Pine Grove has 19 classrooms, a combination of 27.5 certificated full and hourly teachers and 9 classified support staff members. Our PTA is very active in recruiting and involving parents in a variety of family oriented programs that encourages parent volunteering and builds 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:  
08/28/2019  
09/12/2019  
10/09/2019

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:

08/28/2019 - Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

09/20/2019 - Met with School Staff by grade levels along with Reading Expert Tina Pelletier to review relevant SPSA data related to Literacy core instruction and Interventions

10/02/2019 - Met with PTA to share school site goals and proposed SPSA

10/09/2019 and 10/15/19- 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.19%	0.38%	2	1	2
African American	0.5%	0.19%	0.38%	3	1	2
Asian	1.6%	0.95%	1.7%	9	5	9
Filipino	0.7%	1.71%	1.7%	4	9	9
Hispanic/Latino	42.7%	43.26%	43.56%	237	228	230
Pacific Islander	0.2%	0.38%	0.19%	1	2	1
White	45.8%	44.59%	42.8%	254	235	226
Multiple/No Response	1.4%	2.28%	2.65%	8	12	14
<b>Total Enrollment</b>				555	527	528

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	64	84	58
Grade 1	69	66	86
Grade 2	72	64	65
Grade 3	90	68	71
Grade 4	71	90	71
Grade 5	83	75	98
Grade 6	106	80	79
<b>Total Enrollment</b>	555	527	528

### Conclusions based on this data:

1. Student enrollment had a decrease last year but as we move into 2019-2020 we have a steady number of students at Pine Grove- it has been leveling off.
2. Kindergarten enrollment numbers are increasing.
3. There is an increasing number of families that select NO RESPONSE for race 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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	49	50	49	8.8%	9.5%	9.3%
Fluent English Proficient (FEP)	15	9	15	2.7%	1.7%	2.8%
Reclassified Fluent English Proficient (RFEP)	7	4	2	12.3%	8.2%	4.0%

### Conclusions based on this data:

1. The number and percent of English Learners remains steady
2. The number and percent of FEP students remains steady
3. The number and percent of FFEP students continues to shift which is reflective of changes in the 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	2537.3	18.18	24.05	10.39	41.41	35.44	44.16	22.22	20.25	31.17	18.18	20.25	14.29
All Grades	N/A	N/A	N/A	28.28	29.75	23.87	34.40	32.59	34.19	21.87	23.10	28.06	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>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.14	31.43	37.50	61.36	50.00	48.44	12.50	18.57	14.06
<b>Grade 4</b>	32.43	30.00	29.17	52.70	58.89	58.33	14.86	11.11	12.50
<b>Grade 5</b>	41.46	33.77	31.96	50.00	57.14	52.58	8.54	9.09	15.46
<b>Grade 6</b>	31.31	36.71	14.29	49.49	46.84	70.13	19.19	16.46	15.58
<b>All Grades</b>	32.65	32.91	28.06	53.35	53.48	57.42	13.99	13.61	14.52

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	20.45	37.14	26.56	67.05	50.00	67.19	12.50	12.86	6.25
<b>Grade 4</b>	22.97	33.33	26.39	60.81	57.78	62.50	16.22	8.89	11.11
<b>Grade 5</b>	21.95	16.88	16.49	68.29	74.03	67.01	9.76	9.09	16.49
<b>Grade 6</b>	14.14	22.78	16.88	68.69	65.82	71.43	17.17	11.39	11.69
<b>All Grades</b>	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>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	28.41	24.29	28.13	57.95	58.57	50.00	13.64	17.14	21.88
<b>Grade 4</b>	28.38	43.33	25.00	55.41	47.78	51.39	16.22	8.89	23.61
<b>Grade 5</b>	40.24	32.47	28.87	45.12	61.04	57.73	14.63	6.49	13.40
<b>Grade 6</b>	31.31	32.91	27.27	45.45	48.10	59.74	23.23	18.99	12.99
<b>All Grades</b>	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. Reading growth is a strength with our targeted instruction
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> 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
<b>Grade 3</b>	32.95	27.14	35.94	51.14	50.00	48.44	15.91	22.86	15.63
<b>Grade 4</b>	30.67	33.33	19.44	52.00	50.00	61.11	17.33	16.67	19.44
<b>Grade 5</b>	23.17	27.27	26.80	53.66	51.95	47.42	23.17	20.78	25.77
<b>Grade 6</b>	15.15	21.52	19.48	50.51	49.37	51.95	34.34	29.11	28.57
<b>All Grades</b>	25.00	27.53	25.16	51.74	50.32	51.94	23.26	22.15	22.90

<b>Communicating Reasoning</b> 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 3</b>	36.36	18.57	32.81	55.68	60.00	50.00	7.95	21.43	17.19
<b>Grade 4</b>	30.67	40.00	20.83	46.67	41.11	61.11	22.67	18.89	18.06
<b>Grade 5</b>	15.85	12.99	19.59	56.10	58.44	56.70	28.05	28.57	23.71
<b>Grade 6</b>	17.17	24.05	22.08	52.53	50.63	48.05	30.30	25.32	29.87
<b>All Grades</b>	24.71	24.68	23.23	52.91	51.90	54.19	22.38	23.42	22.58

**Conclusions based on this data:**

1. The Mean Scale Scores remain steady in Math for grades 3-6 over the 3 year period reported
2. Math results indicate a need for specific strategic interventions
3. There was an overall increase in the number of students that exceeded standard 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
<b>All Grades</b>	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
<b>All Grades</b>	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
<b>All Grades</b>	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
<b>All Grades</b>	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 an area we need to continue our interventions and focus - during ELD time make reading comprehension a priority.

# 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. We have had a rise in overall total student population by an additional 13 students.
2. More families are marking "Decline to state" when asked about ethnicity.
3. Our subgroups 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
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="774 508 846 535">Green</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1242 508 1330 535">Orange</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="297 707 368 735">Yellow</p>		

#### Conclusions based on this data:

1. Our academic performance remains steady with a slight decline in percent "Met or Exceeded" standard
2. Longitudinal performance shows growth progress as we compare "like" groups of students over time. Change over time is showing positive results for Pine Grove in all grades 3-6.
3. Suspension and attendance remain similar to past two years.

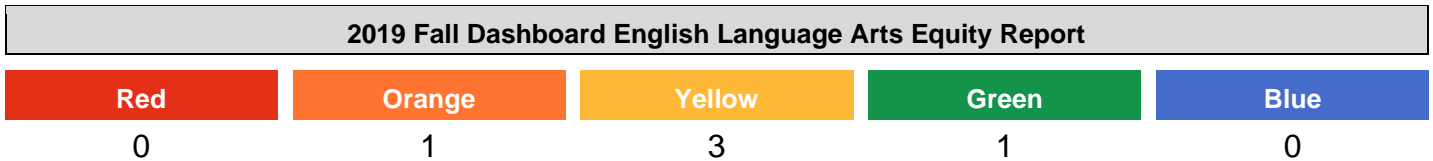
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Green</p> <p>19.7 points above standard</p> <p>Declined -5.7 points</p> <p>299</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>7.7 points below standard</p> <p>Maintained ++1.2 points</p> <p>39</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>1.1 points above standard</p> <p>Declined -8.5 points</p> <p>100</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>12.3 points below standard</p> <p>Increased ++5.9 points</p> <p>39</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.6 points above standard Declined -9.6 points 132	 No Performance Color 47.9 points above standard Maintained ++1.3 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 36 points above standard Maintained -1.1 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

Current English Learner	Reclassified English Learners	English Only
38.3 points below standard Maintained -2.9 points 26	53.5 points above standard 13	23.2 points above standard Declined -6.5 points 256

**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 mean scaled score went from 2438 to 2497.
3. in the area of English Language Arts most sub groups have made steady progress in "met" standard.

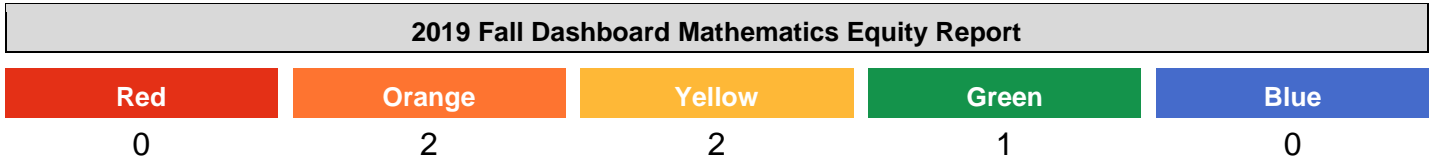
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Yellow 4.5 points below standard Declined -7.4 points 299	<p><b>English Learners</b></p>  Orange 36.3 points below standard Maintained -2.5 points 39	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 17.7 points below standard Declined -5.6 points 100	<p><b>Students with Disabilities</b></p>  Orange 29.5 points below standard Declined -5.8 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1 points below standard Declined -3.9 points 132	 No Performance Color 25.4 points above standard Declined -4.5 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4.4 points above standard Declined -9 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 Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard Declined -10.9 points 26	26.5 points above standard 13	0.2 points below standard Declined -7.2 points 256

#### Conclusions based on this data:

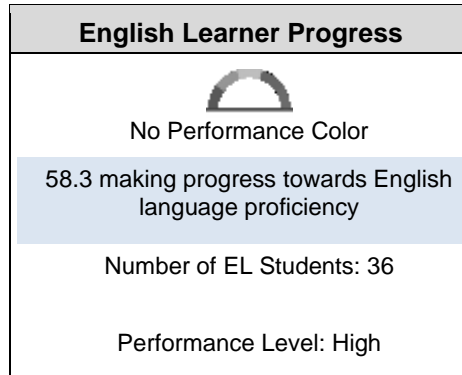
1. In the area of Mathematics, although the mean scaled score has increased each year over the past three years, our percent of students achieving in the "met" or "exceeded" standard is not 5% greater than last year as we predicted.
2. In the area of Mathematics our students with disabilities scored 42% "met or exceeded" standard compared to our all students group that scored 45% "met or exceeded" standard.
3. In the area of Mathematics our 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
5	10	4	17

#### 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%) score in Level 1 (Beginning Stage).



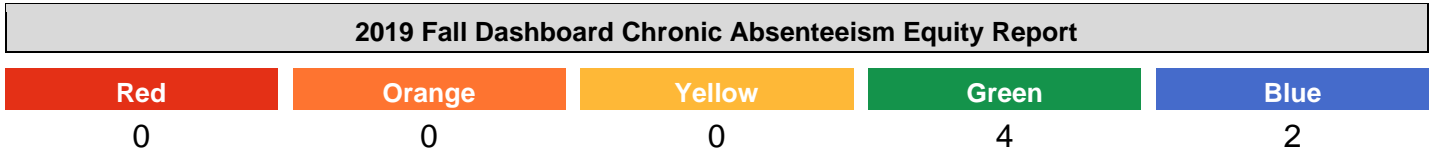
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Green</p> <p>5.7</p> <p>Declined -2.1</p> <p>544</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>2</p> <p>Declined -3.7</p> <p>49</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>8</p> <p>Declined Significantly -3.8</p> <p>200</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>7</p> <p>Declined -8.1</p> <p>71</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Declined -2.4 236	 Blue 2 Declined -2 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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 absences for ALL STUDENTS.
2. For the area of Chronic absenteeism, we have had a reduction in chronic absences for the socioeconomically disadvantaged subgroup.
3. For the area of Chronic absenteeism, we have had a reduction (improvement), in chronic absences for students with disabilities subgroup.

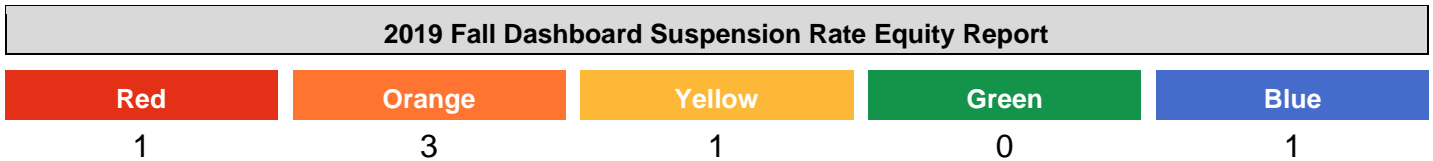
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2.6</p> <p>Increased +0.4</p> <p>549</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>49</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.4</p> <p>Increased +1.2</p> <p>203</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>9.6</p> <p>Increased +2</p> <p>73</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 Maintained 0 238	 Orange 4.1 Increased +2.1 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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. Our student behaviors have remained similar over that past few years.
2. There was a slight increase in suspension rates.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

Through educational activities aligned with the OUSD Strategic Plan, District Local Control Accountability Plan, and educational research, the following goals are established:

\*Increase the percentage of students (3rd-6th grade) who are proficient or above in math. The performance scores for this goal will be measured by the percentage of students achieving in the "Exceeded" and "Met" range, with an increase of 5% on the Spring 2019 CAASPP test.

\*Increase the percentage of students (1st-2nd grade) who are proficient or advanced in math. The performance scores for this goal will be measured by the percentage of students achieving in the "High" and "High Average" range, with an increase by 5% on the Spring 2019 NWEA math test.

\*Kindergarten math achievement will be measured by the Spring 2019 ESGI assessment, with an accuracy goal of 85%

**STRETCH GOALS** - The aforementioned goals would increase from 5% to 7% for grades K-6

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kindergarten DIBELS Composite Scores	80% of all Kindergarten students will score at the CORE instructional level on the DIBELS Composite Score	73% of all Kindergarten students scored at the CORE instructional level on the DIBELS Composite Score (Goal of 80% not met)
Grades 1 and 2 NWEA MAP Reading Assessment	73% of students in grades 1 and 2 will score in the top three categories (Avg, HiAvg, Hi)	73% of students in grades 1 and 2 will score in the top three categories (Avg, HiAvg, Hi) (Goal of 73% met)
CAASPP state standards aligned test (SBA) results for grades 3-6 for these student groups: All students Low Socio-economic (SES) English Learner (EL) Students with Disabilities (SWD)	The percentage of students demonstrating mastery in the ELA on the state test will increase by 5% for student groups: All students, Low SES, EL, and SWD. Goals for student groups: All students-- Goal for Spring 2019: 51.6% Low SES --Goal for Spring 2019: 38.5% EL --Goal for Spring 2019: 28.5% SWD-- Goal for Spring 2019: 17.9%	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: 46.78% Low SES --Spring 2019: 36.19% EL --Spring 2019: 15.39% SWD-- Spring 2019: 40% Group that met the 5% increase: All Students and SWD Groups that exceeded the 5% increase: SWD Groups that did not meet the goal of the 5% increase: ALL students, Low SES and EL

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>*Identify students for leveled small group instruction during music and PE MTThF (school-wide goal)</p> <p>*Targeted Professional Development (Tier 1,2,3)</p> <p>*Compass Learning for Math with weekly progress monitoring and assign targeted folders (Tier 1) (Number Talks, Facts Wise )</p> <p>*PLC identified re-teaching and intervention opportunities for students through grade level regrouping (Tier 2)</p>	<p>Staff at each grade level identified the students for small group instruction. These groups were fluid so that students could get immediate assistance.</p>	<p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. None Specified District Funded</p>	<p>Teacher Collaboration None Specified</p>
<p>Teachers will participate in weekly collaboration (PLC) at grade level to target students for math intervention.</p>	<p>The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.</p>	<p>Early release program on Wednesdays allow one hour of grade level collaboration. 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Implement periodic touch-base meetings between teachers and the principal to discuss student academic progress overall and School Plan goals</p>	<p>Teachers and Principal met during the 90 minute PLC meetings when reviewing student progress data from classwork, tests, quizzes and data from DIBELS, CAASPP/ SBAC, and NWEA.</p>	<p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Utilize physical education program and music taught by a credentialed teacher with support from an instructional assistant to</p>	<p>Staff at each grade level identified the students for small group instruction. These groups were fluid so that students could get immediate assistance.</p>	<p>Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become</p>	<p>Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries District Funded</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
reduce class size during mathematics instruction		available due to carryovers or new funding sources. 1000-1999: Certificated Personnel Salaries District Funded	
		Instructional Assistant for PE Program 3.75 hours per day 2000-2999: Classified Personnel Salaries District Funded	Instructional Assistant for PE Program 3.75 hours per day 2000-2999: Classified Personnel Salaries District Funded
Ensure that all students have access to Compass Learning in our computer lab. Computer Lab instructor in place. Parents trained on use and support of program. Lab is open two days a week for one hour after school (T/Th)	The computer lab was utilized for Math After School Program. This program used Compass Learning to allow students to practice their math skills based on their assessment results. The program ran 4 days per week for a defined period of time.	Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
Purchase equipment for the Computer lab that will enhance learning and 21st Century skills	Pine Grove Elementary School purchased Renaissance Learning which included the STAR assessment.	Equipment, materials, software 4000-4999: Books And Supplies LCFF - Supplemental	Equipment, materials, software 4000-4999: Books And Supplies General Fund
NWEA testing in first grade as a means of accessing more information about individual students' learning needs in math and reading	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. None Specified	Personnel, equipment, materials, services, etc. 4000-4999: Books And Supplies General Fund
Make NWEA, report card assessments and all other data pertinent to this goal available to teachers.	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	Personnel, equipment, materials, services, etc. Any/all funds not otherwise allocated or that should become available due to carryovers or new funding sources. None Specified	Personnel, equipment, materials, services, etc. None Specified
Students will participate in an intervention block for	The 60 minute PLC meetings at elementary	Intervention teacher will follow a schoolwide	Intervention teachers utilized master schedule

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
30 minutes on M-F each week. Intervention will be based on common assessments at each grade level as well as CAASP, NWEA, DiBels and other assessment data	were focused on Tier 2 instruction (targeted instruction - intervention/enrichment). Teachers utilized these meetings to review curriculum and NWEA data and to develop interventions. Teachers attended SST meetings to address the needs of students not meeting growth targets	master schedule and in conjunction with Compass Lab teacher, provide intervention by grade level four days per week 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	and in conjunction with Compass Lab Teacher provided intervention by grade level four days per week 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
Teachers will continue to implement common formative assessments in math to assess "by the student, by the standard"	The 90 minute PLC meetings at elementary school sites were focused on Tier 1 instruction (whole class by the classroom teacher), best practices and Math performance.	Personnel, equipment, materials, services, etc. None Specified None Specified	Personnel, equipment, materials, services, etc. None Specified None Specified

## 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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions 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.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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. 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. After school computer lab provided students increased access to technology, intervention programs, and math intervention lessons.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal were due to several factors. More hours of intervention we needed than we had planned. We used substitutes for SST meetings and the cost of that were slightly higher than expected due to the number of SST meetings held throughout the year. This is most likely due to improved assessments and progress monitoring.



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 goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2018-19 school year. The actions and services supported achievement of that goal, most especially the Teacher on Special Assignment (TOSA) positions, 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 were effective as measured by stakeholder input and student achievement data. These activities and services will be continued for the 2019-20 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. The District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

Through educational activities aligned with the OUSD Strategic Plan, District Local Control Accountability Plan, and educational research, the following goals are established:

\*Increase the percentage of students (3rd-6th grade) who are proficient or advanced in ELA. The performance scores for this goal will be measured by the percentage of students achieving in the "Exceeded" and "Met" range will increase by 5% on the Spring 2019 CAASPP Assessment.

\*Increase the percentage of students (1st-2nd grade) who are proficient or advanced in Reading. The performance scores for this goal will be measured by the percentage of students achieving in the "High" and "High Average" range will increase by 5% on the Spring 2019 NWEA reading test.

\*By Spring 2019, 85% of kindergarten students will demonstrate proficiency or above in letter (lower and upper case) and letter/sound identification as well as high frequency words when given a district created assessments.

**STRETCH GOALS** - The aforementioned goals would increase from 5% to 7% for grades K-6.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Kindergarten DIBELS Composite Scores	80% of all Kindergarten students will score at the CORE instructional level on the DIBELS Composite Score	73% of all Kindergarten students scored at the CORE instructional level on the DIBELS Composite Score (Goal of 80% not met)
Grades 1 and 2 NWEA MAP Reading Assessment	73% of students in grades 1 and 2 will score in the top three categories (Avg, HiAvg, Hi)	73% of students in grades 1 and 2 will score in the top three categories (Avg, HiAvg, Hi) (Goal of 73% met)
CAASPP state standards aligned test (SBA) results for grades 3-6 for these student groups: All students Low Socio-economic (SES) English Learner (EL) Students with Disabilities (SWD)	The percentage of students demonstrating mastery in the ELA on the state test will increase by 5% for student groups: All students, Low SES, EL, and SWD. Goals for student groups: All students-- Goal for Spring 2019: 51.6% Low SES -- Goal for Spring 2019: 38.5% EL --Goal for Spring 2019: 28.5% SWD-- Goal for Spring 2019: 17.9%	Results from Spring 2019 CAASPP state standards-aligned test for 3rd6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students--Spring 2019: 58.06% Low SES --Spring 2019: 42.85% EL --Spring 2019: 23.08% SWD-- Spring 2019: 45% Group that met the 5% increase: All Students and SWD Groups that exceeded the 5% increase: All Students Groups that did not meet the goal of the 5% increase: Low SES and EL

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>*Creation of "Focus Folders" to identify students for leveled small group instruction during music, PE and the intervention block on M-F</p> <p>*Targeted Professional Development (Tier 1,2,3)- Strategies from "Wonders"; guidance from Tina Pelletier</p> <p>"Classroom Learning Walks" consisting of Admin, Tina Pelletier, and TOSA with one-on-one coaching by Tina</p> <p>*Leveled group instruction (Literature Circles, Writer's Workshop)</p> <p>*Academic Vocabulary instruction and use of graphic organizers/sentence framing, etc. (Tier 1)</p> <p>*Compass Learning Lab, classroom centers, classroom teachers will target reading comprehension utilizing NWEA reading RIT scores.</p> <p>*Compass Learning for ELA(with weekly progress monitoring (Tier 1)</p> <p>English Learners- ELD instruction delivered by classroom teacher 5 days per week within the grade level classes.</p>	<p>The focus of the each of the PLC meetings was on student learning, the selection of essential standards, development of common formative assessments, implementation of MultiTiered Systems of Support (MTSS) and the use of data to inform instruction.</p>	<p>Personnel, equipment, materials, services, etc. None Specified District Funded</p>	<p>Personnel, equipment, materials, services, etc. None Specified District Funded</p>
<p>Utilize NWEA data to inform instructions and drive conversations centered on student learning.</p>	<p>The 90 minute PLC meetings were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the</p>	<p>Personnel, equipment, materials, services, etc. None Specified District Funded</p>	<p>Personnel, equipment, materials, services, etc. None Specified District Funded</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	district adopted curriculum.		
Provide staff development - focused on best practices and instructional strategies, including PLC's, to improve student achievement in ELA.	The Teachers on Special Assignment (TOSA) focused on building the professional capacity of our teachers and administrators this year, including targeting the specific needs of at-risk students. This year they were site-based which enabled them to model and support effective instructional strategies, support the implementation of intervention, assist with using data to target instruction, provide professional development, and support Professional Development. Tina Pelletier provided onsite Professional Development	Personnel, equipment, materials, services, etc. None Specified District Funded	Personnel, equipment, materials, services, etc. None Specified District Funded
Utilize physical education program and music program taught by credentialed teachers with PE support from an instructional assistant to reduce class size during reading instruction	Students were grouped for specialized math instruction targeting those students who were not scoring Met or Exceeded standards on NWEA, SBAC and formative class assessments. Teachers worked with small groups while other groups participated in Physical Education.	Personnel, equipment, materials, services, etc. None Specified District Funded	Personnel, equipment, materials, services, etc. None Specified District Funded
Compass Learning - Targeted students receive Compass Learning time with credentialed proctor each week. Compass teacher will spend two days after school in the lab for one hour each day for the purpose of intervention	After school computer lab math intervention was offered to students identified as needed additional support in math. Several assessments including NWEA, SBAC and classroom assessments were used to identify these students. They were provided	Certificated Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	Certificated Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Please note: Duplicate; cost added to goal #1 for computer lab personnel	intervention after school using Compass Learning in math		
Continue English Language Development (ELD) pull-out program by classroom teacher - 5 days per week for 30 min per day	ELD was taught within the classroom 5 days per week at 30 minutes per day.	Certificated Personnel, equipment, materials, services, etc. None Specified District Funded	Certificated Personnel, equipment, materials, services, etc. None Specified District Funded
<p>Students will participate in an intervention block for 30 minutes on M - F each week. Intervention will be based on common assessments at each grade level as well as CAASP, NWEA, DiBels and other assessment data. SIPPS reading intervention will be administered during all grade level intervention blocks.</p> <p>Please note: Duplicate; cost added to goal #1 for intervention personnel</p>	The 90 minute PLC meetings were focused on Tier 1 instruction (whole class by the classroom teacher), best practices, school wide instructional focus (academic vocabulary), and implementation of the district adopted curriculum.	Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries District Funded	Personnel, equipment, materials, services, etc. 1000-1999: Certificated Personnel Salaries District Funded
Teachers will participate in weekly collaboration (PLC) at grade level to target students for Math intervention.	The focus of the each of the PLC meetings was on student learning, the selection of essential standards, development of common formative assessments, implementation of MultiTiered Systems of Support (MTSS) and the use of data to inform instruction.	Personnel, equipment, materials, services, etc. None Specified District Funded	Personnel, equipment, materials, services, etc. None Specified District Funded

## 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 2018-19 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoptions 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.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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. 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. After school computer lab provided students increased access to technology, intervention programs, and math intervention lessons.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal were due to several factors. More hours of intervention we needed than we had planned. We used substitutes for SST meetings and the cost of that were slightly higher than expected due to the number of SST meetings held throughout the year. This is most likely due to improved assessments and progress monitoring.

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 goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2018-19 school year. The actions and services supported achievement of that goal, most especially the Teacher on Special Assignment (TOSA) positions. 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 were effective as measured by stakeholder input and student achievement data. These activities and services will be continued for the 2019-20 school year. Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Through educational activities aligned with the OUSD Strategic Plan, District Local Control Accountability Plan, and educational research, the following goal is selected:  
Increase/ maintain the pupil attendance rate by 1%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rates	Attendance rates for all students and each identified subgroup will be improved to 97%.	Attendance rates for 2018-19 (Percent of students present >90%) All Students: 93.17% Low SES sub-group: 89.5% EL sub-group: 97.59% SWD sub-group: 86.96% Foster Youth: 100% Goal of 97% Attendance rate was met for the EL sub-group and Foster Youth sub-group.

## 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.	Newsletters go out to all families two times per month and always highlight the importance of daily attendance.	Personnel, materials, equipment, etc.. None Specified District Funded	Personnel, materials, equipment, etc.. None Specified District Funded
Encourage the use of Campus Connection program to support student attendance.	Families can take advantage of the onsite child care services through Campus Connection. They provide before and after school care to students in need of supervision before or after school.	Personnel, materials, equipment, etc.. 2000-2999: Classified Personnel Salaries District Funded	Personnel, materials, equipment, etc.. 2000-2999: Classified Personnel Salaries District Funded
Make phone calls and send home truancy notices	Office assistant makes daily attendance calls along with fielding all the calls that come into the office related to student absences.	Personnel, materials, equipment, etc.. 2000-2999: Classified Personnel Salaries District Funded	Personnel, materials, equipment, etc.. 2000-2999: Classified Personnel Salaries District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Counseling- provide school-based counseling on truancy prevention, "Check, Connect, Respect" program	Counseling services were provided to students in need of assistance as identified for assistance.	Personnel, materials, equipment, etc.. 1000-1999: Certificated Personnel Salaries District Funded	Personnel, materials, equipment, etc.. 1000-1999: Certificated Personnel Salaries District Funded
Use Community Liason to translate as needed for English Language Learners  Utilize Parent Square's translation feature in order to communicate with parents of English Language Learners	Translation is utilized in parent conferences and home/school communication related to attendance and student needs.	Personnel, materials, equipment, etc.. None Specified District Funded	Personnel, materials, equipment, etc.. None Specified District Funded
Before school breakfast program	Students come to school early and take advantage of the breakfast program offered by the nutrition services department.	Personnel, materials, equipment, etc.. None Specified District Funded	Personnel, materials, equipment, etc.. None Specified District Funded

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Attendance was recognized in classrooms and within each classroom recognition system. Phone calls were made each day and letters were sent home to families exceeding expected absence levels.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Truancy prevention continues to be an area of need. The California Dashboard added Chronic Absenteeism in the Fall of 2018. Pine Grove Elementary had no groups fall into the "red" category, however all of our major subgroups fell into the orange category which indicates a need for attention to attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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 attendance rates for all student groups. The Check Connect Respect program will continue to be analyzed for effectiveness. Additional office time will be utilized to analyze attendance data and make referrals to the Check Connect Respect Program.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Through educational activities aligned with the OUSD Strategic Plan, District Local Control Accountability Plan and educational research, the following goals are established: Increase parent participation on Aeries Portal at least 10%. The percentage of parents participating in Parent Square in the 2018 -2019 school year will also increase by 10%, with the percent of parent participation to meet or exceed 75%

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Communication Survey and Parent Square registration	Spring 2019 data will show use of ParentSquare at 95% or higher and 77% of parents will report good/excellent communication from the school.	Spring 2019 data for use of ParentSquare is 98% (goal met) 83.7 % of parents will report good/excellent communication from the school on Parent Communication Survey (goal met)

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase parent communication and involvement through face-to-face contact, written communication (Parent Square), phone calls and email methods	Parent Square was implemented at the beginning of the 2017-18 school year. The school uses this platform as the primary mode to communicate with parents and stakeholders in multiple languages. The ability for two-way communication and message preferences has resulted in increased engagement of families.	Personnel, materials, programs, etc. 4000-4999: Books And Supplies	Personnel, materials, programs, etc. 4000-4999: Books And Supplies
Use district/school/classroom websites and newsletters to highlight ways parents can partner with the school	Newsletters are sent home every other week or at least two times per month. Our Website has schedules, information, and resources for parents and families.	Personnel, materials, programs, etc. None Specified District Funded	Personnel, materials, programs, etc. None Specified District Funded
Provide mid-trimester updates for parents on their children's progress in ELA and Math.	Progress is shared with families at parent conference minimum days in the fall and spring. Report cards are sent	Personnel, materials, programs, etc. None Specified District Funded	Personnel, materials, programs, etc. None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	home once each trimester.		
Have important materials and notices translated into languages spoken in students' homes and provide interpreters at events and during parent conferences.	Pine Grove utilizes the district translators for parent information nights, conferences, SST's and IEP's. Documents and notifications are sent home, posted on ParentSquare, posted on website with translations.	Personnel, materials, programs, etc. 2000-2999: Classified Personnel Salaries District Funded	Personnel, materials, programs, etc. 2000-2999: Classified Personnel Salaries District Funded

## 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 2018-19 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Parents can select how they would like to receive information, and in what language.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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.

Implementation of Parent Square will continue for communication with parents. School will continue to utilize the district provided translators to provide written translations as needed and to provide translation at school events and parent conferences.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

Through educational activities aligned with the OUSD Strategic Plan, District Local Control Accountability Plan, and educational research, the following goal is established: Decrease or maintain suspension/expulsion rate. The expulsion rate is currently 0%. The suspension rate for the 2017-2018 school year was 3.2%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion rates for All Students and subgroups	Maintain suspension/expulsion rates for all students and subgroups under 2%.	Suspension/expulsion rates for 2018-19: 2.8% Suspension Rate (All Students) 0% African American 0% American Indian/Alaska Native 0% Asian 1% Hispanic/Latino 1% White 0% Two or more races 0% English Learners 1% Socioeconomically Disadvantaged 0% Foster Youth 0% Homeless Youth N/A Special Education 0% Expulsion Goal of 2% or under was not met for All students. Goal of 2% or under was met for all subgroups

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Welcome Back rules/behavioral expectations assemblies	Rules assemblies were held in the cafeteria for all grades - conducted by the Principal with teachers and other staff supervising their students. All students participated in these assemblies.	School expectation assemblies None Specified District Funded	School expectations assemblies None Specified District Funded
Utilize school athletic and academic events to promote school climate and character. (PE, Cross Country, Track, Battle of the Books, Flag Essay	All students are provided opportunities to participate in athletic and academic events that promote collaboration, creativity and positive character. Pine Grove students participated in	Extracurricular Activities None Specified District Funded	Extracurricular Activities None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Contest, Spelling Bees, Math Superbowl, Lego-League).	many events including: Battle of the Books, Cross Country, Track Spelling Bee, Math Superbowl, Robotics and more.		
Incorporate Health Education into curriculum (Too Good for Drugs, Growth & Development, Dairy Council, Child Safe, DARE) and hold health screenings every fall (vision & hearing)	All students participated in activities and lessons designed to teach healthy lifestyles that exclude drugs, alcohol, and cigarettes, but include healthy choices like exercise and diet. Students in grades K, 2 and 5 were all screened for vision and hearing.	Personnel, materials, supplies, information, etc... None Specified District Funded	Personnel, materials, supplies, information, etc... None Specified District Funded
Offer counseling services to students in need. (Check, Connect, Respect, and district Psychologists)	Counseling services were utilized during the 2018-2019 school year. Students were identified by teachers and parents based on needs. Those students were referred to the school counselor for services. The school counselor also did small group lessons on getting along, setting boundaries, and being kind to others (bullying).	School Counselor None Specified District Funded	School Counselor None Specified District Funded
Hold anti-bullying assembly for all students. This is still to be determined.	Students participated in an assembly about bullying. All students participated in this event.	Assembly None Specified Parent-Teacher Association (PTA)	Assembly None Specified Parent-Teacher Association (PTA)
Encourage positive behavior with grade-level specific incentives and recognitions	Star Behaviors were recognized through catch them being good campaigns. Classes were given stars when they were caught being good in common areas of the school.	Positive behavior recognition None Specified None Specified	Positive behavior recognition None Specified None Specified
Prepare to train staff and implement school-wide launch of PBIS (positive Behavioral Interventions and Supports) in 2019-2020	Staff went through PBIS training during the 2018-2019 school year.	Training, meetings, supplies, etc. None Specified District Funded	Training, meetings, supplies, etc. None Specified District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Work with leadership team in meetings to develop the PBIS for the upcoming year.	Leadership Team met each month to develop the plan for the implementation of PBIS.	Collaboration with staff - Training, meetings, supplies, etc. None Specified District Funded	Collaboration with staff - Training, meetings, supplies, etc. None Specified District Funded

## 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 2018-19 school year. Our school staff continues to work to implementing the PBIS program, providing counseling services, and incorporating health and wellbeing into student curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of our services was similar to previous years, and we are excited about implementing the PBIS plan/program during the 2019-2020 school year. The actions we previously had in place need additional supports and resources to be effective - alone they do not bring about positive behaviors, but altogether they will provide our students with a safe and positive place to learn.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material 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.

During the 2019-2020 school year our school will use the PBIS strategies/activities to bring about positive behaviors in all areas of the school. We will support individual and group needs by focusing on positive behaviors in all areas of the school. We will work with the school counselor, psychologist and our PBIS team to help all students with safe, respectful, responsible and kind behaviors.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### 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 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 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 2020 NWEA results for 1st-2nd grade students. Results from Spring 2020 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	Results from Spring 2019 NWEA results for 1st-2nd grade students. 63.5 of students scoring in the top three categories ("Avg, HiAvg, Hi")  2019 CAASPP Results: All 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 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%

Metric/Indicator	Baseline	Expected Outcome
		SWD -- Goal for Spring 2020: 45%

## 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

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.

#### 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	1000-1999: Certificated Personnel Salaries
Description	Personnel, equipment, materials, services, etc.

### Strategy/Activity 3

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.

### 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	1000-1999: Certificated Personnel Salaries
Description	Personnel, equipment, materials, services, etc.

### Strategy/Activity 4

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 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



<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Expenditures for the strategy/activity are listed under Goal #2.

### Strategy/Activity 5

After School Computer Lab used to provide small group targeted math instruction.

#### 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 and practice.

#### Timeline

Ongoing

#### Person(s) Responsible

Principal, Teachers, Staff.

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,889
<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After school intervention teacher and computer access program.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### 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
<p>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>	<p>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%</p>	<p>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 standardsaligned 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.</p> <p>Metric/Indicator Baseline Expected Outcome</p>

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%

## 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

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Support for lead PLC teachers (stipend) is provided by the district using LCFFSupplemental 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 the 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, Teacher, Staff

**Proposed Expenditures for this Strategy/Activity****Source**

District Funded

**Budget Reference**

None Specified

**Description**

Cost of on-line assessments provided by district funds.

**Strategy/Activity 3**

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.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principals, Teachers, Staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

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**

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

32567

**Source**

LCFF - Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Hourly teachers provide intervention 4 days per week 4.5 hours per day

## Strategy/Activity 5

Provide 30 minutes of specific English Language Development to all English Learners

### Students to be Served by this Strategy/Activity

English Learners in grade K-6

### Timeline

Ongoing

### Person(s) Responsible

Teachers, principal, tosa, staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	English learners will have strategic instruction in ELD for 30 minutes each day provided by certificated teachers

## Strategy/Activity 6

Purchase annual AR reading subscription to support Reading/Language Arts in classroom and computer lab.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Ongoing

### Person(s) Responsible

District Staff  
Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase and utilize Accelerated Reader

# 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	2018-2019 - 95.6%	Increase attendance rate to 96% for "All" students
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2018-19 7.68% "All" Students 1% English Learner 5.6% Low Income 0% Foster Youth 0% Homeless Youth 2% Students with Disabilities	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

# 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	0
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	attendance recognition/awards

## 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 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.

### 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	0
Source	District Funded
Budget Reference	None Specified
Description	Contract with Fighting Back Santa Maria Valley

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Parents 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

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	2019 School Communication Level from Parent Communication Survey 36.96% Excellent 46.74% Good 10.87% Fair 5.43% Poor Good or Excellent: 83.7%	Percentage of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% each year. Goal: 85.7%

### Planned Strategies/Activities

#### Strategy/Activity 1

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.



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

All Students

**Timeline**

All Students

**Person(s) Responsible**

Principal, Teachers, Staff, Parents, Students

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	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.

**Strategy/Activity 2**

involve parents in decision making through 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.

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

All Students

**Timeline**

Ongoing

**Person(s) Responsible**

Principal, Teachers, Bilingual Community Liaison, Staff, Parents

# 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	Suspension/expulsion rates for 2018-19: 2.8% Suspension Rate 0% African American 0% American Indian/Alaska Native 0% Asian 1% Hispanic/Latino 1% White 0% Two or more races 0% English Learners 1% Socioeconomically Disadvantaged 0% Foster Youth 0% Homeless Youth N/A Special Education 0% Expulsion	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.

# Planned Strategies/Activities

## Strategy/Activity 1

The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1 a

### 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>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	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.
<b>Amount</b>	500
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal, Leadership Team, Teachers

# 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	36,956.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	32,567	0.00
Site Formula Funds		
Other	3,889	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	32,567.00
None Specified	0.00
Other	3,889.00
Parent-Teacher Association (PTA)	500.00
Site Formula Funds	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,456.00
4000-4999: Books And Supplies	500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,567.00
4000-4999: Books And Supplies	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	3,889.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
4000-4999: Books And Supplies	Site Formula Funds	0.00

# 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
Leslie Wagonseller	Principal
Michaela Norling	Classroom Teacher
Rebecca Belanger	Classroom Teacher
Jessica Estrada	Parent or Community Member
Lillian Joyce	Parent or Community Member
Karen Hettinga	Other School Staff
Laura Brady	Parent or Community Member
Steve SanVictores	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 26, 2017.

Attested:

Principal, Leslie A. Wagonseller on 12/19/19

SSC Chairperson, Lilian Joyce on 12/19/19

# Addendum

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: **2019-20**

# 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>	November 20, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	December 3, 2019
<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 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. At the beginning of the 2018-19 school year, 578 students were enrolled, including 12% in special education, 8.7% qualifying for English Language Learner support, and 33.6% qualifying for free or reduced price lunch.

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:  
September 9, 2019  
November 5, 2019

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:

September 11, 2019: Met with School Staff at a regularly scheduled staff meeting to review SPSA plan and relevant data.

October 8, 2019: Met with PTSA to share school site goals and proposed SPSA.

October 15, 2019: 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.88%	0.87%	4	5	5
African American	1.1%	0.71%	0.7%	6	4	4
Asian	1.8%	1.41%	1.4%	10	8	8
Filipino	1.1%	0.53%	0.7%	6	3	4
Hispanic/Latino	36.6%	38.52%	37.94%	201	218	217
Pacific Islander	0.7%	0.53%	%	4	3	
White	52.7%	50.00%	49.48%	290	283	283
Multiple/No Response	0.4%	0.35%	0.87%	2	2	5
<b>Total Enrollment</b>				550	566	572

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	268	305	265
Grade 8	282	261	307
<b>Total Enrollment</b>	550	566	572

### Conclusions based on this data:

- OJHS enrollment decreased significantly from the previous year.
- 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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	33	44	50	6.0%	7.8%	8.7%
Fluent English Proficient (FEP)	35	33	22	6.4%	5.8%	3.8%
Reclassified Fluent English Proficient (RFEP)	1	2	1	4.3%	6.1%	2.3%

### 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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<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
Grade 7	17.97	16.84	16.08	62.89	64.65	61.96	19.14	18.52	21.96
Grade 8	35.00	29.10	30.50	44.23	52.46	48.58	20.77	18.44	20.92
All Grades	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:

- Total enrollment increased from the previous year with exponential increases in SES and EL student groups.
- 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
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		

#### 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.

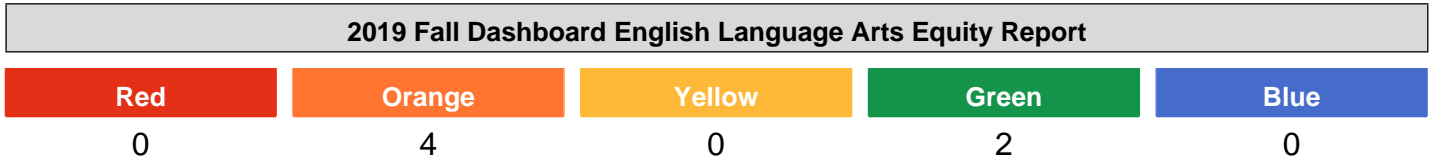
# School and Student Performance Data

## 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		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.1 points below standard</p> <p>Declined -3.5 points</p> <p>526</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>58.9 points below standard</p> <p>Declined -8.2 points</p> <p>53</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>37.7 points below standard</p> <p>Declined -6.2 points</p> <p>185</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>98 points below standard</p> <p>Increased ++9.5 points</p> <p>60</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.7 points below standard Declined -8.3 points 202	 Green 27.4 points above standard Maintained -1.1 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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**

Current English Learner	Reclassified English Learners	English Only
98.5 points below standard Declined -7.7 points 37	32.8 points above standard Declined Significantly -19.6 points 16	3.8 points above standard Declined -4.1 points 462

**Conclusions based on this data:**

- Our Hispanic subgroup data shows they maintained their performance, however are still under-performing overall and are at level Orange indicator.
- Our Students with Disabilities group increased their performance by 3.3 points.



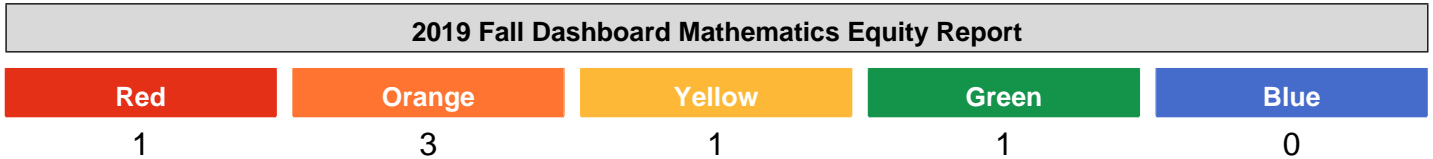
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Yellow 19.2 points below standard Declined -7.9 points 527	<p><b>English Learners</b></p>  Orange 78.8 points below standard Maintained -1.7 points 53	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 52.3 points below standard Maintained ++0.9 points 186	<p><b>Students with Disabilities</b></p>  Red 143.4 points below standard Declined -9.6 points 61

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.9 points below standard Declined -8 points 202	 Green 6.4 points above standard Declined Significantly -19.7 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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

Current English Learner	Reclassified English Learners	English Only
136.5 points below standard Declined Significantly -16.1 points 37	54.6 points above standard Increased Significantly +20.2 points 16	13.3 points below standard Declined -10.4 points 463

**Conclusions based on this data:**

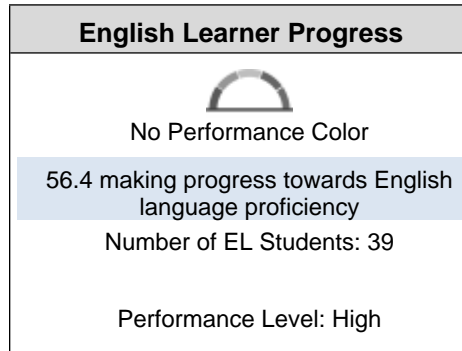
1. Although still performing below standard, SES and Students with Disabilities did increase with our special education students increasing significantly by 14.7 points.
2. Reclassified English Learners performed above standard and increased significantly by 20.2 points.
3. Our English Learners continue 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
3	14	4	18

#### Conclusions based on this data:

1. Of 46 students, 34 of them are either Moderately or Well Developed in their English Learner Progress.

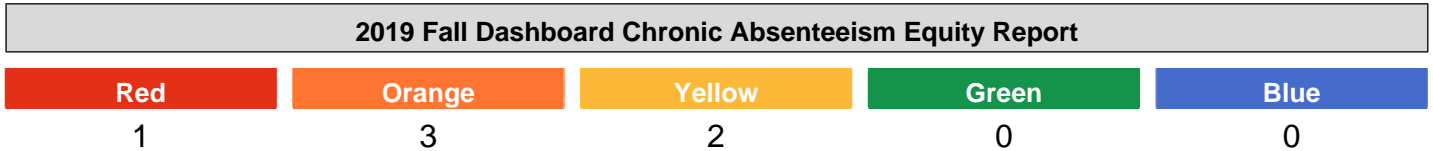
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Orange</p> <p>10.3</p> <p>Increased +2.1</p> <p>590</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>13.7</p> <p>Increased +5.2</p> <p>51</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>15.9</p> <p>Increased +2.5</p> <p>220</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>16.4</p> <p>Declined -2.5</p> <p>73</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.5 Declined -0.7 229	 Orange 9.3 Increased +4.7 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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%.

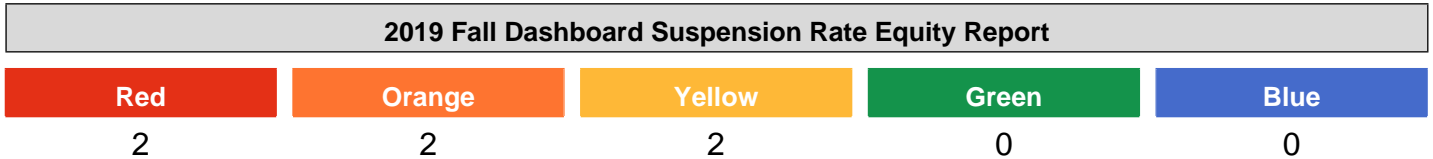
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Orange 8.7 Increased +1.7 599	<p><b>English Learners</b></p>  Yellow 11.5 Declined -3 52	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 1	<p><b>Socioeconomically Disadvantaged</b></p>  Red 15.6 Increased Significantly +4.9 224	<p><b>Students with Disabilities</b></p>  Orange 9.2 Increased +7.5 76

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Red 10 Increased Significantly +4.7 231	 Orange 7.1 Increased +7.1 56	 No Performance Color Less than 11 Students - Data 0	 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	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: 2018-19

### Goal 1

By Spring 2019 the % of students at proficient/advanced in seventh and eighth grade in ELA will increase by 2 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 2% as measured by the CAASPP and reported by the California Dashboard.	Overall performance on the CAASPP - ELA for seventh and eighth grade is reported below. 7th grade maintained their proficient/advanced scores with 55% of students performing at proficient and/or advanced.

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through maintaining of Professional Learning Communities (PLC):	Our PLC's meet every Wednesday from 8:30am-9:30am.		
Departments will identify and teach essential standards	All departments have identified and submitted essential standards.		
Departments will establish common instruction and common assessments geared to the essential standards.	All core departments have developed common assessments.		
Departments will regularly meet to review and develop instruction and lessons.	Departments met every Wednesday morning for PLC time.		
Departments will regularly meet to evaluate student progress.	Departments met every Wednesday morning for PLC time.		
Teachers will participate in staff development such as conferences, workshops, and observation of exemplary programs.	Two teachers attended C.U.E., the whole math department attended the CPM conference, the science team attended a science conference.	conferences/workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1000	conferences/workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1459



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will research and purchase instructional materials aligned with essential standards.	All teachers have classroom accounts from which to purchase materials and supplies.		
Teachers will research and purchase technology that assists the teacher or students in reaching this goal.	Several teachers have enrolled in various technology academies that provided for 1:1 technology.		
Extended Learning Opportunity (ELO) will be provided to re-teach essential standards to mastery:			
Students will participate when appropriate in the Extended Learning Opportunity every week for the purpose of re-teaching essential standards in core academic subjects as well as close reading exercises to improve skills in reading for information.	Extended Learning Opportunity is now four, 30 minute blocks per week for intervention in Reading and Math.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall strategies included implementation of the district literacy liaison's strategies during the latter half of the year. Teachers began to implement Interim Assessment Blocks as well as some universal screening techniques through Acadience. Said liaison, Tina Pelletier met with the whole English Department to discuss strengths, weaknesses, challenges, and use of adopted Collections curriculum. Teachers also met regularly in PLC's to discuss implementation strategies and try out out mini lessons outlined by Tina during our weekly intervention block.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness wasn't statistically significant as we started implementing/piloting strategies toward the end of the school year. Site administration tasked the English department with piloting some strategies and laying the initial ground work with Tina Pelletier for interventions for the following year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The overall cost for professional development was slightly higher than anticipated. There were no costs associated with the implementation of ELO for the 2018-2019 school year because it was built in to the school day and materials were developed by teachers for interventions and enrichments.

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.

Staff and site administration has come to consensus on changes that must be made in order to meet the needs of our struggling students. Up until the 2019-2020 school, OJHS has offered the ELO intervention block one day per week for 30 minutes. This is not enough time to properly intervene for students. Also, there weren't adequate universal screening tools to properly identify students for interventions. At the very beginning of the 2019-2020 school year, staff members have implemented a new ELO schedule that has 30 minute intervention and enrichment blocks 4 days per week.

Universal screening tools for ELA included lexile scores, as measured by NWEA, overall performance level as measured by the CAASPP, IXL diagnostics, and various Acadience measures including the MAZE # 1, Silent Reading, and the GATE # 3. Students have now been identified and placed in ELA interventions based on their specific needs using researched based curriculum such as English 3-D, Academic Vocabulary Tool Kits, IXL practice lessons, and the CAASPP digital library.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

By Spring 2019, the percentage of students reporting high external assets as indicated on the California Healthy Kids Survey will improve by 2% as compared to the data from 2016-2017.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	Students reporting high external assets will improve by 2% as reported by the California Healthy Kids Survey.	This goal was not met as most external asset reporting decreased overall.

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
California Healthy Kids Survey	All 7th grade students took the California Healthy Kids survey in Fall of 2018-2019.		
Caring Relationships	Implemented SLED initiative: Students Leading Education.		
Establish rewards or acknowledgements.	High Fives to be entered into a bi-weekly or monthly drawing. Honor Roll Certificates, Student of the Month, Youth of the Month,		
Mentoring students.	District hired a full time counselor.		
High Expectations			
Focus instruction on a broad range of learning styles and multiple intelligences.			
Plan trainings in resilience, youth development, and assets.	Full time counselor, CHILD SAFE in PE classes.		
Meaningful Participation	Many opportunities for involvement such as sports, peer tutors, enrichments, leadership, and journalism.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Create opportunities for creative expression through the arts.	MakerSpace established that was open at lunchtime and during ELO for enrichment. Art electives for 7th and 8th grade.		
Make learning more hands-on. ie. project-based learning.	Implemented SLED initiative: Students Leading Education. Electives including STEAM, Gardening, and Culinary Arts.		
Engage students, especially those on the margin.	Implemented SLED initiative: Students Leading Education.		
Provide opportunities for students to work on projects they feel make a difference.	Implemented SLED initiative: Students Leading Education.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation of strategies to achieve this goal has many facets. Numerous student recognition strategies were put into place such as "High Fives" for students when they are caught doing something good. Their "High Five" tickets were then put into a bi-monthly drawing for a smoothie of their choice. Students were also recognized for various achievements such as Student of the Month as nominated by staff, Youth of the Month for excellence in academics, and quarterly Honor Roll awards for students who earn a 3.5 or higher on their report cards. There are also many ways for students to be involved at Orcutt Junior High. Some of these opportunities include but aren't limited to rich elective offerings such as Leadership/ASB, Journalism, Art, STEAM, Culinary Arts, and more. Students also got options of participating in various enrichments of their choosing once a week. We also have sports for extracurricular involvements that include volleyball, basketball, and track.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness was down across areas of high external assets. For example, while School Connectedness decreased by 1%, students felt that high expectations were less significant for them in that they decreased from 79% of students feeling teachers have high expectations of them to 76%. Meaningful participation also decreased by 2%. The results of this particular survey seem immaterial as this survey is given to seventh grade students in the Fall. The reason being is all seventh grade students are new to OJHS and have only been in school for 1-2 months. This is not a significant amount of time for students to get involved in activities that may only occur in the Spring or report caring relationships when they have only just started school. A better representation of expressing high assets would best be acquired in the Spring of their seventh grade year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and estimated actual expenditure.

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.

Orcutt Junior High School's staff and administration made the decision to revise our bell schedule to include four, 30 minute blocks per week of interventions and/or enrichments, we are better able to meet the needs of students. Students will be getting individualized help in areas of literacy and mathematics. Students not needing intervention will have

access to a greater variety of enrichment courses than ever before four days per week. In addition, students needing social emotional help will have the opportunity to work through strategies and coping skills during this designated time as well. Overall students needs will be met with greater frequency and in turn, students will feel greater success and more connected to school and their teachers and peers.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 3

By Spring 2019 the % of students at proficient/advanced in seventh and eighth grade in Math will increase by 2 points on the SBAC assessment as measured by Math scores. As a stretch goal, we'd like to see gains of 5 points for our ELL students.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - Mathematics % students met/exceeded standard	Increase student performance for all students by 2% as measured by the CAASPP and reported by the California Dashboard.	Overall performance on the CAASPP - Mathematics for seventh and eighth grade is reported below.

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Through maintaining of Professional Learning Communities (PLC):	Our PLC's meet every Wednesday from 8:30am-9:30am.		
Departments will identify and teach essential standards	All departments have identified and submitted essential standards.		
Departments will establish common instruction and common assessments geared to the essential standards.	All core departments have developed common assessments.		
Departments will regularly meet to review and develop instruction and lessons.	Departments meet every Wednesday morning for PLC time.		
Departments will regularly meet to evaluate student progress.	Departments meet every Wednesday morning for PLC time.		
Teachers will participate in staff development such as conferences, workshops, and observation of exemplary programs.	Three teachers attended C.U.E., the math department attended the CPM conference.		
Teachers will research and purchase instructional materials aligned with essential standards.	All teachers have classroom accounts from which to purchase materials and supplies.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will research and purchase technology that assists the teacher or students in reaching this goal.	Several teachers have enrolled in various technology academies that provided for 1:1 technology.		
Extended Learning Opportunity (ELO) will be provided to re-teach essential standards to mastery:	Extended Learning Opportunity is one day per week to assist students in core subjects.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall strategies to achieve this goal included implementation of the district adopted CPM curriculum for all students. All students had access to grade level curriculum regardless of interventions in place. In addition to access to curriculum students had access to 30 minutes of interventions once per week, during the school day to help with instruction and reteaching of key concepts as needed. There was also after school homework help two days per week for an hour in the library that was staffed by a credentialed math teacher.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies are effective however there was not enough time within the school day to reteach key concepts or to conduct effective tiered systems of interventions for struggling students. While 8th grade students increased in Problem Solving and Modeling/Data Analysis, Communicating Reasoning continues to be an area of needed growth. Overall math scores stayed mostly the same across achievement levels but decreased in standard nearly met and overall mean score for 8th grade.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no 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.

Staff and site administration has come to consensus on changes that must be made in order to meet the needs of our struggling students. Up until the 2019-2020 school, OJHS has offered the ELO intervention block one day per week for 30 minutes. This is not enough time to properly intervene for students. Also, there weren't adequate universal screening tools to properly identify students for interventions. At the very beginning of the 2019-2020 school year, staff members have implemented a new ELO schedule that has 30 minute intervention and enrichment blocks 4 days per week. Universal screening tools for Math included RIT scores, as measured by NWEA, overall performance level as measured by the CAASPP, IXL diagnostics, and various CPM curriculum assessments based on essential standards.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 4

For the 2018-19 school year, attendance rates for all students and each identified subgroups will be maintained at 96% and/or increase to 98%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard as measured by Academic Engagement and Chronic Absenteeism.	Attendance rates for all students and each identified subgroups will be maintained at 96% and/or increase to 98%.	Overall attendance rates were maintained at Orcutt Junior High. English Learner rates and Socioeconomically Disadvantaged students decrease by 0.9% and .5% respectively. The attendance rate for Students with Disabilities increased by 2.6%.

### Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Perfect attendance awards	Students are given awards for attendance at the end of the school year.		
Active participation in district truancy program	SARB		
Provide daily counseling services for identified students	Full Time Counselor on staff.		

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

OJHS was at the very beginning stages of implementation of PBIS to support tiers of systematic interventions for behavior and positive incentives and recognition of preferred behaviors. OJHS staff reached consensus on implementation of some PBIS strategies in the fourth quarter of the school year when in fact they weren't required to until the 2019-2020 school year. These small interventions contributed to student engagement and a attendance as overall attendance was maintained and absenteeism in two of our biggest subgroups decreased as outlined below.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall implementation of strategies were effective in that overall attendance rates were maintained at Orcutt Junior High. English Learner and Socio-Economically Disadvantaged student absenteeism decreased by 0.9% and .5% respectively. English Learners and Socioeconomically disadvantaged students make up our largest subgroups.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the 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 attendance rates for all student groups. With continued and increased implementation of PBIS strategies from the start of the school year this will contribute to preferable behavior choices among students and a more positive school climate thereby increasing student engagement and attendance rates.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 5

Maintain the current suspension/expulsion rate for the 2018-2019 school year for all students and identified subgroups and/or decrease by 1%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Measured by the California Dashboard for Conditions and Climate Suspension Rates.	Maintain the current suspension/expulsion rate for the 2018-2019 school year for all students and identified subgroups and/or decrease by 1%.	Suspension rates for all student groups were maintained at a -0.1%.

### Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Utilize progressive discipline system.	Restorative practices, reflection sheets, partner teachers, modified detention practices.		
Direct, explicit student instruction regarding rules and expectations	ELO time was used to discuss behavior, consequences, and PBIS behavior matrix with all students.		
We are in the first year of implementation of Positive Behavior Intervention Systems/Supports and should see a decrease in over all disciplinary actions.	PBIS implementation of Tier 1 interventions for all students.		

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation of Tier one PBIS strategies began in the 4th quarter of the school year. OJHS was scheduled to begin implementation beginning in the 2019-2020 school year, but staff consensus was to begin early to pilot a few strategies prior to full implementation of Tier 1. Changes were made to detention policies to allow for more restorative practices, student reflection on behavior, use of partner teachers for time outs, and more.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The staff began to see some positive behaviors from students in that students were forced to reflect on and think about their behaviors. Student gave thoughtful answers about why they chose to behave a certain way and what they would do differently moving forward. With implementation of more Tier 1 strategies school-wide, student behavior should improve and teachers/administration should experience a decrease in behavior issues.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and estimated actual expenditure.

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.

Maintaining and/or decreasing the suspension/expulsion rate continues to be an area of focus school-wide. Strategies to achieve this goal will be continued implementation of Tier 1 PBIS strategies and moving towards Tier 2 for more difficult cases.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Performance: English Language Arts

### Goal Statement

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.

### 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 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
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

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.

## 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

9/19-6/20

## 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. 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.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

9/19-6/20

**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. Potential for additional morning intervention times.

**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**

<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

Maintain/decrease the current suspension/expulsion rate for the 2019-2020 school year for all students and identified subgroups.

### 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	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 the 2019-2020 school year for all students and each student group.  Increase in percentage of students reporting high assets in the area of school connectedness.

### Planned Strategies/Activities

#### Strategy/Activity 1

The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1.

#### 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>	2500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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

9/19-3/20

### Person(s) Responsible

Staff/Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	7th and 8th grade art classes, choir class, band class, art and music enrichments 4 days/week.

### Strategy/Activity 3

Establish rewards or acknowledgements.

### Students to be Served by this Strategy/Activity

All Students.

### Timeline

9/19-6/20

### Person(s) Responsible

Admin/Staff



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 sub-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 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 Math instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2020 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

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.

#### 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 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.

### 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

1/20-6/20

### 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 throughout the school year. Potential for additional morning intervention times.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

9/19-6/20

### 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

9/19-6/20

### 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 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	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**

8/19-6/20

**Person(s) Responsible**

Admin/office staff/District/Counselor

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Parent and Family Engagement

### Goal Statement

By Spring 2019, the number of parents actively participating in Parent Square will increase to 98%.

### 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 Square Contact-ability	2018-2019 - Parent Square Contact-ability was 96%.	Parent Contact-ability through Parent Square will increase to 98%.

### Planned Strategies/Activities

#### Strategy/Activity 1

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.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

9/19-6/20

#### Person(s) Responsible

Admin/Staff/District

#### Proposed Expenditures for this Strategy/Activity

##### Source

District Funded



<b>Budget Reference</b>	None Specified
<b>Description</b>	Parent Square Communication Platform.

## Strategy/Activity 2

Translate materials into languages spoken in students' home and provide interpreters at events when needed.

### Students to be Served by this Strategy/Activity

EL Students

### Timeline

Ongoing

### Person(s) Responsible

Admin/Community Liason/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	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.

## Strategy/Activity 3

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 events to parents. Provide additional parent-teacher conferences as needed and requested.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Admin/Staff

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	None Specified
<b>Description</b>	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.

## Strategy/Activity 4

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Ongoing

### Person(s) Responsible

Principal/Teachers/Liaison/Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide childcare and bilingual community liaisons

### Strategy/Activity 5

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.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019, prior to the start of school

### Person(s) Responsible

Admin/Staff/PTSA/District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Mustang Round up is an orientation day prior to the first day of school.

# 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	38,765.00

## 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
District Funded	700.00
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	9,200.00
5000-5999: Services And Other Operating Expenditures	18,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	700.00
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
Michelle Boyd	Other School Staff
Teresa LuaPerez	Parent or Community Member
Tonya Griffith	Parent or Community Member
Carly Hernandez	Parent or Community Member
Emma Sheldon	Secondary Student
Hailey Blackburn	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 28, 2018.

Attested:

Principal, Kelly Osborne on December 3, 2019

SSC Chairperson, Kacie Jackson on December 3, 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



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 5116.1  
INTRADISTRICT OPEN ENROLLMENT

**BACKGROUND:** Policy updated to delete material related to transfers under the Open Enrollment Act and federal Program Improvement as those programs are no longer operational. Policy also reflects new law (AB 1127) which requires districts to approve an intradistrict transfer request for a student who is a victim of bullying, as defined.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 5116.1.

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

**INTRADISTRICT OPEN ENROLLMENT**

The Board of Trustees desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities **and resources**. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5116.2 - Involuntary Student Transfers)  
(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

**Enrollment Priorities**

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 – School Attendance Boundaries)

The Superintendent or designee shall grant priority ~~to any district~~ **for the enrollment of a student to attend another in a district school**, including a charter school, outside of his/her attendance area, **if the student** as follows:

~~Any student enrolled in a district school that has been identified on the state's Open Enrollment List (Education Code 48354)~~

~~(cf. 5118 – Open Enrollment Act Transfers)~~

1. ~~Any student~~ **Is** enrolled in a district school designated by the California Department of Education as “persistently dangerous.” (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

2. ~~Any student who~~ **Is** a victim of a violent crime while on school grounds (20 USC 7912)

3. **Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)**



**INTRADISTRICT OPEN ENROLLMENT**

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5131.2 - Bullying)

4. ~~Upon a finding that~~ **Is experiencing** special circumstances ~~exist~~ that might be harmful or dangerous to the student in the current attendance area, including but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:  
(Education Code 35160.5)

a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, ~~or~~ marriage and family therapist, **clinical social worker, or professional clinical counselor**

b. A court order, including a temporary restraining order and injunction

5. ~~Any~~ **Is a** sibling of **another** student already in attendance at that school.

6. ~~Any student whose~~ **Has a** parent/guardian ~~is~~ assigned to that school as his/her primary place of employment.

Application and Selection Process

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used

provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

**INTRADISTRICT OPEN ENROLLMENT**

**Transportation**

~~Except as required for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.~~

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

Legal Reference:

**EDUCATION CODE**

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

**CODE OF REGULATIONS, TITLE 5**

11992-11994 Definition of persistently dangerous schools

**UNITED STATES CODE, TITLE 20**

6311 State plans

6313 Eligibility of schools and school attendance areas; funding allocation

7912 Transfers from persistently dangerous schools

**COURT DECISIONS**

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

**ATTORNEY GENERAL OPINIONS**

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Public School Choice, FAQs**

Every Student Succeeds Act - ~~Update #8, July 14, 2017~~ 2016-17 School Year Transition Plan, April 2016

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Unsafe School Choice Option, May 2004

**Students**

BP 5116.1 (d)

**INTRADISTRICT OPEN ENROLLMENT**

**WEB SITES**

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

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

U.S. Department of Education, <http://www.ed.gov>

Policy Adopted: ~~01/11/2017~~ **02/12/2020** ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 5117  
INTERDISTRICT ATTENDANCE

**BACKGROUND:** Policy updated to reflect new law (AB1127) which requires districts to provide transportation assistance to transfer students who are victims of bullying or are children of active duty military parents/guardians, if they are also eligible for free or reduced-priced meals.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 5117.

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

**INTERDISTRICT ATTENDANCE**

The Board of Trustees recognizes that parents/guardians of students who reside within **the geographic boundaries of** one district may, for a variety of reasons, ~~choose~~ **desire** to enroll their children in a school in another district.

**Interdistrict Attendance **Agreements and Permits****

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

**Transportation**

**Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)**

**(cf. 3553 - Free and Reduced Price Meals)**

The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Legal Reference:

EDUCATION CODE

**8151 Apprentices, exemption from interdistrict attendance agreement**

41020 Annual district audits

46600-46610 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48317 Student attendance alternatives; school district of choice program

48900 Grounds for suspension or expulsion; definition of bullying

**Students**

BP 5117 (b)

**INTERDISTRICT ATTENDANCE**

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

48985 Notices to parents in language other than English

52317 Regional Occupational center/Program, enrollment of students, interdistrict attendance

**CALIFORNIA CONSTITUTION**

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

**ATTORNEY GENERAL OPINIONS**

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

**COURT DECISIONS**

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4<sup>th</sup> 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

**CSBA PUBLICATIONS**

Transfer Law Comparison, Fact Sheet, March 2011

**WEB SITES**

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

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

Policy Adopted: ~~09/11/19~~ 02/12/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 5118  
OPEN ENROLLMENT ACT TRANSFERS

**BACKGROUND:** Policy deleted since the CDE no longer identifies low-achieving schools based on the Academic Performance Index for purposes of developing an Open Enrollment List of schools, in which students had the option to transfer to a higher achieving school within or outside the district.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the deletion of BP 5118.

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

~~OPEN ENROLLMENT ACT TRANSFERS~~

~~The Board of Trustees desires to offer enrollment options in order to provide children with opportunities for academic achievement that meet their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy and administrative regulation.~~

~~Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)~~

~~A parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1— Intradistrict Open Enrollment.~~

~~(cf. 5116.1— Intradistrict Open Enrollment)~~

~~(cf. 5117— Interdistrict Attendance)~~

~~In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, the Board hereby waives the January 1 deadline in Education Code 48354 for all applications for transfer from nonresident parents/guardians of children attending a school on the Open Enrollment List in another district. Transfer applications shall be submitted between December 1 (insert application window dates) February 28 of the preceding school year for which the transfer is requested.~~

~~(cf. 5111.1— District Residency)~~

~~(cf. 5111.12— Residency Based on Parent/Guardian Employment)~~

~~Standards for Rejection of Transfer Applications~~

~~Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently.~~

~~As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:~~



~~OPEN ENROLLMENT ACT TRANSFERS~~

- ~~1. Upon a determination that approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building including:~~
  - ~~a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program~~
  - ~~b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement~~
  - ~~c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document~~
  - ~~d. The class or grade level exceeding capacity pursuant items a-c above in subsequent years as the student advances to other grade levels at the school~~

(cf. 6151—Class Size)  
(cf. 7110—Facilities Master Plan)

- ~~2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district including:~~
  - ~~a. The hiring of additional certificated or classified staff~~
  - ~~b. The operation of additional classrooms or instructional facilities~~
  - ~~c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students~~

~~The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in closed session in order to protect the privacy of students in accordance with law.~~

(cf. 9321—Closed Session Purposes and Agendas)

~~The Board shall make its decision by the next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.~~

~~OPEN ENROLLMENT ACT TRANSFER~~

Legal Reference:

EDUCATION CODE

200—Prohibition of discrimination

35160.5—District policies, rules, and regulations

46600-46611—Interdistrict attendance agreements

48200—Compulsory attendance

48204—Residency requirements for school attendance

48300-48316—Student attendance alternatives, school district of choice program

48350-48361—Open Enrollment Act

48915—Expulsion; particular circumstances

48915.1—Expelled individuals; enrollment in another district

52317—Regional Occupational Center/Program, enrollment of students, interdistrict  
—attendance

FAMILY CODE

6500-6552—Caregivers

UNITED STATES CODE, TITLE 20

6316—Transfers from program improvement schools

CODE OF REGULATIONS, TITLE 5

4700-4703—Open Enrollment Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36—Dissemination of information

200.37—Notice of program improvement status, option to transfer

200.39—Program improvement, transfer option

200.42—Corrective action, transfer option

200.43—Restructuring, transfer option

200.44—Public school choice, program improvement schools

ATTORNEY GENERAL OPINIONS

87—Ops. Cal. Atty. Gen 132 (2004)

84—Ops. Cal. Atty. Gen 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4<sup>th</sup> 1275

Management Resources:

WEB SITES

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

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



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 5131.2  
BULLYING

**BACKGROUND:** Policy updated to reflect new law (AB 1127) which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 5131.2.

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

**BULLYING**

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. No individual or group shall, through physical, written, verbal, **visual**, or other means, harass, sexually harass, threaten, intimidate, ~~retaliate~~, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)  
(cf. 5136 - Gangs)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of ~~key stakeholders, including~~ students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 6020 - Parent Involvement)

Such strategies may be incorporated into the comprehensive safety plan **and, to the extent possible, into** the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

**If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the**

transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 – Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

**46600 Student transfers**

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

## Students

BP 5131.2 (c)

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July Revised 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: ~~09/11/2019~~ 02/12/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 5141.21  
ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS

**BACKGROUND:** Policy updated to reflect new law (SB 233) which authorizes the board to adopt a policy allowing a parent/guardian, but not school personnel, to administer medicinal cannabis in a nonsmokeable, nonvapeable form at a school site to a student who is a qualified patient. Policy explains the conflict between state and federal law and provides options for districts to authorize or not authorize administration of medical cannabis at a school site.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 5141.21.

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

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)  
(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 – Identification and Education Under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 – Visitors/Outsiders)  
(cf. 5141 - Health Care Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)  
(cf. 6116 – Classroom Interruptions)

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

**Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.**

**Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider



## Students

BP 5141.21 (b)

may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(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 ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (~~Education Code 49414, 49414.3, 49414.5, 49423, 49423.1~~)

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

### *Legal Reference:*

#### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

## Students

BP 5141.21 (c)

### HEALTH AND SAFETY CODE

11362.7-11362.85 Medicinal cannabis

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

UNITED STATES CODE, TITLE 20

1232 g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 21

812 Schedules of controlled substances

844 Penalties for possession of controlled substance

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

### COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

*Management Resources:*

### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003

### WEB SITES

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

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information:

<http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

Policy Adopted: ~~04/12/2017~~ 02/12/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 6143  
COURSES OF STUDY

**BACKGROUND:** Policy updated to include the prohibition against providing any course separately on the basis of specified characteristics or refusing the participation of a student on any such basis. Policy also reflects the requirement to provide a list of courses certified as meeting California college admission criteria (i.e. “a-g” course requirements to parent/guardians as well as students in grades 9-12.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 6143.

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

**COURSES OF STUDY**

The Board of Trustees recognizes that a well-aligned sequence of courses fosters academic ~~growth progress~~ and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful **academically, professionally, and personally** ~~in school, college, and/or the workplace.~~

(cf. 6011 – Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, he/she shall also work with representatives of appropriate area districts **and postsecondary institutions** to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, **only utilizes prerequisites that are essential to success in a given program or course**, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

**The district shall not provide any course separately on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or require or refuse participation by any of its students on any such basis. (5 CCR 4940)**

(cf. 0415 - Equity)  
(cf. 5145.3 - Nondiscrimination/Harassment)

**Elementary Grades**

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

**Secondary Grades**

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228)

## Instruction

BP 6143 (b)

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6141.5 - Advanced Placement)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6178 - Career Technical Education)

In addition, the course of study students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as “a-g” course requirements) are submitted to the University of California (UC) for review and certification. He/she shall maintain an accurate list of all current high school courses that have been so certified, ~~and~~ shall ensure that the list is provided annually to all students in grades 9-12 **and their parents/guardians**, and shall make updated lists readily available. (Education Code 51229, 66204)

### Legal Reference:

#### EDUCATION CODE

33319.3 Driver education; CDE materials on road rage  
33540 Government and civics instruction in interaction with government agencies  
48980 Parental notifications  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
51204 Course of study designed for student's needs  
51204.5 Social science instruction, history of California; contributions of various groups  
51210-51212 Course of study for grades 1-6  
51220-51229 Course of study for grades 7-12  
51241 Exemption from physical education  
51911-51921 Comprehensive health education  
51930-51939 Comprehensive sexual health and HIV/AIDS prevention instruction  
51940 Curriculum for brain and spinal cord injury prevention  
60040-60052 Requirements for instructional materials  
66204 Certification of high school courses as meeting university admission criteria

#### HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

#### CODE OF REGULATIONS, TITLE 5

4940 Nondiscrimination; course access  
10020-10043 Automobile driver education and training  
10060 Physical education program

#### UNITED STATES CODE, TITLE 20

6111-6251 School-to-Work Opportunities Act of 1994

**Instruction**

BP 6143 (c)

Management Resources:

WEB SITES

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

American Health Association: <http://www.heart.org>

American Red Cross, Hands-Only CPR: <http://www.redcross.org/take-a-class>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

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

California State University Admission Requirements:

<http://www.csumentor.edu/planning/highschool>

University of California, a-g Course Submissions: [http://hs-](http://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses)

[articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses](http://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses)

University of California, List of approved a-g Courses: <http://hs-articulation.ucop.edu/agcourselist>

Policy Adopted: ~~5/09/2012~~ 02/12/2020

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California



## EDUCATIONAL SERVICES MEMORANDUM

**TO:** Board of Trustees  
Deborah Blow, Ed.D.

**FROM:** Dr. Holly Edds, Assistant Superintendent, Educational Services

**BOARD MEETING DATE:** January 15, 2020

**BOARD AGENDA ITEM:** Board Policy 6154  
HOMEWORK

**BACKGROUND:** Policy updated to reflect new law (AB 982) which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework.

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the proposed revision of BP 6154.

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

**HOMEWORK/MAKEUP WORK**

The Board of Trustees recognizes that **meaningful** homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives. **Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.**

The Superintendent or designee shall ~~ensure that~~ **collaborate with school** administrators and teachers **to** develop and **regularly review guidelines for the assignment of** ~~implement an effective~~ homework **and the related responsibilities of students, staff, and parents/guardians.** ~~plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.~~

~~(cf. 4115 - Evaluation/Supervision)  
(cf. 6011 - Academic Standards)~~

**As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.**

~~(cf. 4131 - Staff Development)~~

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

~~(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)~~

To further support students' homework efforts, the Superintendent or designee may establish and maintain **electronic forums, provide access to school library media centers and technological resources,** ~~telephone help lines and/or before-school and after-school centers~~ **programs** where students can receive ~~encouragement and clarification about~~ homework **assistance** assignments from teachers, volunteers and/or more advanced student's ~~tutors who are performing community service.~~ **The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.**



## Instruction

BP 6154 (b)

(cf. 1240 - Volunteer Assistance)  
(cf. 1700 - Relations between Private Industry and the Schools)  
(cf. 3541 - Transportation Routes and Services)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6112 - School Day)  
(cf. 6142.4 - Service Learning/ through Community Service Classes)  
(cf. 6163.1 - Library Media Centers)

## Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

~~Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.~~

~~(cf. 6182 - Opportunity School/Class/Program)~~

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5145.6 - Parental Notifications)

## Suspended Students

When a parent/guardian of a student who has been suspended for two or more school days' requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

## **Instruction**

BP 6154 (c)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

## **Homework Time (Average Amount)**

Homework includes all work assigned by the teacher(s). The time allotment is based on time estimated for an average student working at a focused pace in an uninterrupted environment. Long-term projects may require additional time to complete. The guidelines do not include minutes provided for school-wide academic interventions or expected and encouraged daily independent reading. Homework times may vary occasionally.

Students in grades K-8 should be assigned homework Monday through Thursday and Friday as needed based on the time allotment. Students taking high school credit courses while in middle school are subject to the same guidelines as high school students. Students in grades 9-12 should be assigned homework Monday through Friday.

### Average Time Allotment

Kindergarten 10-20 minutes per night

First Grade 15-20 minutes per night

Second-Third Grade 20-30 minutes per night

Fourth Grade 30-45 minutes per night

Fifth Grade 45-60 minutes per night

Sixth Grade 60-90 minutes per night

Seventh-Eighth Grade 90-120 minutes per night

Ninth-Twelfth Grade 5 hours per week, per academic subject. Classes and programs such as honors, college prep, Advanced Placement (AP) and college level may have additional homework and study requirements.

In middle and high school grades, teachers shall coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next day.

High school shall communicate and work in a cooperative manner to ensure that students do not receive unreasonable amounts of homework.

Legal Reference:

EDUCATION CODE

[8420-8428 21st Century High School After School Safety and Enrichment for Teens](#)

[8482-8484.65 After School Education and Safety Program](#)

[8484.7-8484.9 21st Century Community Learning Centers](#)

48205 Absences for personal reasons

**Instruction**

BP 6154 (d)

48913 Completion of work missed by suspended student

**48913.5 Homework assignments for suspended students**

48980 Parental notifications

~~8700-58702 Tutoring and homework assistance program; summer school apportionment credit~~

**UNITED STATES CODE, TITLE 20**

**7171-7176 21st Century Community Learning Centers**

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

WEB SITES

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

California State PTA: <http://www.capta.org>

SBE POLICIES

~~Parent Involvement in the Education of Their Children, 1994~~

~~Policy Statement on Homework, 1995~~

Policy Adopted: ~~3/11/09~~ **02/12/2020**

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California