

ORCUTT UNION SCHOOL DISTRICT
Regular Closed Meeting of the Board of Trustees
Wednesday, December 9, 2020
Closed Session – 6:00 P.M. Public Session – 6:30 P.M.
District Board Room, 500 Dyer St., Orcutt, CA 93455

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

Orcutt Conference Call

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

<https://www.gotomeet.me/orcutt> You can also dial in using your phone United States: [+1 \(571\) 317-3122](tel:+15713173122)

Access Code: 887-747-125

CALL TO ORDER 6:00 P.M.

- A. Pledge of Allegiance

CLOSED SESSION PUBLIC COMMENTS

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

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION 6:30 P.M.

- A. Public Report on Action Taken in Closed Session
B. Adoption of December 9, 2020 Agenda

Moved _____ Second _____ Vote _____

C. PUBLIC COMMENT ANNOUNCEMENT

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

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

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

A. Superintendent’s Report

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

- 1. OAHS ASB Update
- 2. Choir Presentation
- 3. Lakeview Junior High School
- 4. School Reopening Update

B. Items from the Board

C. Public Comment

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

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

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

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

D. Written Communication

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

CONSENT AGENDA ITEMS

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

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting Minutes, November 4, 2020
- E. Minutes, Special Bond Study Board Meeting Minutes, November 18, 2020
- F. SY 2021-22 Annual Renewal of Service Super Co-Op
- G. MOU for Santa Maria Valley Physical Therapy Group (SMVPT)
- H. Notices of Completion – Adopt the Notices of Completion, as submitted
- I. Innovation Center, change order #3 for \$21,976.00
- J. BP 1114, Community Relations, for the Second Reading
- K. BB 9010, Public Statements, for the Second Reading

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

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Approval of Measure G Citizens Oversight Committee (COC) Applications

It is recommended that the Board of Trustees approve the applications for Lee Carroll, Michelle Southwick, Steve Southwick, and Neal Lemaire, as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

INFORMATION ONLY:

1. Presentation on First Interim Report

Action Items

1. 2020-2021 First Interim Report

It is recommended that the Board of Trustees approve the 2020-2021 First Interim Report with a positive Certification for 2020-2021, as submitted.

Moved _____ Second _____ Vote _____

2. Resolution No. 10, 2020-2021 Delegation of Authority to District Staff

It is recommended that the Board of Trustees approve the Delegation of Authority, as submitted.

Moved _____ Second _____ Vote _____

3. Resolution No. 11 To Commit and Uncommit the General Fund Balance

It is recommended that the Board of Trustees approve Resolution No. 11, Commitment of the General Fund Balance, as submitted.

Moved _____ Second _____ Vote _____

4. Accounting of Developer Fees for the 2019-20 Fiscal Year (Annual Report) and Five-Year Developer Fee Report

It is recommended that the Board of Trustees approve the attached Annual and Five-Year Developer Fee Report, as submitted.

Moved _____ Second _____ Vote _____

5. Approval the Sale or Disposal of Books, Equipment and Supplies

It is recommended that the Board of Trustees approve the applications the sale/disposal of books, equipment and supplies, as submitted.

Moved _____ Second _____ Vote _____

6. Facility Use Agreement Between Orcutt Union School District and Santa Barbara County Air Pollution Control District

It is recommended that the Board of Trustees approve the agreement between Orcutt Union School District and the Santa Barbara County Air Pollution Control District, as submitted.

Moved _____ Second _____ Vote _____

7. Board Policy 3280 Sale, Lease, Rental of District-Owned Property

It is recommended that the Board of Trustees approve the revisions to Board Policy 3280, Sale, Lease, Rental of District-Owned Property for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

8. Board Policy 3530 Risk Management Insurance

It is recommended that the Board of Trustees approve the revisions to Board Policy 3530, Risk Management Insurance for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. School Plan for Student Achievement for Alice Shaw, Joe Nightingale, Lakeview JHS, Olga Reed, Orcutt Academy Charter

It is recommended that the Board of Trustees approve the School Plan for Student Achievement for Alice Shaw, Joe Nightingale, Lakeview JHS, Olga Reed, and Orcutt Academy Charter, as submitted.

Moved _____ Second _____ Vote _____

2. Local Control Funding Formula (LCFF) Budget Overview for Parents of Orcutt Union School District

It is recommended that the Board of Trustees approve the LCFF Budget Overview for Parents of the Orcutt Union School District, as submitted.

Moved _____ Second _____ Vote _____

3. Local Control Funding Formula (LCFF) Budget Overview for Parents of Orcutt Academy Charter

It is recommended that the Board of Trustees approve the LCFF Budget Overview for Parents of the Orcutt Academy Charter, as submitted.

Moved _____ Second _____ Vote _____

GENERAL ANNOUNCEMENTS

- A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, January 13, 2021, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There will be a Special Board Annual Organizational Meeting on Wednesday, December 16, 2020, beginning at 5:00 pm in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN TO CLOSED SESSION (If Needed)

- A. Public Report on Action Taken in Closed Session

ADJOURN

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

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



Orcutt Union School District

Classified Personnel Action Report

Dec. 9, 2020

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Alfaro, Ysidro	Alice Shaw	Custodian, Night	17/6	8.0	\$3,883.00 per mo.	03/03/2021	Retirement
Atanasov, Richard	Technology Dept.	Computer Technician 1	21/5	8.0	\$4,083.00 per mo.	11/2/2020	Promotion
Atanasov, Richard	Technology Dept.	Computer Technician 1	21/5	8.0	\$25.00 per mo.	11/2/2020	Phone Stipend
Bailey, Lori	Orcutt JH	Instructional Assistant, 1	12/1	3.5	\$15.46 per hr.	11/10/2020	Promotion
Bouget, Lorie	Educational Services	Administrative Assistant	30/2	8.0	\$25.31 per hr.	11/9/2020	Promotion
Bower, Sheila	Orcutt Academy, K-8	Instructional Assistant, 1	12/6	6.0	\$200.00 per mo.	10/01/2020	Longevity – 25 years (adjusted)
Carlson, Linda	Alice Shaw	Office Assistant	15/5	7.0	\$20.23 per hr.	11/01/2020	Increase in hours (from 6 to 7)
Carrier, Laura	Pupil Services	Office Assistant	15/5	Not to exceed 8 daily	\$20.23 per hr.	11/9/2020	Additional clerical support
Chung, Mia	Pupil Services	Instructional Assistant, 1	12/6	3.5	\$19.73 per hr.	11/12-11/20/2020	Request unpaid leave of absence (7 days)
Garrett, Austin	Orcutt JH	Instructional Assistant, 2	13/1	3.5	\$15.84 per hr.	11/12/2020	Promotion
Johnson, Jamie	Patterson	Instructional Assistant, 1	12/1	3.5	\$15.46 per hr.	11/30/2020	Permanent/Probationary
Johnson, Jamie	Patterson	Instructional Assistant, 1	12/1	3.5	2.5% of salary	11/30/2020	Special Needs Stipend
Lara, Char	Alice Shaw	Instructional Assistant, 1	12/5	3.5	\$18.79 per hr.	11/10/2020	Permanent/Probationary
McAlister, Susan	Orcutt JH	Instructional Assistant, 1	12/3	6.0	\$17.04 per hr.	11/10/2020	Promotion
Peterson, Sarah	Lakeview JH	Child Nutrition Worker	7/6	3.25	\$17.44 per hr.	11/13/2020	Resignation
Robertson, Shelley	Dunlap	Instructional Assistant, 1	12/6	3.5	\$175.00 per mo.	2/1/2020	Longevity – 20 years



Orcutt Union School District
 Classified Personnel Action Report
 Dec. 9, 2020

TO: Holly Edds, Ed.D.
FROM: Susan Salucci, Assistant Superintendent/Human Resources
RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Siemsen, Elena	Olga Reed	Instructional Assistant, 1	12/1	3.5	\$15.46 per hr.	11/12/2020	Permanent/Probationary
Spence, Elizabeth	Pine Grove	Instructional Assistant, 1	12/6	3.5	\$19.73 per hr.	01/04/2021	Retirement
Swanson, Tetiana	Child Nutrition	Child Nutrition Worker, Substitute	7		\$13.00 per hr.	11/30/2020	Substitute



Orcutt Union School District

Certificated Personnel Action Report

December 9, 2020

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Beal, Donna	Joe Nightingale	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Brandt, Micaela	Patterson Road	V-20	\$95,494* \$2,500	6/8/21 11/30/20	Participate in Early Retirement Early Tell Incentive, 50%
Brown, Lindsay	Joe Nightingale	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Cornwell, Karen	District	V-20	\$95,494 \$5,000	6/8/2021 11/24/20	Retirement Early Tell Incentive
Doerksen, Allie	Pine Grove	Extra Duty	\$40/hr	10/1-10/23/20	Tutoring, 3.15 hrs
Elkin, Miranda	Patterson Road	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Felix, Danielle	Patterson Road	Extra Duty	\$40/hr	10/22-10/29/20	Tutoring, 3 hrs
Grijalva, Rolando	District	Hourly	\$30	10/5-10/29/20	Home & Hospital, 24 hrs
Holladay, Jason	Patterson Road	I-1	\$45,999* \$5,000*	2020-21	Probationary Signing Bonus, Paid Over 2 Years, first year pro-rated to start date
Hotchkiss, Molly	Patterson Road	Extra Duty	\$50/hr	10/26-10/27/20	Resource Support, 4 hrs
Hough, Roberta	Pine Grove	VI-20	\$100,043 \$5,000	6/8/21 11/12/20	Retirement Early Tell Incentive
John, Jolynn	District	Hourly	\$30	10/5-10/30/20	Home & Hospital, 32.6 hrs
Joseph, Joy	Alice Shaw	Extra Duty	\$40/hr	10/1-10/30/20 10/22/20	Home & Hospital, 16 hrs Tutoring, 1 hr
Kuykendall, Colleen	Patterson Road/ Ralph Dunlap	Extra Duty	\$40/hr	10/14-10/30/20 10/30/20	Tutoring, 15 hrs Survey, 2 hrs
Lake, Catherine	District	V-20	\$95,494 \$5,000	6/8/2021 11/24/20	Retirement Early Tell Incentive
Lehman, Gregory	Patterson Road	Hourly	\$25	10/5-10/23/20	After Hours, Long Term Sub, 9.25 hrs
Millin, Genevieve	Orcutt Academy HS	Extra Duty	\$40/hr	10/5-10/29/20	Peer Tutoring, 16 hrs
Ortiz, Patricia	Joe Nightingale	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Pimentel, Jade	Joe Nightingale	III-2	\$51,220	2020-21	Probationary

*To be prorated

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Rianda, Terry	District	Hourly	\$50	10/8/20 10/7-10/27/20	Induction Mentor, 12 hrs Intern Support Mentor, 5 hrs
Riggs, Isabel	Orcutt Academy K-8	VI-6	\$67,161	2020-21	Probationary
Salvesen, Kristin	District	Hourly	\$25	10/5/20	ELPAC, 4 hrs
Schnorf, Barbara	Pine Grove	V-20	\$95,494 \$5,000	6/8/2021 11/24/20	Retirement Early Tell Incentive
Shuffield, Jamie	Patterson Road	IV-2	\$53,644	2020-21	Probationary
Taira, Myrna	Joe Nightingale	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Turner, Kathryn	Ralph Dunlap	Hourly	\$25	10/21/20	SST / Long Term Sub, .75 hr
Wagonseller, Jeff	District	Hourly Daily	\$50 \$300	10/5-10/20/20 9/24-10/20/20	CASC Mentor, 7.5 hrs Admin Sub, 18 days
Wellard, Amy	Alice Shaw	III-7	\$60,407	2020-21	Probationary
Widle, Tiffany	Joe Nightingale	Extra Duty	\$40/hr	2019-20	Comp Day Payout, 12 hrs
Wogahn, Alyssa	Pine Grove	IV-2	\$53,644	2020-21	Probationary
Woodruff, Jenna	Ralph Dunlap	IV-2	\$53,644	2020-21	Probationary

*To be prorated

Warrants

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

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

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
November 4, 2020**

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, November 4, 2020, in the District Board Room, beginning with Liz Phillips calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Shaun Henderson. Members Present: Phillips, Waffle, Steller, Henderson, and Morinini. Administrators Present: Edds, Salucci, and Bertoldi. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting" and streamed via "You Tube".

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

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

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:32 p.m. Liz Phillips reported that no action was taken in closed session.

RECONVENE TO PUBLIC SESSION

It was moved by Melanie Waffle seconded by Lisa Morinini to adopt the November 4, 2020 agenda.

PUBLIC COMMENT

Monique Segura, President of the Orcutt Educators Association (OEA) thanked the Board for staying on Distance Learning and gave an OEA update.

SUPERINTENDENT'S REPORT

OAHS ASB provided a recorded video update. Michelle Romine, District Nurse, presented a video to the Board regarding the Covid-19 protocols that are in place for the return of students and staff.

ITEMS FROM THE BOARD

Lisa Morinini, Shaun Henderson, Melanie Waffle, Mark Steller and Liz Phillips thanked all staff for their hard work and efforts during this challenging time, and shared they miss seeing them in person.

CONSENT AGENDA ITEMS

- A. Classified Personnel Action Report
- B. Certificated Personnel Action Report
- C. Approval of Warrants
- D. Minutes, Regular Board Meeting Minutes, October 14, 2020
- E. Minutes, Special Curriculum Board Meeting Minutes, October 21, 2020
- F. MOU for Orcutt Children's Arts Foundation for Use of Office Space
- G. MOU for Santa Maria Public Library and the Orcutt Union School District
- H. BP 3555, Nutrition Program Compliance, for the Second Reading
- I. BP 4119.11, 4219.11, 4319.11, Sexual Harassment, for the Second Reading
- J. BP 4119.42, 4219.42, 4319.42, Control Plan for Blood Borne Pathogens, for the Second Reading
- K. BP 5141.22, Infectious Diseases, for the Second Reading
- L. BP 5145.6, Parental Notifications, for the Second Reading
- M. BP 5145.7, Sexual Harassment, for the Second Reading
- N. BP 6142.7, Physical Education and Activity, for the Second Reading
- O. BP 6159, Individualized Education Program, for the Second Reading
- P. BP 6159.1, Procedural Safeguards for Special Education, for the Second Reading
- Q. BP 6159.2, Nonpublic Nonsectarian School and Agency Services for Special Education, for the Second Reading
- R. Joe Nightingale Full Day Kindergarten Project, change order #4, for \$20,368.78
- S. Alice Shaw Full Day Kindergarten Project, change order #5, for \$7,849.48
- T. Ralph Dunlap Full Day Kindergarten Project, change order #5, for \$26,986.48
- U. Joe Nightingale Site Safety & Security Project, change order #3, for \$28,706.14

- V. Orcutt Academy Site Safety & Security Project, change order #4, for \$13,207.00
- W. Pine Grove School Site Safety and Security, change order #4, for \$15,335.12

It was moved by Shaun Henderson, seconded by Melanie Waffle and carried to approve consent agenda items A – W, with the exception of item N. BP 6142.7, Physical Education and Activity. Lisa Morinini motioned to amend BP 6142.7, by adding one word, “academic” to the sentence, student well-being. It was carried to approve the revision, and to approve all consent items A-W, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

ACTION AGENDA ITEMS

Annual Organizational Meeting

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the Annual Organizational Meeting date on Wednesday, December 16, 2020, at 5:00 p.m. in the District Office Board Room, 500 Dyer St., Orcutt, CA, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

Ratification of Assistant Superintendent Human Resources Contract

It was moved by Mark Steller, seconded by Shaun Henderson and carried to ratify the Assistant Superintendent Human Resources Contract for Susan Salucci, as submitted. Ayes: Phillips, Waffle, Steller, Henderson and Morinini.

Approval of Governance Handbook

It was moved by Melanie Waffle, seconded by Shaun Henderson, and carried to approve the revisions to the Governance Handbook, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Board Bylaw 9010 Public Statements

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Bylaw 9010, Public Statements, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

Board Policy 1114, Community Relations

It was moved by Shaun Henderson, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 1114, Community Relations, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

School Plan for Student Achievement for Patterson, Ralph Dunlap, Orcutt JHS and Pine Grove

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the School Plan for Student Achievement for Patterson Road ES, Ralph Dunlap ES, Orcutt JHS, and Pine Grove ES, as submitted. Ayes: Phillips, Waffle, Steller, Henderson, and Morinini.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, December 9, 2020, with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN

It was moved by Shaun Henderson, seconded by Lisa Morinini and carried to adjourn the meeting at 7:03 PM.

Holly Edds, Ed.D. Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
Open to the Public via Teleconference
Wednesday, November 18, 2020**

CALL TO ORDER

A special Board meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, November 18, 2020, beginning with Melanie Waffle calling Public Session to order at 5:00 p.m. Dr. Holly Edds led the Pledge of Allegiance. Members Present: Waffle, Steller, Henderson, and Morinini. Absent: Liz Phillips. Administrators: Edds, Taylor and Gitchell, and Blaine Yoder from TELACU. It was moved by Mark Steller seconded by Shaun Henderson and carried to adopt the November 18, 2020, agenda, as presented. Ayes: Waffle, Steller, Henderson and Morinini.

PUBLIC COMMENTS

None

Board Study Session – Discussion of Measure G Bond

The Board's recommendation to the Superintendent, is move forward with the Series B projects and Bond Anticipation Note (BAN) as presented.

ADJOURN

It was moved by Mark Steller, seconded by Lisa Morinini and carried to adjourn the meeting at 6:34 p.m.

Holly Edds, Ed.D., Board Secretary

Melanie Waffle, Clerk, Board of Trustees

**SY2021-22 Annual Renewal of Services
Super Co-Op
A California USDA Foods Cooperative**



Member District: ORCUTT UNION SCHOOL DISTRICT

Please check (✓) your response:

<input checked="" type="checkbox"/>	We plan to CONTINUE membership with Super Co-Op for SY2021-22.
<input type="checkbox"/>	We do NOT plan to continue membership with Super Co-Op for SY2021-22. What alternate USDA Foods delivery method do you plan to use? _____

San Mateo-Foster City School District is the Lead Agency of the Super Co-Op and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts.

The parties agree as follows:

1. Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
2. Through this written agreement, the Lead Agency is assigned control of the Member District's fair share of USDA Foods entitlement for SY2021-22. The Lead Agency is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of the Member District.
3. Lead Agency is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of the Member District. The Member District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to the Member District.
4. Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
5. SY2021-22 Fees:
 - Membership Fees are paid by Member District directly to the Lead Agency, billed in July 2021.
 - Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.
 - State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.
 - Delivery fees as per member district selected distributors.
 - All fees are subject to change, as approved by the Super Co-Op Governing Council.
 - Member District agrees to remit all Super Co-Op fees promptly upon receipt of invoice.
6. Member District agrees to abide by the current Super Co-Op Governing Rules, Brown Box Storage Policy, and other rules or policies as approved by the Governing Council.

7. Member District acknowledges that Super Co-Op is currently in the process of changing its legal entity status, potentially to a joint powers authority. Should Super Co-Op legal entity status change for any reason whatsoever during the duration of this renewal of services agreement, the agreement may be assumed by the successor joint powers authority or other legal entity and the terms of the renewal will be fulfilled for the duration of the contract period by that entity.
8. Should a loss of USDA Foods being held for the Member District occur, due to/ but not limited to theft, spoilage, etc., the Lead Agency is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Member District and Lead Agency shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Member District shall respond to pre-planners and offerings promptly.
10. Member District shall read all correspondence from the Super Co-Op and respond promptly as indicated.
11. Member District shall maintain accurate contact information with the Super Co-Op to assure proper routing of invoices and correspondence.
12. Member District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Member District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead Agency, this Agreement shall convey to the new Agency.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead Agency no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	BETHANY MARKEE
Title	DIRECTOR CHILD NUTRITION
Telephone	805-938-8925
Email	bmarkee@arcutt-schools.net


Accounts Payable Contact	
Name	SANDY KNIGHT
Title	DIRECTOR OF FINANCE
Telephone	805-938-
Email	SKNIGHT@ARCUTT-SCHOOLS.NET

Additional Contact for USDA Foods management	
Name	
Title	
Telephone	
Email	

17. Each individual executing this Annual Renewal of Services on behalf of Member District represents, for the benefit of Lead Agency, that he or she is duly authorized to execute and deliver this Annual Renewal of Services on behalf of Member District.
18. Lead Agency and Member District acknowledge that this Annual Renewal of Services is subject to approval by the Member District's Board and this Annual Renewal of Services shall not be effective until after the Member District's Board approves this Annual Renewal of Services.

By signing this, I certify that I am an authorized representative of the Member District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Member District's Board of Education at a duly called and noticed Regular Board Meeting on 12/9, 2020

Member District	ORCOTT UNION SCHOOL DISTRICT
Signature	
Print Name	DR. HOLLY EDDS.
Title	SUPERINTENDENT
Date	11/12/20

Lead Agency	San Mateo-Foster City School District
Signature	
Print Name	Andrew Soliz
Title	Director Child Nutrition Services
Date	

Return signed copy by December 1, 2020 to Andrew Soliz at the Lead Agency. A signed copy will be returned to you.

Andrew Soliz
 asoliz@smfc.k12.ca.us
 San Mateo-Foster City School District
 1170 Chess Drive, Foster City, CA 94404
 Phone (650) 312-1968



Memorandum of Understanding

This Memorandum of Understanding (MOU) between Orcutt Academy High School/OAHS and OUSD (610 Pinal Avenue, Orcutt, CA) and Santa Maria Valley Physical Therapy Group, Inc. /SMVPT (820 East Enos Drive, Santa Maria, CA) shall outline the services to be provided by SMVPT for the 2020-2021 school year.

Contract will cover a period from September 2, 2020 to approximately June 1, 2021.

SMVPT is prepared to offer the following:

1. Athletic Trainer (ATC) Coverage

Athletic Trainer will possess degree from an accredited four year institution with a kinesiology, athletic training, or health related major course of study, Athletic Training certification, NATA-BOC certification, and Professional Rescuer CPR certification.

Responsibilities: Daily practice coverage/injury clinics (after school, Monday through Friday); home athletic event coverage, away athletic coverage for JV and Varsity Football; prior participation Concussion testing, hydration testing for required sports, accurate recording of school related injuries and treatments, assist in development of athletic training services budget with AD, and schedule/oversee athletic physicals for the student-athletes.

Coverage during school holidays is not included in this contract but will be agreed upon at Athletic Director (AD) discretion. If ATC coverage is needed on weekends, and/or during school holidays, OAHS will be invoiced separately by SMVPT at a rate of \$30.00 per hour.

2. Communication

The ATC will be available to communicate with coaches, physicians, and parents regarding status of injured athletes. The ATC will coordinate directly with the AD daily. ATC will refer to team physician or other medical professional as needed.

3. Physical Therapy Services

SMVPT will provide immediate access to all injured athletes. PT services are available to any high school athlete, and will be coordinated by the ATC and clinic director. Athletes to call for appointments.

4. Injury Prevention Education

If requested, SMVPT will offer ongoing injury prevention education to all OAHS coaches, athletes, and parents of athletes. Concussion education for coaches will be included.

5. Independent Contractor

While engaged in providing athletic training services, SMVPT and all of its employees and staff are independent contractors, and not an officer, employee, agent, partner or joint venture of the School District. SMVPT will provide malpractice and liability insurance, benefits and Worker Compensation coverage for its aforementioned staff. SMVPT shall provide Orcutt Union School District (OUSD) and OAHS a Certificate of Insurance and General Liability insurance must be at least \$1,000,000 per occurrence. If required by OUSD or OAHS, any staff working with students can be fingerprinted and the District will pay for the process.

6. Termination

To be agreed upon b/t OUSD and SMVPT, at least a 90-day notice to be given by either party.

Orcutt Academy High School (OAHS) will be asked to provide the following:

1. Payment (pro-rated for this contract due to COVID-19, and may change due to unknown future)

For the above services, the District shall agree to compensate SMVPT upon invoicing in four (4) equal installments of \$11,466.06 (total of \$45,864.25) on November 1, January 1, March 1, and May 1. Payments will be sent to the following address:

Santa Maria Valley Physical Therapy Group, 820 East Enos Drive, Santa Maria, CA 93454

2. Supplies/Equipment

Provide adequate space, supplies and equipment for an athletic training facility from which the ATC can provide the agreed upon services.

Entire Document

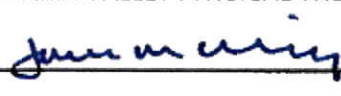
This MOU constitutes the entire agreement between the District and SMVPT with respect to the subject matter hereof and superseded all previous negotiations, proposals, commitments, writings advertisements, publications and understandings of any nature whatsoever unless expressly included in this MOU.

ORCUTT ACADEMY HIGH SCHOOL



Dr. Holly Edds, Superintendent, OUSD

SANTA MARIA VALLEY PHYSICAL THERAPY



Owner/Director of Clinic; EIN: 20-1638388

DATE 11/4/2020

DATE 9/1/2020



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2019

BOARD AGENDA ITEM: Notice of Completions (NOC) for the projects listed below:

Bid Number	Project/Site	Company	DSA Number
8-2020-05-14-01	OAHS Site Safety & Security	Quincon, Inc.	03-120521
8-2020-01-31-01	OAHS Restroom Modernization	Pre-Con Industries	03-120495
8-2020-01-30-01	Olga Reed Cafeteria Modernization	Pre-Con Industries	03-119779
8-2020-03-13-02	Pine Grove ES Site Safety & Security	RDZ Contractors	03-119814
8-2020-03-13-02	Pine Grove ES New Parking Lot	RDZ Contractors	03-120323
8-2020-02-24-01	Joe Nightingale ES Site Safety & Security	RDZ Contractors	03-119375
8-2020-04-24-02	Orcutt JHS Site Safety & Security	Valley Fencing	Non-DSA
8-2020-04-24-01	Lakeview JHS Site Safety & Security	Vernon Edwards Construction	03-120508
8-2020-05-07-01	Joe Nightingale ES Full Day Kindergarten	RDZ Contractors	03-120642
2020031604	Alice Shaw ES Full Day Kindergarten	RDZ Contractors	03-120521
2020031607	Ralph Dunlap ES Full Day Kindergarten	RDZ Contractors	03-120682
2020031606	Pine Grove ES Full Day Kindergarten	RDZ Contractors	03-120636
2020031605	Patterson Rd. ES Full Day Kindergarten	Pre-Con Industries	03-120653

RECOMMENDATION: I recommend that the Board of Trustees approve the Olga Reed Cafeteria/MUR Modernization project as complete.

FUNDING: N/A

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067966

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION


Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Orcutt Academy High School Site Safety Plan on the said property described below was completed on November 13, 2020. The work done was: various safety and security projects at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was Quincon, Inc. contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Orcutt Academy High School APN #105-330-009, 610 Pinal Avenue, Orcutt, CA 93455

11/13/20
Date

Owner – Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067967

11/20/2020
10:04 AM
SMC

Titles: 1 Pages: 1

E4
Fees: \$0.00
Taxes: \$0.00
CA SB2 Fee: \$0.00
Total: \$0.00

NOTICE OF COMPLETION

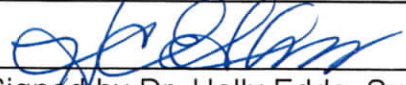
Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Orcutt Academy High School Restroom Building Alteration and Site Improvements on the said property described below was completed on November 13, 2020. The work done was: safety and security project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was PreCon Industries, contract date, March 13, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Orcutt Academy High School APN #105-330-009, 610 Pinal Avenue, Orcutt, CA 93455

11/13/20
Date

Owner – Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067968

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

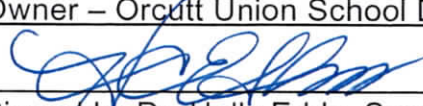
NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Olga Reed Cafeteria Alterations and Improvements on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was PreCon Industries, Inc. contract date, March 19, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Olga Reed ES, APN #101-270-018, 480 Centennial Street, Los Alamos, CA 93440


11/13/20
Date

Owner – Orcutt Union School District

Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20 Owner 
Signed by _____
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067969

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

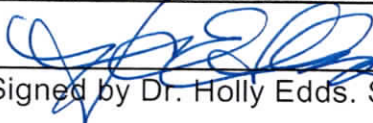
Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Pine Grove ES Site Renovations on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, March 12, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Pine Grove Elementary APN #101-390-005, 1050 East Rice Ranch Rd., Orcutt, CA 9355

11/13/20
Date


Owner – Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20 Owner _____
Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067970

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Pine Grove ES Parking Lot on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, March 12, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Pine Grove Elementary APN #101-390-005, 1050 East Rice Ranch Rd., Orcutt, CA 9355

Date

11/13/20

Owner – Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

Owner – Orcutt Union School District

11/13/20

Signed by Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067971

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Joe Nightingale ES Site Safety and Security Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, April 30, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Joe Nightingale ES, APN #109-110-003, 225 Winter Rd., Santa Maria, CA 93455

Date

11/13/20

Owner - Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner - Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067972

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Orcutt JHS Site Safety Plan on the said property described below was completed on November 13, 2020. The work done was: various safety and security projects at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was Valley Fencing. contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Orcutt JHS APN #105-330-010, 608 Pinal Avenue, Orcutt, CA 93455

Date

11/13/20

Owner – Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067973

11/20/2020 Titles: 1 Pages: 1
10:04 AM
SMC Fees: \$0.00
 Taxes: \$0.00
E4 CA SB2 Fee: \$0.00
 Total: \$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Lakeview JHS Site Safety and Security Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was Vernon Edwards Contractors contract date, June 17, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Lakeview JHS APN #107-040-002 3700 Orcutt Road Santa Maria, CA 93455

11/13/20
Date

Owner – Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent


VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067974

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Alice Shaw Full Day Kindergarten Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization for Full Day Kindergarten at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Alice Shaw Full Day Kindergarten Project APN #107-101-006, 759 Dahlia Place, Santa Maria, CA 93455

Date

11/13/20

Owner – Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District


Signed by
Dr. Holly Edds, Superintendent

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067975

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

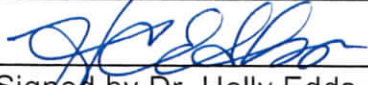
Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Ralph Dunlap Full Day Kindergarten Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, March 12, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Ralph Dunlap Elementary APN #103-123-031, 1220 Oak Knoll Road, Orcutt, CA 93455

11/13/20
Date

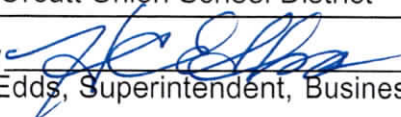
Owner – Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20
Owner – Orcutt Union School District
Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067976

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Pine Grove Full Day Kindergarten Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was Pre Con Industries contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Pine Grove Elementary APN #101-390-005, 1050 Rice Ranch Road, Orcutt, CA 93455

11/13/20
Date

Owner – Orcutt Union School District


Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067977

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Patterson Road Full Day Kindergarten Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was Pre Con Industries contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Patterson Road Elementary APN #103-08-047, 400 Patterson Road, Orcutt, CA 93455

Date

11/13/20

Owner – Orcutt Union School District


Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District


Signed by
Dr. Holly Edds, Superintendent, Business Services

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

Recorded in Official Records
County of Santa Barbara

JOSEPH E. HOLLAND
County Clerk-Recorder
DOC # 2020-0067978

11/20/2020	Titles: 1	Pages: 1
10:04 AM		
SMC	Fees:	\$0.00
	Taxes:	\$0.00
E4	CA SB2 Fee:	\$0.00
	Total:	\$0.00

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

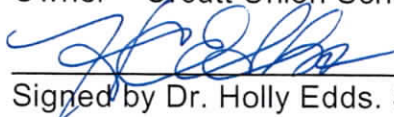
Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Joe Nightingale Full Day Kindergarten Project on the said property described below was completed on November 13, 2020. The work done was: alteration and modernization project at site listed on #7.
5. The name of the contractor, if any, for such work of improvement was RDZ Contractors contract date, May 6, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Joe Nightingale Elementary APN #109-110-003, 255 Winter Road Santa Maria, CA 93455

Date

11/13/20

Owner – Orcutt Union School District



Signed by Dr. Holly Edds. Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Friday, November 13, 2020

11/13/20

Owner – Orcutt Union School District

Signed by 
Dr. Holly Edds, Superintendent, Business Services



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Construction Change Order- Quincon, Inc. for the Innovation Center

BACKGROUND: Attached is a change order request #3 from Quincon, Inc. in the amount of \$21,976.00 for the Innovation Center. The change order is related to some or all of the following reasons; unforeseen conditions during construction, design issue, or owner requested change.

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

RECOMMENDATION: Staff recommends the Board of Trustees approve the change order for Quincon, Inc. for \$21,976.00, as submitted.

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

CHANGE ORDER

Distribution:

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

Project:
OUSD Innovation Center
Orcutt Union School District
 500 Dyer Street
 Orcutt, CA 93455

Change Order Number: **3**

Date: **11/24/2020**

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

Contract Date: **3/20/2020**

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

The original Contract Sum was	\$	3,355,335.00
The net change by previously authorized Change Orders	\$	151,279.00
The Contract Sum prior to this Change Order was	\$	3,506,614.00
The Contract Sum will be Increased by this new Change Order in the amount of	\$	21,976.00
The new Contract Sum including this Change Order will be	\$	3,528,590.00
The Contract Time will be (increased) (decreased) (unchanged) by -35- days.		
The date of Substantial Completion as of the date of this Change Order therefore is		2/5/2020

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

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

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

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

DATE DATE DATE DATE DATE

CHANGE ORDER 03- Summary Sheet

Item #	Title	PCO#	PCO Description	Final Price
1	CMU Building Added Outlets	14	Owner Requested - The bid drawings only showed (1) electrical outlet in each of the 3 compartments at the CMU enclosure. Per the District's request, (1) additional outlet is to be provided in each compartment. The costs associated with this change includes additional labor and materials to install (3) total additional outlets at the CMU Enclosure area per RFI #037.	\$2,592.00
2	Time Extension Request	17	Design Issue - Refer to PCO #003 regarding the added earthwork scope that involves the removal of native soils and import of class II aggregate base per the geotechnical engineer's recommendation due to soil moisture issues encountered at the building pad. After review of the actual time impact of the critical work, it was agreed upon between District, IOR, CM and the contractor that the an additional (35) non-compensable calendar days is to be added to the contract time due to the added earthwork scope per PCO #003.	\$0.00
3	Additional Window Framing	18	Design Issue - A section of storefront at the Repair Center did not have framing details to reference within the bid plans. The SEOR's RFI #061 response included additional framing details for the storefront. The cost associated with this change includes additional labor and materials to provide the proper framing at the storefront-9 section per RFI #061.	\$3,711.00
4	Aluminum Window Trim	19	Design Issue - The HSS columns that occur at the Clerestory windows are exposed and did not have a finish specified. Per the AOR's RFI #069 response, a break metal is to be fabricated and installed to wrap the steel column on both exposed sides. The costs associated with this change includes added labor and material to install aluminum break-metal at all exposed HSS columns per RFI #069.	\$3,968.00
5	Storefront Framing	21	Design Issue - The head connection at the enrollment office and conference room storefronts was not clearly detailed in the bid plans. The SEOR's RFI #066 response provided a new framing detail to incorporate the storefront head connection at the sloping roof condition. The costs associated with this change includes added labor and material to provide some additional framing at the enrollment office and conference room storefront areas per RFI #066.	\$3,104.00
6	Added Security Cameras	29	Owner Requested - Per the original contract, (5) security cameras were to be installed around the new building. The District requested that (2) additional cameras be installed at the back side of the building to provide additional surveillance at the area between the new Innovation Center building and existing Gymnasium. The costs associated with this change includes added labor and material to install the required provisions and provide (2) additional security cameras per RFI #074.	\$8,601.00
Total Change Order Amount				\$21,976.00

Community Relations

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

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

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

Guidelines for Content

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

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

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

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

- (cf. 5131 - Conduct)

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

Community Relations

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

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

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

Privacy

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

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

- (cf. 5125.1 - Release of Directory Information)

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

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

Legal Reference:

EDUCATION CODE

32261 School safety, definitions of bullying and electronic act

35182.5 Contracts for advertising

EDUCATION CODE

32261 School safety, definitions of bullying and electronic act

35182.5 Contracts for advertising

48900 Grounds for suspension and expulsion

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

District-Sponsored Social Media

BP 1114(c)

Community Relations

49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6250-6270 Public Records Act, especially:

6254.21 Publishing addresses and phone numbers of officials

6254.24 Definition of public safety official

54952.2 Brown Act, definition of meeting

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

157 Employee rights to engage in concerted, protected activity

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

COURT DECISIONS

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

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

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

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

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

NATIONAL LABOR RELATIONS BOARD DECISIONS

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

Management Resources:

FACEBOOK PUBLICATIONS

Facebook for Educators Guide, 2011

WEB SITES

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

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

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

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

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

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

ORCUTT UNION SCHOOL DISTRICT
Orcutt, CA

Board Bylaws

PUBLIC STATEMENTS

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

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

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

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

~~(cf. 1112 – Media Relations)~~

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

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

~~(cf. 9121 – President)~~

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

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

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

(cf. 9005 – Governance Standards)

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

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

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

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

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 1340 - Access to District Records)
(cf. 9012 - Board Member Electronic Communications)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

54963 Confidential information in closed session

Management Resources:

WEB SITES

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

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

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



SUPERINDENTENT MEMORANDUM

TO: Board of Trustees

FROM: Dr. Holly Edds, Ed.D.

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Measure G Citizens Oversight Committee

BACKGROUND: On November 8, 2017, voters residing within the Orcutt Union School District passed Measure G. Measure G is a \$60,000,000 bond measure that authorizes funding for needed repairs, upgrades, and new construction projects to the District's schools. Proposition 39 requirements were met with the required 55%. After a bond authorized under Proposition 39 is passed, State law requires that Orcutt Union School District Board of Trustees appoint an Independent Citizens Oversight Committee to work with the District.

Four members of the original committed have stepped down, since their 3-year term has expired. Attached you will find (4) applications for the following individuals.

1. Lee Carroll CPA
2. Michelle Southwick, Director of Oasis Senior Center
3. Steve Southwick, Community Member at Large
4. Neal LeMaire, Parent OJHS student

RECOMMENDATION: It is recommended that the Board of Trustees approve the attached applications for the Measure G Citizens Oversight Committee as submitted.

FUNDING: N/A

**ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE**

(Please Print or Type)

Name: M. Lee Carroll

Address: 200 Union Ave

Santa Maria, CA 93455

Home Phone: 805 448 6108 Work Phone: 805 938 1981

FAX #: _____ E-Mail: FriendLeeCPA@msn.com

Why do you want to serve on the Measure G Independent Citizens' Oversight Committee?

One of my core values is to be of maximum service to the people about me. This board/position serves a vital community need. I would like to assist in the fulfillment of that need.

Do you have any special area of expertise or experience that you think would be helpful to the committee?

I am independent, unaffiliated and have no agenda other than what I might see as the best interests of our community.

Have, at times been considered a maverick (or heretic depending on the point of view).

I will share my thoughts and opinions, even if in the minority, but share without being disruptive.

If you have served on other school district, city or community committees please list and briefly describe your role:

Santa Maria Breakfast Rotary: Past president. Currently; Program Chair, club bookkeeper. District level; Past Assistant Governor as well as current Assistant Governor. Next year; District Peace Chair.

Band of Brothers - non-profit veterans group. Currently Chairman of the Board

Many city and community committees and projects in the past.

I would be able to represent the following constituencies in the District: (check all that apply)

- Business Representative** - Active in a business organization representing local business
Organization: Santa Maria Breakfast Rotary
- Senior Citizen Group Representative** - Active member in a senior citizens' organization.
Organization: _____
- Taxpayer Organization Member** - Active in a bona fide taxpayers' association.
Organization: _____
- Parent or Guardian of Child Enrolled in District.**
Child's Name and School: _____
Child's Name and School: _____
- Parent /Guardian of Child Enrolled in District & Active in a Parent-Teacher Organization**
Child's Name and School: _____
Child's Name and School: _____
Organization: _____
- At-Large Community Member** – Resident of the Orcutt Union School District.
Name: _____
Name: _____

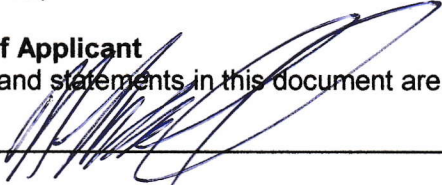
Please note any additional information you feel should be considered as part of your application:

- | | YES | NO |
|--|-----|-----|
| 1. Are you an employee of the District? * | | |
| 2. Are you a vendor, contractor, or consultant to the school district? * | | x |
| 3. Do you have conflicts that would preclude your attending quarterly meetings? | | x |
| 4. Do you know of any reason, such as a potential conflict of interest, which would adversely affect your ability to serve on the Independent Citizens' Oversight Committee? * | | x |
| 5. Are you willing to comply with the ethics code included in the bylaws? | | X |
| | X | * / |

(*Employees, vendors, contractors, and consultants of the Orcutt Union School District are prohibited by law from being members of the Citizens' Oversight Committee. Employment which could result in becoming a contractor or subcontractor to the district would also be a potential conflict.)

Signature of Applicant

All answers and statements in this document are true and complete to the best of my knowledge.

Signature  Date 11/4/2020

Completed applications must be received at
Orcutt Union School District
500 Dyer Street, Orcutt, CA 93455

If you have any questions, please call Orcutt Union School District at 805.938.8907.

It is the policy of the Orcutt Union School District not to unlawfully discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, color, religion, marital status, age or mental or physical disability in the educational programs or activities which it operates.

**ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE**

The Board of Trustees of the Orcutt Union School District is seeking qualified, interested individuals to serve on a committee of community leaders which will serve as the Independent Citizens' Oversight Committee ("COC") for the implementation of the District's Measure G school facilities bond program.

Proposition 39 Bond Election

On November 8, 2016, voters residing within the Orcutt Union School District passed Measure G. Measure G is a \$60,000,000 bond measure that authorizes funding for needed repairs, upgrades, and new construction projects to the District's schools. Proposition 39 required a 55% supermajority for approval; Measure G was passed by approximately 56.6%.

Establishment of Citizens' Oversight Committee

After a bond authorized under Proposition 39 is passed, State law requires that the Orcutt Union School District Board of Trustees appoint an Independent Citizens' Oversight Committee to work with the District.

Committee Responsibilities

In accordance with Education Code Section 15278(b), the Citizens' Oversight Committee shall:

- Inform the public concerning the District's expenditure of bond proceeds of Measure G.
- Review expenditure reports produced by the District to ensure that Measure G bond proceeds were expended only for the purposes set forth in Measure G; and
- Present to the Board in public session, an annual written report outlining their activities and conclusions regarding the expenditure of bond proceeds of Measure G.

The Bylaws which govern the Citizens' Oversight Committee are attached to this Application.

Appointment of Committee Members

All appointments will be made by the Board from applications submitted to the District. The Committee shall consist of at least seven (7) members appointed by the Board from a list of candidates submitting written applications, and based on criteria established by Prop 39, to wit:

- One (1) member shall be the parent or guardian of a child enrolled in the District.
- One (1) member shall be both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the P.T.A. or a school site council.
- One (1) member active in a business organization representing the business community located in the District.
- One (1) member active in a senior citizens' organization.
- One (1) member active in a bona-fide taxpayer's association.
- Two (2) members of the community at-large.

Time Commitment and Term

Initial appointments will be staggered, such that some of the initial appointees will be appointed to serve one full two-year term. The other initial appointments will serve a one-year term, but will be eligible for reappointment by the Board for a second and third two-year term.

Would You Be Interested in Serving?

If you wish to serve on this important committee, please review the committee Bylaws for more information about the committee's role and responsibilities and complete the attached application. Completed application should be sent to Orcutt Union School District, attention Superintendent's Office. Orcutt Union School District, 500 Dyer Street, Orcutt, CA 93455, 805-938-8907.

ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE

(Please Print or Type)

Name: Michelle Southwick

Address: 335 Fabst Lane

Home Phone: 503-314-7911

Work Phone: 805-937-9750

FAX #:

E-Mail: michelle@oasisorcutt.org

Why do you want to serve on the Measure G Independent Citizens' Oversight Committee?

It's important to have checks and balances. I've recently moved back to the area after growing up here. It will be a good way to become involved and get to know the community better.

Do you have any special area of expertise or experience that you think would be helpful to the committee?

Non-profit work.

If you have served on other school district, city or community committees please list and briefly describe your role:

NA

I would be able to represent the following constituencies in the District: (check all that apply)

- Business Representative** - Active in a business organization representing local business
Organization: _____
- Senior Citizen Group Representative** - Active member in a senior citizens' organization.
Organization: Oasis Center
- Taxpayer Organization Member** - Active in a bona fide taxpayers' association.
Organization: _____
- Parent or Guardian of Child Enrolled in District.**
Child's Name and School: _____
Child's Name and School: _____
- Parent /Guardian of Child Enrolled in District & Active in a Parent-Teacher Organization**
Child's Name and School: _____
Child's Name and School: _____
Organization: _____
- At-Large Community Member** – Resident of the Orcutt Union School District.
Name: _____
Name: _____


Please note any additional information you feel should be considered as part of your application:

1. Are you an employee of the District? *	YES	NO
2. Are you a vendor, contractor, or consultant to the school district? *		X
3. Do you have conflicts that would preclude your attending quarterly meetings?		X
4. Do you know of any reason, such as a potential conflict of interest, which would adversely affect your ability to serve on the Independent Citizens' Oversight Committee? *		X
5. Are you willing to comply with the ethics code included in the bylaws?		X
	X	

(*Employees, vendors, contractors, and consultants of the Orcutt Union School District are prohibited by law from being members of the Citizens' Oversight Committee. Employment which could result in becoming a contractor or subcontractor to the district would also be a potential conflict.)

Signature of Applicant

All answers and statements in this document are true and complete to the best of my knowledge.

Signature  Date 11/2/20

Completed applications must be received at
Orcutt Union School District
500 Dyer Street, Orcutt, CA 93455

If you have any questions, please call Orcutt Union School District at 805.938.8907.

It is the policy of the Orcutt Union School District not to unlawfully discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, color, religion, marital status, age or mental or physical disability in the educational programs or activities which it operates.

**ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE**

The Board of Trustees of the Orcutt Union School District is seeking qualified, interested individuals to serve on a committee of community leaders which will serve as the Independent Citizens' Oversight Committee ("COC") for the implementation of the District's Measure G school facilities bond program.

Proposition 39 Bond Election

On November 8, 2016, voters residing within the Orcutt Union School District passed Measure G. Measure G is a \$60,000,000 bond measure that authorizes funding for needed repairs, upgrades, and new construction projects to the District's schools. Proposition 39 required a 55% supermajority for approval; Measure G was passed by approximately 56.6%.

Establishment of Citizens' Oversight Committee

After a bond authorized under Proposition 39 is passed, State law requires that the Orcutt Union School District Board of Trustees appoint an Independent Citizens' Oversight Committee to work with the District.

Committee Responsibilities

In accordance with Education Code Section 15278(b), the Citizens' Oversight Committee shall:

- Inform the public concerning the District's expenditure of bond proceeds of Measure G.
- Review expenditure reports produced by the District to ensure that Measure G bond proceeds were expended only for the purposes set forth in Measure G; and
- Present to the Board in public session, an annual written report outlining their activities and conclusions regarding the expenditure of bond proceeds of Measure G.

The Bylaws which govern the Citizens' Oversight Committee are attached to this Application.

Appointment of Committee Members

All appointments will be made by the Board from applications submitted to the District. The Committee shall consist of at least seven (7) members appointed by the Board from a list of candidates submitting written applications, and based on criteria established by Prop 39, to wit:

- One (1) member shall be the parent or guardian of a child enrolled in the District.
- One (1) member shall be both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the P.T.A. or a school site council.
- One (1) member active in a business organization representing the business community located in the District.
- One (1) member active in a senior citizens' organization.
- One (1) member active in a bona-fide taxpayer's association.
- Two (2) members of the community at-large.

Time Commitment and Term

Initial appointments will be staggered, such that some of the initial appointees will be appointed to serve one full two-year term. The other initial appointments will serve a one-year term, but will be eligible for reappointment by the Board for a second and third two-year term.

Would You Be Interested in Serving?

If you wish to serve on this important committee, please review the committee Bylaws for more information about the committee's role and responsibilities and complete the attached application. Completed application should be sent to Orcutt Union School District, attention Superintendent's Office. Orcutt Union School District, 500 Dyer Street, Orcutt, CA 93455, 805-938-8907.

ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE

(Please Print or Type)

Name: Steve Southwick

Address: 335 PABSI Lant

Home Phone: 801 822 1705 Work Phone: _____

FAX #: _____ E-Mail: STSVS.Southwick1240@gmail

Why do you want to serve on the Measure G Independent Citizens' Oversight Committee?

opportunity to serve - pay back -
to a community I have lived
in & raised my family -

Do you have any special area of expertise or experience that you think would be helpful to the committee?

ORCUTT Union School District
BOARD OF TRUSTEES 1986-2006
STATE ASSISTANT TO SANTA BARBARA
COUNTY SUPERVISOR
REAL ESTATE 1990-2006

If you have served on other school district, city or community committees please list and briefly describe your role:

TRUSTEE - Santa Maria DMITA
1982-86

I would be able to represent the following constituencies in the District: (check all that apply)

- Business Representative** - Active in a business organization representing local business
Organization: _____
- Senior Citizen Group Representative** - Active member in a senior citizens' organization.
Organization: _____
- Taxpayer Organization Member** - Active in a bona fide taxpayers' association.
Organization: _____
- Parent or Guardian of Child Enrolled in District.**
Child's Name and School: _____
Child's Name and School: _____
- Parent /Guardian of Child Enrolled in District & Active in a Parent-Teacher Organization**
Child's Name and School: _____
Child's Name and School: _____
Organization: _____
- At-Large Community Member** – Resident of the Orcutt Union School District.
Name: STEVE SOUTHWICK
Name: _____

Please note any additional information you feel should be considered as part of your application:

SERVED AS ORCUTT UNION SCHOOL DISTRICT
AS BOARD MEMBER

	YES	NO
1. Are you an employee of the District? *		
2. Are you a vendor, contractor, or consultant to the school district? *		✓
3. Do you have conflicts that would preclude your attending quarterly meetings?		✓
4. Do you know of any reason, such as a potential conflict of interest, which would adversely affect your ability to serve on the Independent Citizens' Oversight Committee? *		✓
5. Are you willing to comply with the ethics code included in the bylaws?		✓

(*Employees, vendors, contractors, and consultants of the Orcutt Union School District are prohibited by law from being members of the Citizens' Oversight Committee. Employment which could result in becoming a contractor or subcontractor to the district would also be a potential conflict.)

Signature of Applicant

All answers and statements in this document are true and complete to the best of my knowledge.

Signature _____

Date

4 Nov 2020

Completed applications must be received at
Orcutt Union School District
500 Dyer Street, Orcutt, CA 93455

If you have any questions, please call Orcutt Union School District at 805.938.8907.

It is the policy of the Orcutt Union School District not to unlawfully discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, color, religion, marital status, age or mental or physical disability in the educational programs or activities which it operates.

**ORCUTT UNION SCHOOL DISTRICT
APPLICATION FOR INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE**

(Please Print or Type)

Name: Neal LeMaire

Address: 655 Foxenwood Drive, Santa Maria, CA 93455

Home Phone: 805-448-4276 Work Phone: _____

FAX #: _____ E-Mail: neallemaire@gmail.com

Why do you want to serve on the Measure G Independent Citizens' Oversight Committee?

Although I worked on and supported Measure G, I believe that oversight is needed to ensure that the monies are being spent appropriately and follow all the guidelines implimented for this measure.

Do you have any special area of expertise or experience that you think would be helpful to the committee?

None other than the love that I have for the Orcutt School District and its continued success for staff and students.

If you have served on other school district, city or community committees please list and briefly describe your role:

- PTA President for two years - Pine Grive
 - Parish Pastorial President - St Luis de Montfort Church
 - Changing Faces Youth Treatment Group Home - President
 - Consultitive Board Member - Pine Grove under Joe Dana
-
-
-
-
-
-
-
-
-
-

I would be able to represent the following constituencies in the District: (check all that apply)

Business Representative - Active in a business organization representing local business
 Organization: _____

Senior Citizen Group Representative - Active member in a senior citizens' organization.
 Organization: _____

Taxpayer Organization Member - Active in a bona fide taxpayers' association.
 Organization: _____

Parent or Guardian of Child Enrolled in District.
 Child's Name and School: Amaya LeMaire/OJHS
 Child's Name and School: _____

Parent /Guardian of Child Enrolled in District & Active in a Parent-Teacher Organization
 Child's Name and School: _____
 Child's Name and School: _____
 Organization: _____

At-Large Community Member – Resident of the Orcutt Union School District.
 Name: Neal LeMaire
 Name: _____

Please note any additional information you feel should be considered as part of your application:

1. Are you an employee of the District? *	YES	NO
2. Are you a vendor, contractor, or consultant to the school district? *		no
3. Do you have conflicts that would preclude your attending quarterly meetings?		no
4. Do you know of any reason, such as a potential conflict of interest, which would adversely affect your ability to serve on the Independent Citizens' Oversight Committee? *		no
5. Are you willing to comply with the ethics code included in the bylaws?		NO
	yes	

(*Employees, vendors, contractors, and consultants of the Orcutt Union School District are prohibited by law from being members of the Citizens' Oversight Committee. Employment which could result in becoming a contractor or subcontractor to the district would also be a potential conflict.)

Signature of Applicant

All answers and statements in this document are true and complete to the best of my knowledge.

Signature Neal LeMaire Date 11/17/2020

Completed applications must be received at
Orcutt Union School District
500 Dyer Street, Orcutt, CA 93455

If you have any questions, please call Orcutt Union School District at **805.938.8907**.

It is the policy of the Orcutt Union School District not to unlawfully discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, color, religion, marital status, age or mental or physical disability in the educational programs or activities which it operates.



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor E.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: First Interim Report, 2020-21

BACKGROUND: The First Interim Report is predicated upon the State's adopted budget which was signed by the Governor in June 2020 along with the majority of the accompanying trailer bills.

We use the California School Services dashboard assumptions along with the FCMAT LCFE Calculator and local enrollment factors as starting points for current and future year's fiscal assumptions. The multi-year budget projections maintain a state required minimum 3% reserve for Economic Uncertainties, while meeting all other fiscal obligations of our District. For the 20-21 Fiscal Year we are funded on last year's ADA of 4105.24

Please refer to the budget narrative for more detailed information.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the First Interim Report with a Positive Certification for 2020-21.

FUNDING: All Funds



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 09, 2020

BOARD AGENDA ITEM: Resolution No. 10, 2020/21 Delegation of Authority to District Staff

BACKGROUND: In order to proceed with normal District business, the Board must annually delegate which staff members may request expenditures, sign contracts and receive warrants.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the Delegation of Authority as submitted.

FUNDING: N/A



AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS

DISTRICT: _____

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the names and signatures above are authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: _____ Date: ____/____/____



**CHANGES TO AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE SUPERINTENDENT
FOR RELEASE OF COMMERCIAL AND PAYROLL WARRANTS**

DISTRICT: _____

ADDITIONS:

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

DELETIONS:

Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll
Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Payroll

I certify that the above changes to authorized district personnel who may receive warrants on behalf of our district.

Superintendent's Signature: _____ Date: ____/____/____

Note: Please use this form if there are changes that occur after the organizational meeting in December.



**AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS**

DISTRICT: _____

Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Signature _____ Typed Name/Title _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: ____/____/____

REFERENCE:
 K-12: EC\$42632, 42633, 17604
 COMMUNITY COLLEGE: EC\$85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

**RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS DUTIES
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

Whereas, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...” and

Whereas, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

Whereas, the governing board of the _____ recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

Whereas, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

Now, Therefore, Be It Resolved that, in accordance with the authority provided in Education Code Section 35161, the governing board of the _____ hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Authorized District Employee/Officer	Authorized District Employee/Officer
Authorized District Employee/Officer	Authorized District Employee/Officer

Passed and adopted this _____ day of _____, _____ by the following vote:

- Ayes:**
- Noes:**
- Absent:**
- Abstain:**

Board President’s Signature: _____ Date: ____/____/____

Note for Escape Financial System Users: The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

REFERENCE:
K-12: EC§35161



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 09, 2020

BOARD AGENDA ITEM: Resolution No. 11, To Commit and Uncommit the General Fund Balance

BACKGROUND: Board Policy 3100 allows the Board of Trustees to classify funds balances within five categories: 1.) Nonspendable, 2.) Restricted, 3.) Committed, 4.) Assigned, and 5.) Unassigned. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by the Board of Trustees. The committed fund balance cannot be used for any other purpose unless the Board of Trustees removes or changes the specified use by taking the same type of action (for example, resolution) it employed to previously commit those amounts. The attached Resolution recommends \$11,644,276.27 be designated as committed funds in the 2020-2021 General Fund ending balance and at the same time uncommits all previous committed funds from budget adoption.

RECOMMENDATION: Staff recommends that the Board of Trustees approves Resolution No. 11, Commitment of the General Fund Balance as presented.

FUNDING: N/A

ORCUTT UNION SCHOOL DISTRICT

Resolution No. 11

IN THE MATTER OF: COMMIT/UNCOMMIT GENERAL FUND BALANCE, 2020-21 ADOPTED BUDGET

The following RESOLUTION was duly passed by the Board of Trustees of the Orcutt Union School District, at a regular meeting held on the 9th of December 2020, by the following roll call vote:

Shaun Henderson	_____
Lisa Morinini	_____
Liz Phillips	_____
Mark Stellar	_____
Melanie Waffle	_____

Signed and approved by me after its passage:

Liz Phillips, President

Attest:

Melanie Waffle, Clerk

WHEREAS, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

WHEREAS, the Governing Board of the Orcutt Union School District has adopted budget criteria and standards as outlined in Board Policy 3100;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to establish a committed fund balance in the general fund in conformance with the standards and criteria established by the state board of education pursuant to Education Code section 33127;

WHEREAS, the California Department of Education urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue shortfalls or unpredicted expenditures;

WHEREAS, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately 17 percent reserve to mitigate revenue shortfalls and unanticipated expenditures;

WHEREAS, the Governing Board of the Orcutt Union School District wishes to commit funds in the general fund for emergency facility repairs, major textbook adoptions, unexpected costs, management of cash flow, mitigation of volatility in funding or expenditures, unexpected costs for special education students with highly specialized needs, a natural disaster that reduces student attendance and associated state funding, deferred maintenance, or a lawsuit that results in a costly judgment or settlement against the district;

WHEREAS, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

WHEREAS, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

WHEREAS, certain district expenditures such as pension costs can be difficult to predict precisely and are anticipated to increase in costs;

WHEREAS, healthy reserves can address these cost increases rather than immediately reducing spending, staffing, and other areas of the budget;

WHEREAS, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance, and associated school funding for lawsuits that result in costly settlements or judgments against the district;

WHEREAS, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

WHEREAS, the district may need to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

WHEREAS, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

- 1) It is hereby determined that the amount of \$11,644,276.27 is hereby committed from the 2020-2021 General Fund ending balance for the following purposes:
 - a) Other Commitments: \$11,644,226.27
 - i) Technology Update - \$ 1,000,000
 - ii) Textbook Adoption - \$1,000,000
 - iii) Cash Flow / COVID Crisis - \$9,644,276.27
- 2) The governing board of the school district, reserves the right to modify these committed funds in the future as the need arises through a similar resolution.

WHEREAS, on December 9, 2020, the Governing Board took action to commit a total of \$11,644,276.27 for Technology Update (\$1,000,000), Textbook Adoption (\$1,000,000), and Cash Flow/COVID Crisis (\$9,644,276.27);

WHEREAS, all previous amounts committed at Budget Adoption are uncommitted and recommitted in the 2020-21 Budget as Reserve for Technology Updates, Textbook Adoption, and Cash Flow/COVID Crisis.

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS: It is hereby determined that the amount of \$8,206,915.47 is hereby uncommitted from the 2020-21 General Fund ending balance and committed as noted above in section 1.



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D

FROM: Nick Taylor, Ed.D
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Accounting of Developer Fees for the 2019-20 Fiscal Year (Annual Report) and Five-Year Developer Fee Report

BACKGROUND: School districts collecting developer fees are required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b) and 66001(d) of the Government Code.

Developer fees are to be used for growth related construction, equipment, modernization, and to provide equitable facilities among all Orcutt schools. These funds are audited annually and are part of the annual financial report presented to the Board of Trustees. Orcutt Union School District has combined its annual and five-year developer fee reporting obligation into a single report, attached for your review.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the attached Annual and Five-Year Developer Fee Report as submitted.

FUNDING: N/A

DEVELOPER FEE REPORT
FISCAL YEAR ENDING JUNE 30, 2020

Background

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code.

The Orcutt Union School District (“District”) has combined its reporting obligation into this single report, presented below.

FISCAL YEAR DEVELOPER FEE REPORT

As required by Government Code section 66006(b), this portion of the report provides the public with the following information for the last fiscal year:

A. A brief description of the type of fee in the account or fund:

The District’s capital facilities account (“Fund 25”) contains fees collected from residential and commercial-industrial development during the 2019~2020 fiscal year as follows:

TABLE 1		
TYPE OF FEE	AMOUNT OF FEE	DATE
Level 1 - Residential	\$2.62 / sq. ft.	Last Collected: June 30,2020
Level 1 – Commercial / Industrial	\$0.42 / sq. ft.	Last Collected: June 30, 2020

B. The amount of the fee:

See Table 1, above. Note: Total fees calculated are \$3.79 / sq. ft. for Residential and \$0.61 / sq. ft. for Commercial/Industrial. Pursuant to the Level I Developer Fee Split Agreement, dated May 9, 2019, the District shares developer fees with Santa Maria Joint Union High School District under which it allocates 69% of each fee type totals to be allocated to the District. The District’s portion (69%) of the Level I fees during the 2019~2020 fiscal year is indicated above.

The beginning and ending balance of the account:

1. The beginning balance on July 1, 2019 was \$5,173,251.32
2. The ending balance on June 30, 2020 was \$5,830,178.51

- C. **The amount of the fees collected and the interest earned during the annual reporting period:**

TABLE 2		
TYPE OF FEE	AMOUNT COLLECTED	INTEREST EARNED
Level 1 – Residential/Commercial/Industrial	\$593,331.06	\$88,851.26

- D. **Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:**

TABLE 3		
PROJECT NAME	AMOUNT OF FEES EXPENDED	% OF THE PROJECT FUNDED WITH FEES
1. District Staff Administration for collection of Developer Fees	\$17,799.93	100%
2. Preparation of Demographic/Enrollment and Developer Fee Justification Study (Schoolworks, Inc.)	\$7,250.00	100%
TOTAL	\$25,049.93	

- E. **An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:**

There are no current incomplete projects that utilize these fees. However, the District intends to use the amounts in Fund 25 to fund upcoming: leases, purchases, and installation of student housing facilities in anticipation of the portable replacement projects, expansions and improvements to school sites, and administrative costs for implementing these programs.

- F. **A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which**

the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:

A transfer of \$17,799.93 was made to the General Fund for District staff administration for the collection of Developer Fees.

G. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.

No refunds were made in this fiscal year, and no refunds are required under applicable law.

FINANCIAL REPORT

As required by Government Code section 66001(d), this portion of the report makes the proposed five (5)-year findings with respect to remaining developer fees unexpended, whether committed or uncommitted:

A. Identify the purpose to which the fee is to be put:

See Table 4, below.

B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:

See Table 4, below.

C. Identify all sources and amounts of funding anticipated to complete financing incomplete improvements identified in paragraph (2) of subdivision (a):

See Table 4, below.

D. Designate the approximate dates on which the funding referred to in subparagraph (c) is expected to be deposited into the appropriate account or fund:

See Table 4, below.

TABLE 4				
PROJECTS	REASONABLE RELATIONSHIP TO FEE	SOURCES OF FUNDING	AMOUNTS OF FUNDING	DATE(S) FUNDS WILL BE DEPOSITED
Full Day Kindergarten Classroom at Alice Shaw Elementary School Completion Date: 11/2020	To address impacts to facilities from new developments in order to maintain existing level of service.	• Developer Fees	\$868,501.01	All funds have been received.
Full Day Kindergarten Classrooms at Patterson Road Elementary School Completion Date: 11/2020	To address impacts to facilities from new developments in order to maintain existing level of service.	• Developer Fees	\$2,053,092.99	All funds have been received.
Full Day Kindergarten Classroom at Pine Grove Elementary School Completion Date: 11/2020	To address impacts to facilities from new developments in order to maintain existing level of service.	• Developer Fees	\$1,146,337.01	All funds have been received.

Full Day Kindergarten Classroom at Ralph Dunlap Elementary School Completion Date: 11/2020	To address impacts to facilities from new developments in order to maintain existing level of service.	• Developer Fees	\$871,447.33	All funds have been received.
Full Day Kindergarten Classroom at Joe Nightingale Elementary School Completion Date: 11/2020	To address impacts to facilities from new developments in order to maintain existing level of service.	• Developer Fees	\$1,014,795.63	All funds have been received.

Any member of the public may request detailed information regarding developer fees by contacting the District's Assistant Superintendent of Business Services. Please refer to the District website for additional information on the District's current Site Assessment & Master Plan, as well as for current Developer Fee information.

E. FINDINGS

The Orcutt Union School District has:

1. Expended developer fees for public improvements solely and exclusively for the purpose or purposes for which the fee was collected.
2. Levied, collected or imposed no fee to be used for general revenue purposes.
3. Deposited developer fees in a separate fund or account (Fund 25) in a manner that has avoided commingling of those fees with other funds.
4. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the 2017-2018 fiscal year within 180 days of the close of the fiscal year.

END OF REPORT.



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Approve the Sale or Disposal of Books, Equipment, and Supplies

BACKGROUND: The items shown below will be sold or disposed of per Board Policy 3260. Every effort is made to reuse "extra" books, equipment and supplies prior to recommending sale or disposal through Board action. If possible, materials will be recycled accordingly prior to disposal. The District contracts with Public Surplus who provides an auction model designed to assist districts with surplus disposal by finding buyers for valuable assets through the eBay marketplace. Public Surplus manages the auction process in compliance with Education Code Sections 39520- 39530 and Board Policy 3260.

Quantity	Item	Method of Disposal
1	John Deer X-320 Riding Mower: outdate and obsolete	Sale/Dispose
4	NHS Tires and Wheels for ATV: outdate and obsolete	Sale/Dispose
1	Stove/Oven: outdated and obsolete	Sale/Dispose
1	Exercise/Weight Machine: outdate and obsolete	Sale/Dispose
1	Pallet Jack: damaged beyond repair	Recycle/Dispose
1	Kitchen Mixer: outdated and obsolete	Sale/Dispose
1	Craftsman Riding Mower: damaged beyond repair	Recycle/Dispose
1	Sod Cutter: outdated and obsolete	Sale/Dispose
1	King Baritone Saxophone: damaged beyond repair	Recycle/Dispose
1	Mirafone Tuba: damaged beyond repair	Recycle/Dispose
1	Conn Vocabell Trombone: damaged beyond repair	Recycle/Dispose

RECOMMENDATION: Staff recommends that the Board of Trustees approve the sale and disposal of books, equipment and supplies as presented.

FUNDING: N/A



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed. D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Facility Use Agreement between Orcutt Union School District and Santa Barbara County Air Pollution Control District

BACKGROUND: Since 1999, the California Air Resources Board (CARB) has operated a State and Local Air Monitoring Station (SLAMS) station in Santa Maria. This station is shutting down and the Santa Barbara County Air Pollution Control District (SBCAPCD) is required by AB 1647 to operate an air monitoring system in our area. Orcutt Union School District in conjunction with SBCAPCD have been able to identify a location at the southern end of the Lakeview Junior High School property that has access to electrical power and met EPA siting requirements for SLAMS stations. In addition to meeting these siting requirements, locating this station at Lakeview will provide for learning opportunities at the school.

OUSD worked with district counsel and SBCAPCD staff and counsel to develop the Draft Facility Use Agreement that is included for your review. The agreement allows for the temporary placement of a portable monitor that the SBCAPCD intends to install and operate for a short duration (approximately 1 to 2 months) prior to installing a permanent monitoring station. The portable monitor will measure pollutant values at the existing location and will help the SBCAPCD assess whether there are any existing emission sources that would bias the air monitoring data and make the location unsuitable for a permanent station. OUSD will receive \$300.00 per month from the SBCAPCD for the cost of rental space and electricity at Lakeview Junior High School.

RECOMMENDATION: Staff recommends that the Board of Trustee approve the Facility Use Agreement between Orcutt Union School District and Santa Barbara County Air Pollution Control District as presented.

FUNDING: N/A

Facility Use Agreement

between

Orcutt Union School District

and

Santa Barbara County Air Pollution Control District

This AGREEMENT, made and entered into this 9th day of December, 2020, is by and between Orcutt Union School District (OUSD), and Santa Barbara County Air Pollution Control District (APCD).

The parties hereto mutually agree as follows:

WITNESSETH:

1. OUSD hereby leases to APCD, and APCD hereby leases from OUSD, a portion of the real property located at Lakeview Junior High School, 3700 Orcutt Road, Santa Maria, CA 93455, APN: 107-040-002. Said property is owned by OUSD. The portion of the Lakeview Junior High School site covered by the agreement (hereinafter the "premises"), as depicted in the attached site map, on the southern portion of the Lakeview Junior High School property, will be used by APCD for the purpose of installing and maintaining a secure, gated air monitoring station. All improvements made by APCD shall be done at its sole cost and shall be built in a good and workmanlike manner in accordance with all applicable laws and regulations. APCD's rights with respect to the premises include access to the premises by means of a school office check-in if during school hours Monday-Friday or by arranged appointment with the OUSD Maintenance, Operations, and Transportation Department for afterhours and Saturday and Sunday per the provisions of paragraph 16.
2. The term of this agreement shall commence on January 1, 2021 and shall end on December 31, 2023, or earlier with a thirty (30) day written right of termination from either party. Upon termination, APCD shall be responsible for removing all improvements installed pursuant to this agreement and return the premises to their original condition, ordinary wear and tear excepted.
3. In the event the APCD remains in possession of the premises after the expiration of the term of the agreement, or any extension thereof, this agreement shall be automatically extended on a month-to-month basis, subject to thirty (30) days written termination by either party, and otherwise on the terms and conditions herein specified, so far as applicable.
4. If the APCD fails to complete its move out within the notice period and remains on the premises, rent shall continue to be paid for each month or portion thereof until APCD has evacuated the property. Should APCD continue to fail to complete its move out following written demand by OUSD with thirty (30) days notice, OUSD shall have the right to remove APCD's property and return the premises to their original condition, normal wear and tear excepted.
5. Rental payments will be paid by the APCD, from legally available funds and subject to the California Constitution, in arrears on the last day of each month during said term as follows:

THREE HUNDRED and 00/100 DOLLARS (\$300.00)

From January 1, 2021 through December 31, 2023, at which time either party can renegotiate the terms.

6. All notices herein provided to be given, or which may be given, by either party to the other, shall be deemed to have been fully given when made in writing and deposited in the United States Postal Service, mailed certified and postage prepaid, and addressed as follows:

To: Orcutt Union School District
Attn: Assistant Superintendent of Business
500 Dyer Street
Orcutt, CA 93455
Email: ntaylor@orcutt-schools.net

Santa Barbara County Air Pollution Control District
Attn: Molly Pearson
260 N. San Antonio Road Suite A
Santa Barbara, CA 93110
Email: pearsonm@sbcapcd.org

Nothing herein contained shall preclude the giving of any such written notice by personal service. Notification may also be given, by either party to the other, by e-mail.

7. During the term of the agreement, OUSD shall maintain the leased premises together with appurtenances, rights, privileges, and easements belonging or appertaining thereto, in good repair and tenantable condition, except in case of damage arising from the negligence of APCD's agents, invitees or employees. APCD shall be responsible for maintaining all of APCD property at its sole cost.
8. OUSD reserves the right to enter and inspect the leased premises, at reasonable times, and to make any necessary repairs to the premises; however, OUSD may not disturb the air monitoring station.
9. OUSD agrees that APCD, keeping and performing the covenants and agreements herein contained on the part of APCD to be kept and performed, shall at all times during the existence of this agreement, peaceably and quietly, have hold and enjoy the leased premises, without suit, trouble or hindrance from OUSD, or any person claiming authority under OUSD.
10. In the event the leased premises or any essential part thereof shall be destroyed by fire or other casualty, this agreement, shall, in the case of total destruction of the leased premises, immediately terminate. In case of partial destruction or damage APCD may elect to terminate by giving written notice setting forth the date of termination to OUSD within fifteen (15) days after such fire or casualty, and no rent shall accrue or be payable to OUSD after such termination. In the event of any such destruction where APCD remains in possession of said premises, whether for the remainder of the term or temporarily pending termination, the rental fee as herein described and provided shall remain in effect. OUSD shall not be responsible for damage to property of APCD unless caused by the sole fault or negligence of OUSD.
11. To the extent authorized by any fire and extended coverage insurance issued to OUSD on the herein demised premises, OUSD releases APCD from liability for loss or damage covered by said insurance and waives subrogation rights of the insurer unless the loss or damage is caused, in whole or part, by the fault or negligence of APCD.
12. During the performance of this agreement, neither party shall deny benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age, or sex. Both parties shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination.
13. OUSD hereby warrants to the best of its knowledge that the space leased to APCD will be operated and maintained free of hazard from Asbestos Containing Construction Materials.
14. Except in emergency situations, OUSD shall give not less than 24 hours' prior notice to APCD tenants when any pest control, remodeling, renovation, or repair work under its control affecting the APCD occupied space that may result in employee health concerns in the work environment. OUSD shall not be responsible for pest control or other disruptions outside its control (including neighboring property owners or members of the public).
15. APCD shall maintain and shall cause each subcontractor to maintain General Liability and Property Damage Insurance to protect them and OUSD from all claims for personal injury, including accidental

death, as well as from all claims for property damage arising from the operations under this Agreement. The minimum amounts of such insurance shall be as hereinafter set forth.

Amounts of Insurance:

Commercial General Liability \$1,000,000 per occurrence

Professional Liability \$1,000,000 per occurrence

Auto Liability for owned and non-owned vehicles \$1,000,000 per occurrence

APCD shall provide Certificates of Insurance indicating a thirty-day (30) cancellation notice and naming OUSD as an additional insured within 30 days of installation of the air quality monitoring station.

16. APCD shall access the premises by school office check-in if during school hours Monday-Friday or by arranged appointment with at least 24 hours notice the OUSD Maintenance, Operations, and Transportation Department for afterhours and Saturday, Sunday, and holidays. Emergency access will require immediate notice the Assistant Superintendent – Business Services. If the premises is not located at a school, APCD shall coordinate with the OUSD Maintenance, Operations, and Transportation Department to gain access to the premises.
17. OUSD grants APCD access to the Lakeview School property initially for the purpose of installing a temporary portable monitor that will be used to collect air quality data and to evaluate the suitability of location for placement of a permanent air monitoring station. If the Lakeview School property is appropriate for installation of a permanent monitoring station, the terms of this agreement shall continue to control. If the Lakeview School property proves to not be appropriate for a permanent monitoring station, OUSD grants APCD access to other OUSD properties including but not limited to Alice Shaw Elementary School at 759 Dahlia Place, Joe Nightingale Elementary School at 255 Winter Road, and Orcutt Junior High School at 608 Pinal Avenue for the purpose of installing a temporary portable monitor to evaluate the suitability of other locations for placement of a permanent air monitoring station. The location of the temporary portable monitor shall be proposed by APCD and is subject to approval by OUSD, and access shall be provided per the provisions of paragraph 16. If another location proves suitable for the installation of a permanent monitoring station, an agreement for the new location shall be negotiated and executed by the parties.
18. APCD and OUSD agree to save, indemnify, defend and hold harmless each other, including the directors, officers, employees or agents of APCD and OUSD from any and all liability, claims, suits, actions, arbitration proceedings, administrative proceedings, and regulatory proceedings, losses, expenses, or any injury or damage of any kind whatsoever, whether actual, alleged or threatened, attorney fees, court costs, and any other costs of any nature without restriction incurred in relation to, as a consequence of, or arising out of, the performance of this agreement, and attributable to the fault or negligence of the other.
19. This agreement shall be governed by and construed in accordance with the laws of the State of California, excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this agreement shall be brought solely in the Superior Court of the State of California for the County of Santa Barbara, subject to transfer of venue under applicable State law, provided that nothing in this agreement shall constitute a waiver of immunity to sue by either party.
20. Each and every provision of law and clause required by law to be inserted into this agreement shall be deemed to be inserted herein and this agreement shall be read and enforced as though it were included therein.
21. Notwithstanding anything stated herein to the contrary, OUSD shall not be liable for any special, consequential, indirect, or incidental damages, including but not limited to lost profits in connection with this agreement.
22. This agreement may be executed in any number of identical counterparts, and each such counterpart shall be deemed a duplicate original thereof.

IN WITNESS WHEREOF, the parties have executed this agreement hereto as of the date first above written.

Orcutt Union School District

Santa Barbara County Air Pollution Control District

By _____,
Asst. Superintendent of Business Services

By _____,
Aeron Arlin Genet, Air Pollution Control Officer

Date: _____

Date: _____



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Board Policy 3280, Sale or Lease of District-Owned Real Property

BACKGROUND: Policy updated to reflect new law, SB 820, 2020, which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, It also reflects new law, SB 98, 2020, which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt Board Policy 3280 as presented for first reading.

FUNDING: N/A

Business and Noninstructional Operations

SALE, LEASE, RENTAL OF DISTRICT-OWNED PROPERTY

The Board of Trustees believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7160 - Charter School Facilities)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing
4. Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction

(cf. 1220 - Citizen Advisory Committees)

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

~~The Board shall appoint a district advisory committee prior to the sale or lease of any surplus real property to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee~~

Business and Noninstructional Operations

BP 3280 (b)

~~housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee. (Education Code 17387-17391)~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~SALE, LEASE, RENTAL OF DISTRICT OWNED PROPERTY~~

~~If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)~~

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

(cf. 9321 - Closed Session)

When selling or leasing district real property, the Board shall comply with **applicable** the ~~priorities and procedures~~ **and give priority to** specified **public agencies as require by** ~~in~~ **applicable** law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.~~

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

Business and Noninstructional Operations

BP 3280 (c)

(cf. 9320 - Meetings and Notices)
(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

~~In accordance with Education Code 17470,~~ **At least 60 days prior to the public meeting,** the Superintendent or designee shall take reasonable steps to provide **written** notification **of the public meeting, by certified mail,** to the former owners **from whom the district acquired the property. (Education Code 17470)** ~~of the property of the district's intent to sell it.~~

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; **2 CCR1700**)

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. ~~Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period.~~ (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7)

- 1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years**
- 2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district**

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and

Business and Noninstructional Operations

BP 3280 (e)

development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700-1702 ~~Surplus Prperty: use of proceeds~~ Definitions related to surplus property

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

94 Ops.Cal.Atty.Gen. 82 (2011)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook,-December 2015

WEB SITES

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

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy Adopted: ~~05-09-18~~ 01/13/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



BUSINESS SERVICES MEMORANDUM

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

FROM: Nick Taylor, Ed.D.
Assistant Superintendent, Business Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Board Policy 3530, Risk Management/Insurance

BACKGROUND: Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

RECOMMENDATION: Staff recommends that the Board of Trustees adopt Board Policy 3530 as presented for first reading.

FUNDING: N/A

RISK MANAGEMENT INSURANCE

The Board of Trustees ~~strongly supports a risk management program that protects district resources and~~ **desires to** promote the safety of students, staff and the public **while protecting district resources**. The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices.

The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection **against loss which may occur due to hazards facing the district**.

To determine the most economical means of insuring the district, and be consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means. **Decisions regarding the means of insuring the district shall be based on a careful analysis of past claims records indicating the frequency and magnitude of losses and a prediction of future losses.**

~~The Board reserves the right to remove an insurance agent of record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.~~

To ~~attempt to~~ minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ensure that these policies and related procedures are enforced fairly and consistently. **The Superintendent or designee shall provide safety-related training and protective equipment to staff as appropriate for their position.**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11- Sexual Harassment)

(cf. 4132/4232/4332- Publication or Creation of Materials)

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

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 5142 - Safety)

~~(cf. 4158/4258/4358 - Employee Security)~~

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

~~(cf. 6162.6 - Use of Copyrighted Materials)~~

(cf. 9260 - Legal Protection)

Business and Noninstructional Operations

BP 3530 (b)

The Superintendent or designee shall periodically report to the Board on the district's risk management activities, including, but not limited to, the district's property and liability risks and exposures and the effectiveness of the district's risk management and loss control practices.

Legal Reference:

EDUCATION CODE

17029.5 Contract funding; board liability

17565-17592 Board duties re property maintenance and control

32350 Liability on equipment loaned to district

35162 Power to sue, be sued, hold and convey property

35200-35214 Liabilities, especially:

35208 Liability insurance

35211 Driver training civil liability insurance

35213 Reimbursement for loss, destruction or damage of personal property

35214 Liability self-insurance

35331 Medical or hospital service for students on field trip

39837 Transportation of ~~pupil's~~ students to places of summer employment

41021 Requirement for employees' indemnity bonds

44873 Qualifications for physician (liability coverage)

49470-49474 District medical services and insurance

GOVERNMENT CODE

820.9 Board members not vicariously liable for injuries caused by district

989-991.2 Local public entity insurance

LABOR CODE

3200-4855 Workers' compensation

Management Resources:

WEB SITES

California Association of Joint Powers Authorities: <http://www.cajpa.org>

California Association of School Business Officials: <http://www.casbo.org>

California Department of Industrial Relations, Division of Occupational Safety and Health: <http://www.dir.ca.gov/dosh>

Public Agency Risk Management Association: <http://www.parma.com>

Policy Adopted: ~~2/15/07~~ 01/13/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: School Plans for Student Achievement for Alice Shaw ES, Joe Nightingale ES, Lakeview JHS, Olga Reed, Orcutt Academy Charter 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 Alice Shaw ES, Joe Nightingale ES, Lakeview JHS, Olga Reed and Orcutt Academy Charter School, are submitted for board approval as required in California statute. Staff recommends these be approved as submitted.

FUNDING: There are no funding implications.

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Alice Shaw Elementary School
Address	759 Dahlia Place Santa Maria, CA 93455
County-District-School (CDS) Code	42 69260 6045736
Principal	Helena Avedikian
District Name	Orcutt Union School District
SPSA Revision Date	November 19, 2020
Schoolsite Council (SSC) Approval Date	November 19, 2020
Local Board Approval Date	December 9, 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 16
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 23
 - Conditions & Climate..... 25
- Annual Review and Update 27
 - Goal 1 27
 - Goal 2..... 33
 - Goal 3..... 38
 - Goal 4..... 41
 - Goal 5..... 44
- Goals, Strategies, & Proposed Expenditures 47
 - Goal 1 47
 - Goal 2..... 51
 - Goal 3..... 56
 - Goal 4..... 59
 - Goal 5..... 63
- Budget Summary and Consolidation 67
 - Budget Summary 67
 - Allocations by Funding Source..... 67
 - Expenditures by Funding Source 68
 - Expenditures by Budget Reference 69
 - Expenditures by Budget Reference and Funding Source 70
- School Site Council Membership 71
- Recommendations and Assurances 72
- Addendum..... 73
 - Instructions: Linked Table of Contents 73

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....76
Appendix B: Select State and Federal Programs.....78

School Vision and Mission

The District's vision, "As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative and inclusive culture," is embodied in the faculty and staff of Alice Shaw School. We provide a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. Students receive standards-based curriculum, presented by dedicated professionals based on the individual needs of the students. We constantly seek the most promising practices that support student learning. Professional Learning Community school teams work interdependently to achieve common goals linked to the purpose of learning for all students. Educational decisions and programs are based on current research and practice to meet the needs of all students. Implementation of a standards based curriculum provides students with meaningful, real-world experiences. Ongoing evaluation of student progress and achievement helps us refine the instructional program to enable students to achieve academic proficiency. Technology is used in the classroom to support and enhance effective teaching and learning.

Mission: To ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and maintaining high expectations.

Vision:

At Alice Shaw, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

In order to achieve this vision for the 2020-2021 school year, Shaw School is continuing to focus on High Quality First Instruction for all students and sub-groups.

This High Quality First Instruction includes the Instructional Focus area listed below:

*Continue implementation of the district adopted Common Core English Language Arts Curriculum including the ELA and ELD core pathways

*Continue implementation of the district adopted Common Core Math Curriculum

*Continue and expand implementation of a Multi-Tier System of Supports (MTSS) - Universal screening for ELA and Math, intervention for ELA and Math; and regular progress monitoring.

*Continue implementation of Positive Behavioral Interventions and Supports (PBIS), including school-wide expectations

School Profile

Alice Shaw Elementary School is located in the northern region of Santa Barbara County on the California Central Coast and serves students in grades kindergarten through six following a traditional calendar. The school is located in a predominantly single-family home neighborhood with limited busing. For the 2020-2021 school year, there are 538 students enrolled, with 10.0% in Special Education, 15.4% English Learners, and 49.4% socioeconomically disadvantaged. The school has 21 classrooms and a Teacher on Special Assignment (TOSA) who focuses on academic intervention. The demographics of the school have changed considerably, with both the English Learner and socioeconomically disadvantaged subgroups growing dramatically.

Shaw parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, Parent Square and the school website. Parents are also invited to attend the academic activities of parent education nights, Parent Teacher Conferences, Back to School Night and Open House.

Opportunities to volunteer on Shaw School campus include the following: Participate in PTA sponsored activities, family fun nights and assist with Campus Beautification Projects. Opportunities to serve on committees at Shaw School include the following: English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association (PTA) and Student Site Council.

Shaw families are encouraged to participate in the following school activities throughout the school year: Back-to-School Night, PTA Apex Event, Spring Fling Festival, Family "Fun" Nights, Open House, Book Fair, Family Movie Nights, Family Bingo Night, and other assorted PTA activities. COVID 19 has changed how we conduct our school activities. We are creatively exploring virtual activities that involve Shaw students, staff and families.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Annual Review and Update were discussed at School Leadership Team Meetings on the following dates: 09/10/19 and 10/12/20.

Discussions included a thorough review of school data using the California Dashboard (academic performance, academic engagement, conditions & climate) and additional district-wide and school-wide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

Additional input was gathered from teachers and school staff, parents, students, and the community at additional meetings held on the following dates:

10/13/20 - Met with PTA to share school site goals and proposed SPSA

10/19/20 - Met with school staff at a regularly scheduled staff meeting to review SPSA plan and relevant data

11/19/20 - Met with SSC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

11/19/20 - Met with ELAC to review data and the draft SPSA to gather feedback on proposed goals/expenditures

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.82%	0.35%	0.53%	5	2	3
Asian	0.82%	0.87%	0.35%	5	5	2
Filipino	0.16%	0.35%	0.88%	1	2	5
Hispanic/Latino	55.57%	56.85%	58.94%	339	328	333
Pacific Islander	0.33%	0.17%	0.18%	2	1	1
White	33.77%	32.58%	30.27%	206	188	171
Multiple/No Response	1.48%	1.73%	6.55%	9	10	13
Total Enrollment				610	577	565

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	65	66	71
Grade 1	90	74	72
Grade 2	87	95	72
Grade3	93	82	99
Grade 4	69	95	77
Grade 5	96	74	96
Grade 6	110	91	78
Total Enrollment	610	577	565

Conclusions based on this data:

1. Overall enrollment has remained relatively steady, with fluctuations between grade levels.
2. Kindergarten enrollment is on a significant downward trend of enrollment, which may play out in future grades.
3. The largest subgroup is Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	91	91	90	14.9%	15.8%	15.9%
Fluent English Proficient (FEP)	21	20	29	3.4%	3.5%	5.1%
Reclassified Fluent English Proficient (RFEP)	6	2	15	6.0%	2.2%	16.5%

Conclusions based on this data:

1. The rate of reclassification of English Learners has decreased over the past three years.
2. The percentage of Fluent English Proficient (FEP) students has remained steady over the past three years.
3. The number and percent of RFEP students continues to shift, which is reflective of changes in standards, assessments, and reclassification criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	93	82	70	92	80	70	92	80	95.9	98.9	97.6
Grade 4	91	72	92	88	72	92	87	72	92	96.7	100	100
Grade 5	110	91	77	110	89	77	110	89	77	100	97.8	100
Grade 6	96	112	92	94	111	90	94	111	90	97.9	99.1	97.8
All Grades	370	368	343	362	364	339	361	364	339	97.8	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2402.8	2412.1	2414.3	15.71	11.96	15.00	20.00	30.43	21.25	34.29	29.35	37.50	30.00	28.26	26.25
Grade 4	2431.0	2441.8	2457.7	16.09	12.50	13.04	14.94	27.78	26.09	27.59	19.44	38.04	41.38	40.28	22.83
Grade 5	2494.5	2481.0	2521.4	18.18	16.85	20.78	26.36	25.84	48.05	30.91	21.35	15.58	24.55	35.96	15.58
Grade 6	2538.0	2555.0	2548.7	15.96	18.92	16.67	34.04	50.45	46.67	38.30	19.82	22.22	11.70	10.81	14.44
All Grades	N/A	N/A	N/A	16.62	15.38	16.22	24.38	34.89	35.40	32.69	22.53	28.61	26.32	27.20	19.76

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	18.57	14.13	16.25	44.29	60.87	53.75	37.14	25.00	30.00
Grade 4	14.94	15.28	14.13	50.57	45.83	59.78	34.48	38.89	26.09
Grade 5	22.73	19.10	35.06	45.45	42.70	51.95	31.82	38.20	12.99
Grade 6	25.53	27.03	28.89	56.38	55.86	48.89	18.09	17.12	22.22
All Grades	20.78	19.51	23.30	49.31	51.92	53.69	29.92	28.57	23.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.57	13.04	23.75	51.43	53.26	50.00	30.00	33.70	26.25
Grade 4	10.47	18.06	10.87	48.84	48.61	63.04	40.70	33.33	26.09
Grade 5	24.55	21.35	22.08	50.00	41.57	62.34	25.45	37.08	15.58
Grade 6	23.40	28.83	28.89	58.51	54.95	56.67	18.09	16.22	14.44
All Grades	19.72	20.88	21.24	52.22	50.00	58.11	28.06	29.12	20.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.96	11.25	71.43	73.91	76.25	18.57	14.13	12.50
Grade 4	5.75	5.56	14.13	60.92	76.39	75.00	33.33	18.06	10.87
Grade 5	20.00	15.73	16.88	61.82	55.06	74.03	18.18	29.21	9.09
Grade 6	17.02	24.32	13.33	75.53	64.86	76.67	7.45	10.81	10.00
All Grades	13.85	15.38	13.86	67.04	67.03	75.52	19.11	17.58	10.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	11.96	11.25	52.86	61.96	60.00	37.14	26.09	28.75
Grade 4	11.49	15.28	17.39	51.72	54.17	56.52	36.78	30.56	26.09
Grade 5	25.45	23.60	28.57	48.18	46.07	49.35	26.36	30.34	22.08
Grade 6	31.91	33.33	28.89	51.06	56.76	58.89	17.02	9.91	12.22
All Grades	20.78	21.98	21.53	50.69	54.95	56.34	28.53	23.08	22.12

Conclusions based on this data:

1. Analysis of CAASPP ELA results from 2016-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the three year period.
2. Analysis of CAASPP ELA results from 2016-2019 shows a decrease in the percentage of students who scored Standard Not Met over the three year period.
3. The percentage of students meeting or exceeding standards in ELA on the 2019 CAASPP increased .46% in 2019. 50.73% of students met or exceeded standard in ELA. Individual student growth was demonstrated in 5th grades. 3rd grade 36% (increase of 6%), 4th grade 39% (decrease of 1%), 5th grade 69% (increase of 26%), and 6th grade 60% (decrease of 9%).

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	73	93	82	70	92	80	70	92	80	95.9	98.9	97.6
Grade 4	91	72	92	88	72	92	88	72	92	96.7	100	100
Grade 5	110	91	77	108	89	77	108	89	77	98.2	97.8	100
Grade 6	96	112	92	95	111	90	95	111	90	99	99.1	97.8
All Grades	370	368	343	361	364	339	361	364	339	97.6	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2417.2	2416.5	2427.0	8.57	7.61	11.25	27.14	31.52	35.00	45.71	32.61	28.75	18.57	28.26	25.00
Grade 4	2442.5	2466.7	2455.1	7.95	11.11	5.43	26.14	26.39	27.17	32.95	43.06	41.30	32.95	19.44	26.09
Grade 5	2488.0	2470.1	2511.4	12.96	13.48	19.48	12.96	15.73	20.78	41.67	26.97	36.36	32.41	43.82	23.38
Grade 6	2535.6	2550.3	2530.5	22.11	23.42	22.22	22.11	27.03	21.11	30.53	32.43	28.89	25.26	17.12	27.78
All Grades	N/A	N/A	N/A	13.30	14.56	14.45	21.33	25.27	25.96	37.40	33.24	33.92	27.98	26.92	25.66

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	17.14	25.00	27.50	52.86	42.39	40.00	30.00	32.61	32.50
Grade 4	12.50	26.39	14.13	32.95	36.11	42.39	54.55	37.50	43.48
Grade 5	17.59	19.10	29.87	38.89	26.97	40.26	43.52	53.93	29.87
Grade 6	27.37	31.82	28.89	34.74	44.55	37.78	37.89	23.64	33.33
All Grades	18.84	25.90	24.78	39.06	38.02	40.12	42.11	36.09	35.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	14.13	30.00	54.29	50.00	47.50	28.57	35.87	22.50
Grade 4	10.23	16.67	15.22	48.86	56.94	46.74	40.91	26.39	38.04
Grade 5	13.89	13.48	14.29	49.07	40.45	55.84	37.04	46.07	29.87
Grade 6	27.37	25.23	25.56	40.00	52.25	42.22	32.63	22.52	32.22
All Grades	17.17	17.86	21.24	47.65	49.73	47.79	35.18	32.42	30.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	11.96	17.50	61.43	60.87	57.50	24.29	27.17	25.00
Grade 4	11.36	13.89	14.13	50.00	65.28	40.22	38.64	20.83	45.65
Grade 5	9.26	14.61	15.58	49.07	37.08	50.65	41.67	48.31	33.77
Grade 6	20.00	23.42	21.11	50.53	49.55	51.11	29.47	27.03	27.78
All Grades	13.57	16.48	17.11	52.08	52.47	49.56	34.35	31.04	33.33

Conclusions based on this data:

1. Analysis of CAASPP Mathematics results from 2015-2019 shows an increase in percentage of students who scored Met Standard or Exceeded Standard over the four year period (2015-2019).
2. We believe that with time and exposure to CCSS, students will continue the trend of increased academic achievement. Continued access to challenging mathematical problems will increase students' opportunities for demonstrating effective understanding of concepts and procedures, problem solving and modeling, and communicating reasoning.
3. The percentage of students meeting or exceeding standards in Math on the 2019 CAASPP increased .58% in 2019. 40.41% of students met or exceeded standard in Math. Individual student growth was demonstrated in 5th grade in Math. 3rd grade 46% (increase of 7%), 4th grade 32% (decrease of 5%), 5th grade 40% (increase of 11%), and 6th grade 43% (decrease of 7%).

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	*	1423.8	*	1430.7	*	1407.5	*	13
Grade 1	1448.8	1426.1	1456.3	1438.7	1440.6	1412.7	13	11
Grade 2	1503.8	*	1514.0	*	1492.9	*	12	9
Grade 3	1512.9	1512.1	1512.5	1514.1	1512.9	1509.7	18	13
Grade 4	1534.7	1536.2	1516.4	1543.6	1552.5	1528.0	14	14
Grade 5	*	1555.5	*	1548.9	*	1561.5	*	11
Grade 6	1572.5	*	1566.9	*	1577.6	*	13	10
All Grades							88	81

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	*	7.69	*	46.15	*	30.77	*	15.38	*	13
1	*	0.00	*	27.27	*	54.55	*	18.18	13	11
2	*	*	*	*	*	*		*	12	*
3	*	15.38	*	61.54	*	23.08	*	0.00	18	13
4	*	21.43	*	64.29	*	7.14		7.14	14	14
5	*	54.55	*	45.45		0.00		0.00	*	11
6	*	*	*	*		*		*	13	*
All Grades	48.86	20.99	31.82	48.15	*	22.22	*	8.64	88	81

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	*	7.69	*	46.15	*	30.77		15.38	*	13
1	*	9.09	*	27.27	*	45.45	*	18.18	13	11
2	91.67	*		*	*	*		*	12	*
3	*	61.54	*	30.77	*	7.69	*	0.00	18	13
4	*	57.14	*	35.71	*	7.14		0.00	14	14
5	*	72.73	*	27.27		0.00		0.00	*	11
6	84.62	*	*	*		*		*	13	*
All Grades	63.64	39.51	22.73	35.80	*	17.28	*	7.41	88	81

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	*	7.69	*	23.08	*	61.54	*	7.69	*	13
1	*	0.00	*	18.18	*	27.27	*	54.55	13	11
2	*	*	*	*	*	*		*	12	*
3	*	15.38	*	23.08	*	53.85	*	7.69	18	13
4	*	14.29	*	14.29	*	64.29		7.14	14	14
5	*	9.09	*	63.64	*	27.27		0.00	*	11
6	*	*	*	*	*	*		*	13	*
All Grades	35.23	12.35	35.23	29.63	18.18	41.98	*	16.05	88	81

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	*	7.69	*	92.31		0.00	*		13
1	*	36.36	*	36.36	*	27.27	13		11
2	91.67	*	*	*		*	12		*
3	*	30.77	*	69.23	*	0.00	18		13
4	*	42.86	*	57.14		0.00	14		14
5	*	18.18	*	81.82		0.00	*		11
6	*	*	*	*		*	13		*
All Grades	60.23	28.40	34.09	64.20	*	7.41	88		81

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	*	7.69	*	69.23		23.08	*	13
1	*	0.00	*	90.91	*	9.09	13	11
2	*	*	*	*		*	12	*
3	*	69.23	*	30.77	*	0.00	18	13
4	78.57	57.14	*	42.86		0.00	14	14
5	*	90.91	*	9.09		0.00	*	11
6	84.62	*	*	*		*	13	*
All Grades	62.50	44.44	32.95	49.38	*	6.17	88	81

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	92.31	*	0.00	*	13
1	*	9.09	*	36.36	*	54.55	13	11
2	*	*	*	*	*	*	12	*
3	*	0.00	*	84.62	*	15.38	18	13
4	*	14.29	78.57	78.57		7.14	14	14
5	*	9.09	*	90.91	*	0.00	*	11
6	*	*	*	*	*	*	13	*
All Grades	34.09	11.11	46.59	74.07	19.32	14.81	88	81

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	38.46	*	23.08	*	13
1	*	0.00	*	54.55	*	45.45	13	11
2	*	*	*	*		*	12	*
3	*	23.08	66.67	76.92	*	0.00	18	13
4	*	21.43	*	71.43		7.14	14	14
5	*	18.18	*	81.82		0.00	*	11
6	*	*	*	*		*	13	*
All Grades	45.45	24.69	46.59	60.49	*	14.81	88	81

Conclusions based on this data:

1. According to most recent ELPAC, NWEA, and classroom grades data from Spring 2019, significant numbers of English Learners in grades 1-6 will re-designate.
2. The performance of English Learner students shows a relative strength in Oral Language.
3. The performance of English Learner students shows an area of needed growth in Written Language.

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
577	55.1	15.8	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	91	15.8
Foster Youth	1	0.2
Homeless	5	0.9
Socioeconomically Disadvantaged	318	55.1
Students with Disabilities	62	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
Asian	5	0.9
Filipino	2	0.3
Hispanic	328	56.8
Two or More Races	41	7.1
Pacific Islander	1	0.2
White	188	32.6




Conclusions based on this data:

1. The percentage of English Learners over the past three years ranges from 14.9% to 15.7%.
2. The percentage of SES students has increased over the years (from 49% to over 54%) due to additional families qualifying for free/reduced meals.
3. The largest student group by race/ethnicity is the Hispanic student group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 508 849 535">Orange</p>	<p data-bbox="1182 426 1398 457">Suspension Rate</p>  <p data-bbox="1247 508 1328 535">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 368 735">Green</p>		

Conclusions based on this data:

1. Overall Academic Performance in ELA (-7.1%) and Math (-4.9%) declined in 2019, with a notable increase in scores for 5th grade in ELA (+26%) and Math (+11%). No student groups fell in the "red" category in Overall Performance.
2. Suspension rates have slightly increased (1.4% to 2.2%).
3. School-wide attendance has slightly increased (95.3% from 95.4%). Sickness and home factors have influenced absenteeism.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 1.4 points above standard Increased ++9.8 points 329	<p>English Learners</p>  Yellow 8.6 points below standard Increased Significantly ++17.2 points 62	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Yellow 12.5 points below standard Increased Significantly ++18.4 points 192	<p>Students with Disabilities</p>  Yellow 50.5 points below standard Increased Significantly ++30.1 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3 points below standard Increased Significantly ++16.3 points 190	 No Performance Color 18.7 points above standard Increased ++8.6 points 23	 No Performance Color 0 Students	 Green 12.9 points above standard Increased ++4.2 points 110

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
42.7 points below standard Increased ++3.8 points 42	62.9 points above standard Increased Significantly ++20.4 points 20	2.8 points above standard Increased ++8.8 points 260

Conclusions based on this data:

1. While data trends show improvement in most subgroups, we are not at proficiency levels we seek for all students. No student groups fell in the "red" category in English Language Arts.
2. Students with Disabilities is an area of focus that will continue to be monitored in all academic areas.
3. In the area of English Language Arts, growth was demonstrated by Students with Disabilities.

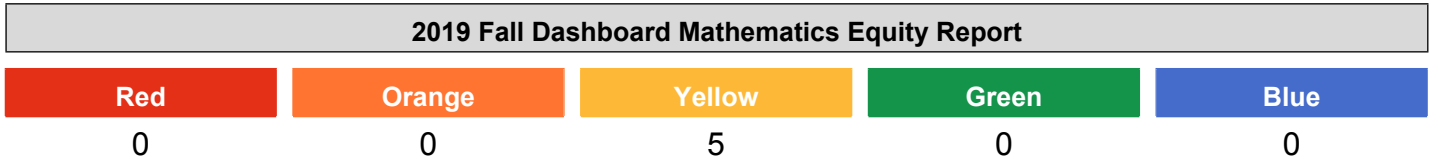
School and Student Performance Data

Academic Performance Mathematics







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>20.1 points below standard</p> <p>Increased ++3.4 points</p> <p>329</p>	<p>English Learners</p>  <p>Yellow</p> <p>25.7 points below standard</p> <p>Increased ++10.8 points</p> <p>62</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>32.5 points below standard</p> <p>Increased ++9 points</p> <p>192</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>72.8 points below standard</p> <p>Increased Significantly ++25.4 points</p> <p>34</p>

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 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.1 points below standard Increased ++7.5 points 190	 No Performance Color 0.7 points below standard Increased ++14.1 points 23		 Yellow 5.7 points below standard Maintained -2.2 points 110

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
56.6 points below standard Maintained -1.3 points 42	39.3 points above standard Increased ++13.2 points 20	20.2 points below standard Maintained ++1.2 points 260

Conclusions based on this data:

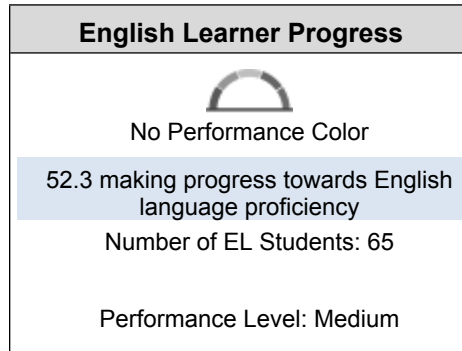
1. While data trends show improvement in some subgroups, we are not at proficient levels we seek for all students.
2. In the area of Math, growth was demonstrated by Socioeconomically Disadvantaged students and English Learners.

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
18.4	29.2	12.3	

Conclusions based on this data:

- Overall English Learners (EL) are making progress. A majority of students (80.7%) scored in Level 4 (Well Developed) and Level 3 (Moderately Developed).
- Continued access to challenging text (Wonders, libraries, Compass Learning) will increase opportunities for EL students to grow academically in English Language Arts.
- A small percentage of English Learners score in Level 1.

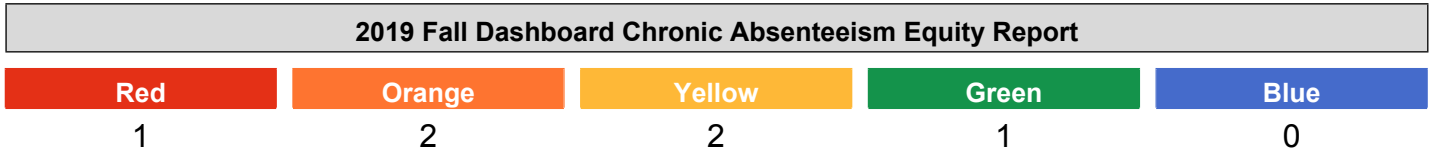
School and Student Performance Data

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		
All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
9.7	6.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Maintained +0.1	3
595	98	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	12.8	17.3
9	Maintained +0.1	Increased +7.3
	359	75

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 0	 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 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.1 Maintained -0.4 341	 Green 7.7 Declined -1.6 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 11.5 Increased Significantly +3.9 192

Conclusions based on this data:

1. Of the student groups large enough to qualify to receive a color designation, Socioeconomically Disadvantaged have the highest rate of chronic absenteeism (12.8% 2019). This is an increase of .1%.
2. The English Learners subgroup has slightly decreased from 2018 to 2019 (.65%).
3. The All Students group has slightly increased from 2018 to 2019 (.62%).

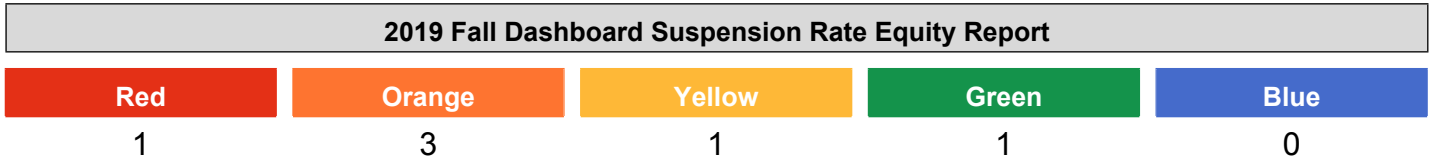
School and Student Performance Data

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>All Students</p>  Orange 2.3 Increased +1.2 610	<p>English Learners</p>  Green 1 Maintained 0 102	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 10	<p>Socioeconomically Disadvantaged</p>  Orange 2.4 Increased +1.7 368	<p>Students with Disabilities</p>  Red 8 Increased +5.1 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +1.8 347	 Orange 1.9 Increased +1.9 54	 No Performance Color Less than 11 Students - Data 1	 Yellow 1.5 Maintained +0.1 199

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	2.3

Conclusions based on this data:

1. Data indicates our Hispanic group continues to have the highest rate of suspension.
2. Our continued efforts to engage parents and examine our school structure for addressing student behavior will have a positive impact in suspension rates moving forward.
3. No student group is in orange or red for suspension rate.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Metric/Indicator: CAASPP - ELA Grades 3-6 % Students Met/Exceeded standard</p> <p>19-20 scores Increase student performance for all students and each subgroup by 5% in the area of ELA as measured by the CAASPP.</p>	<p>Increase student performance for all students and each subgroup by 5 points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.</p> <p>2019 CAASPP Results: All 51% Student Met/Exceeded Standard Grade 3 36% Met/Exceeded Standard Grade 4 39% Met/Exceeded Standard Grade 5 69% Met/Exceeded Standard Grade 6 60% Met/Exceeded Standard Low SES = 45% EL = 30% Hispanic = 46% White = 54%</p>	<p>The CAASPP was not administered due to school closure from COVID-19.</p>
<p>Metric/Indicator: NWEA Reading scores % Students growth</p> <p>19-20 Increase student performance for students in 1st and 2nd grades by 5% (scoring "Hi or HiAvg) in the area of Reading as measured by NWEA.</p>	<p>The percentage of students scoring "Hi or HiAvg" will increase by 5% as measured by NWEA Reading Assessment .</p> <p>Goal for Spring 2020: 36% for 1st grade 30% for 2nd grade</p>	<p>The Spring assessment was not administered due to school closure from COVID-19.</p> <p>43% of 1st grade and 34% of 2nd grade students achieved master on the Winter NWEA.</p>
<p>Metric/Indicator: Acadience ELA Composite Scores % Students growth</p> <p>19-20 42% of students scoring "At or Above" benchmark as measured by the Acadience Reading Assessment Composite Score.</p>	<p>By Spring 2020, the percentage of Kindergarten students at the "At or Above" benchmark will increase by 10%.</p> <p>Goal for 2020: 52% Kindergarten students</p>	<p>The Spring assessment was not administered due to school closure from COVID-19.</p> <p>35% of students achieved mastery of the Acadience/DIBELS Composite score.</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss students learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSs, and plan collaboratively for instruction. School-wide focus on Tier 1 and Tier 2 instruction: Increase academic vocabulary, literacy, writing, reading comprehension, and student engagement.</p>	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC grade level team. Teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment).</p> <p>Acadience (formerly DIBELS) assessments were utilized to track student progress in reading. Teachers continued Focus Folders based on Acadience, Lexile, and other available data to monitor student progress in reading. Acadience results and Focus Folders were regularly reviewed, analyzed, and discussed at both Tier 1 and Tier 2 PLC meetings. In 2019-2020 PLC teams worked with district ELA consultant Tina Pelletier on deconstruction of CAASPP/SBAC testing and use of Focused Interim Assessment</p>	<p>Support for Lead PLC teachers (Stipend) is provided by the district using LCFF-Supplemental Funds None Specified District Funded 0</p>	<p>Support for Lead PLC teachers (Stipend) is provided by the district using LCFF-Supplemental Funds None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	Blocks (IABs) as formative assessments.		
<p>Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Library books and supplemental materials including non-fiction text will be purchased to provide more reading materials for students.</p> <p>Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom. Data used to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Supplemental curriculum materials and technology 4000-4999: Books And Supplies LCFF - Supplemental 13,293</p> <p>Purchase network based Renaissance (Accelerated Reader) program to support, assess/monitor and enhance the reading and Language Arts programs. 4000-4999: Books And Supplies General Fund 3,200</p>	<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 13,293</p> <p>Purchase network based Renaissance (Accelerated Reader) program to support, assess/monitor and enhance the reading and Language Arts programs. 4000-4999: Books And Supplies General Fund 3,200</p>
<p>Identified students will receive targeted support through on-site intervention programs provided by intervention and classroom teachers.</p> <p>Instructional Coach (TOSA) to work directly with teachers in classrooms and intervention groups. Providing support for teachers of identified Title 1 at-risk students.</p>	<p>PLC Tier 1 time was created to allow release time for the teachers to meet in Professional Learning Communities to improve practice, to use data to drive Tier 1 instruction. Identified students received target instruction through on-site interventions provided by teachers and the grade level teams (Tier 1 and Tier 2). Students received this intervention time during the school day.</p> <p>Until school closure in mid-March these actions were implemented as planned. Students participated in the SIPPS intensive reading intervention program and other interventions as developed by classroom and hourly teachers.</p>	<p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries Title I 55,050.18</p> <p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,000</p> <p>After school intervention teacher and computer access program. 1000-1999: Certificated Personnel Salaries District Funded 6,781</p> <p>Purchase network based Renaissance (STAR) program to support and progress monitor reading and Language Arts programs. Supplemental curriculum materials and technology. 4000-4999: Books And Supplies</p>	<p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries Title I 55,050.18</p> <p>Certificated hourly salary and benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,000</p> <p>After school intervention teacher and computer access program. 1000-1999: Certificated Personnel Salaries District Funded 6,781</p> <p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 13,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 13,000	
<p>All teachers working with Title 1 students will be supported in implementing and teaching the 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 the Teacher on Special Assignment (TOSA)/Instructional Coach.</p> <p>The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths.</p> <p>The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.</p>	<p>A Teacher on Special Assignment (TOSA) focused on building the professional capacity of teachers, including targeting the specific needs of at-risk students. The on-site TOSA modeled and supported effective instructional strategies and the implementation of intervention. The TOSA assisted with using data to target instruction, provided professional development and supported Professional Learning Communities (PLC) Meetings. The TOSA is a valued member of the leadership and Positive Behavioral Instructional Support (PBIS) teams. The TOSA assisted in district-wide assessment, including the Acadience Learning Assessment to all students. The TOSA continued to identify and provide training in effective, research-based interventions for at-risk students in ELA and Math, including interventions utilizing technology.</p> <p>During school closure, TOSAs helped with the preparation of enrichment learning packets for students and the implementation of online learning.</p>	<p>TOSA Salary and benefits 1000-1999: Certificated Personnel Salaries Title I 62,172</p>	<p>TOSA Salary and benefits 1000-1999: Certificated Personnel Salaries District Funded 62,172</p>
<p>Staff members will have the opportunity to attend Targeted Professional</p>	<p>Staff members had the opportunity to attend targeted professional</p>	<p>Cost of workshops, conferences, substitutes, consultants,</p>	<p>Supplemental curriculum materials and technology. 4000-4999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Development that supports areas of need identified through an analysis of student data. Professional development will build teacher capacity. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.	development during the year. School closure due to COVID-19 prevented teachers from attending live Spring PD. Additional materials (including technology) were provided to supplement the California State Standards instructional tools and support materials in the classroom.	supplemental curriculum materials, paper and technology. 4000-4999: Books And Supplies LCFF - Supplemental 2,000	Books And Supplies LCFF - Supplemental 2,000

Analysis

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

Each of the above actions/services were implemented in the 2019-2020 school year. Our school staff continues to work on initiatives that were implemented over the past few years, including new curriculum adoptions, new assessment and accountability measures with the California School Dashboard, implementation of a master schedule to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

Increased access to a 21st Century Curriculum and instructional design was the result of professional development throughout the school year. Modeling different ways of teaching and learning and the opportunities technology provides for students as well as changing the way we do business is essential to growth and truly moving into the 21st Century.

Alice Shaw successfully implemented a master schedule that allowed for all students to receive 30 minutes of visual arts and classroom music instruction and 75 minutes of physical education instruction per week. This schedule also allows for English Language Development (ELD) instruction and targeted intervention for identified students, and enrichment for other students. This approach allows for protection of key blocks of time for instruction and the ability to coordinate pull-out services school-wide. Teachers on Special Assignment (TOSAs) worked closely with the principal and teachers to assist with the development of the schedule and with teachers on effective research-based practices for targeting instruction.

Following school closure in mid-March, the contributions of the district's TOSAs were noteworthy, as they transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning.

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

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement, was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, targeted intervention programs, English Learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complementary to the others and are effective as measured by stakeholder input and student achievement data. There was also a concentrated effort to provide specific support and strategies to English Learners classified as newcomers and/or Long Term English Learners.

The integration of technology will continue to be a priority and professional development will be centered around the use of technology to support global learning and citizenship. Professional development and teachers innovating with new ways of teaching and learning is what makes the difference and this philosophy has been the primary driver in the purchase of and integration of technology in classrooms, with priority given to schools serving English Learners, low-income students, and Foster Youth.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process and we are continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.

Data is currently being analyzed to determine impact, but most of the impact will be seen in future years as K-3 students advance through the grades. We are beginning to look to ways to start to work with intermediate grades teachers so they are ready to receive students learning at higher levels. An analysis of NWEA and Acadience data shows we not making expected progress. We will continue to focus on targeted intervention using research-based strategies along with standards aligned English language arts materials to increase student achievement growth.

NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020. Therefore, staff have no norm-referenced measure of student progress in English Language Arts over the entirety of the school year. The Acadience SIPPS assessment show that students participating in the reading intervention program made notable progress to the point of school closure, with some students able to test out of SIPPS when reading screenings were done in September 2020.

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

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Increased interventions will be provided by the teachers in ELA and math. The goal to provide and support high quality instruction, which promotes active learning and maximizes student achievement is a priority for the 2020-2021 school year.

Bridging the digital divide for students, specifically for identified subgroups, will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st Century curriculum and increasing the integration of 21st Century learning skills (including the integration of technology into learning) continue to be goals. District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention were launched in September 2020, so students can make academic progress in 2020-2021. Teachers also will need to implement the ELA curriculum with a focus on acceleration, not remediation.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Metric/Indicator CAASPP - Math Grades 3-6 % Students "Met/Exceeded" Standard</p> <p>19-20 Increase student performance for all students and each subgroup by 5% in the area of Math as measured by the CAASPP.</p>	<p>Increase student performance for all students and each subgroup by 5 points each year in the area of Math as measured by the CAASPP and reported on the California Dashboard.</p> <p>2019 CAASPP Results: (No 2020 CAASPP Results) All 40% Grade 3 46% Met/Exceeded Standard Grade 4 32% Met/Exceeded Standard Grade 5 40% Met/Exceeded Standard Grade 6 43% Met/Exceeded Standard Low SES: 33% EL: 16% Hispanic: 35% White: 46%</p>	<p>The CAASPP was not administered due to school closure from COVID-19.</p>
<p>Metric/Indicator: NWEA Students Math scores % Students growth</p> <p>19-20 Increase student performance for students in 1st and 2nd grade by 5% in the area of Math as measured by the NWEA.</p>	<p>The percentage of students scoring "Hi or HiAvg" (1st and 2nd grades) will increase by 5% as measured by NWEA Reading Assessment .</p> <p>Goal for Spring 2020: 27% for 1st grade 26% for 2nd grade</p>	<p>The Spring assessment was not administered due to school closure from COVID-19.</p> <p>34% of 1st grade and 34% of 2nd grade students achieved master on the Winter NWEA.</p>
<p>Metric/Indicator: Classroom Math assessment End-of-year OUSD Report Card</p> <p>19-20 80% of kindergarten student will master addition and subtraction facts</p>	<p>The percentage of students scoring proficient in addition and subtraction will increase by 5% as measured by OUSD Report Card Assessment</p> <p>Goal for Spring 2020: 86%</p>	<p>The Spring assessment was not administered due to school closure from COVID-19.</p> <p>84% of Kindergarten students mastered the addition math goal based on the 2nd Trimester math assessment.</p> <p>No subtraction data for Spring.</p>

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>PLC Team members focused on student learning 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>Reported under Goal 1 4000-4999: Books And Supplies District Funded 0</p>	<p>Reported under Goal 1 4000-4999: Books And Supplies District Funded 0</p>
<p>All teachers working with Title 1 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 the Teacher on Special Assignment (TOSA)/Instructional Coach.</p> <p>The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths.</p> <p>The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.</p>	<p>A Teacher on Special Assignment (TOSA) focused on building the professional capacity of teachers, including targeting the specific needs of at-risk students. The on-site TOSA modeled and supported effective instructional strategies and the implementation of intervention. The TOSA assisted with using data to target instruction, provided professional development and supported Professional Learning Communities (PLC) Meetings. The TOSA is a valued member of the leadership and Positive Behavioral Instructional Support (PBIS) teams. The TOSA assisted in district-wide assessment, including the Acadience Learning Assessment to all students. The TOSA continued to identify and provide training in effective, research-based interventions for at-risk students in ELA and</p>	<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Reported under Goal 1 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>Math, including interventions utilizing technology.</p> <p>In math, TOSAs worked with district consultant Michele Douglass to help teachers be aware of what Douglass calls "hinge standards." These are essential skills and conceptual understandings that underpin math proficiency from grade level to grade level.</p> <p>School closure presented a challenge for math instruction. TOSAs helped classroom teachers identify online components of district curriculum and other online activities, that helped along student math achievement in the format of distance learning.</p>		
<p>School-wide focus on Tier 1 and Tier 2 Instruction: Increase academic vocabulary, math facts and concepts, critical thinking skills, student engagement and targeted assessments. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.</p> <p>Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Technology was purchased to supplement the California State Standards instructional tools and support materials in the classroom. Data used to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 3,500</p>	<p>Supplemental curriculum materials and technology. 4000-4999: Books And Supplies LCFF - Supplemental 3,500</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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. Provide additional materials and incentives to supplement instructional tools in the classroom (California State Standard Focus).</p> <p>Staff members will have the opportunity to participate in targeted Math professional growth opportunities.</p>	<p>The district provided time for collaboration among teachers to discuss student progress in math. Common assessments based on essential standards were created to guide instruction.</p> <p>PLC teams tracked student math progress and identified students for extra support. Math intervention took the form of reteaching and extra practice with math facts.</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Reported under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>	<p>District adopted curriculum, student assessments and teacher collaboration. None Specified District Funded 0</p> <p>Reported under Goal 1 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Teachers will prepare a team for the North County Math Super Bowl including students in grades 4-6 who wish to participate;</p>	<p>Staff prepared students to compete in the North County Math Super Bowl. This provided students with an enrichment opportunity.</p>	<p>Materials and supplies supporting participation in the North County Math Superbowl 4000-4999: Books And Supplies General Fund 0</p>	<p>Materials and supplies supporting participation in the North County Math Superbowl 4000-4999: Books And Supplies General Fund 0</p>

Analysis

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

Each of the above actions/services was implemented for the 2019-2020 school year. Our school staff continues to work to implement initiatives that were implemented over the past few years including new curriculum adoption in Mathematics, new assessment and accountability measures with the California School Dashboard, implementation of a master schedule to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

One of our district-wide professional development days in 2018-2019 was dedicated to teaching mathematics concepts. Most teachers participated in a wide range of professional development that occurred during the school shut down (COVID-19) in the Spring. Teachers continue to use the knowledge they gained to deliver a more effective distance learning opportunity to students.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process, continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.

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

The goal to provide and support engaging, high-quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, most especially targeted intervention programs, English Learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complementary to the others and effective as measured by stakeholder input and student achievement data. We remain committed to implementing the new curriculum. We have been concentrating our efforts with literacy on the early years of schooling which will continue. As we see results from targeted math instruction, additional professional development will be needed in the intermediate grades to address the needs of students functioning at higher academic levels. There was also a concentrated effort to provide specific support and strategies to English Learners.

Success was also greatly contributed to the following items: Consultants increased time with grade level teams, TOSAs, and principal to enhance best practices and strategies and assist with progress monitoring and intervention. PLC Tier 1 and Tier 2 time was available weekly for teachers to collaborate.

NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020. Therefore, staff does not have norm-referenced measure of student progress in math over the entirety of the school year. Staff will need to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention. The challenges presented by COVID-19 may prevent that from happening in 2020-2021.

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

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Increased interventions will be provided by the teachers in ELA and math. The goal to provide and support high quality instruction, which promotes active learning and maximizes student achievement is a priority for the 2020-2021 school year.

Professional development in math instruction for teachers will continue to be a priority.

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 TOSA's will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers. The actions and services supported achievement of the goal, including targeted intervention, English Learner support, and the use of universal screening data to inform and drive instruction. These activities and services will continue for the 2020-2021 school year.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done as soon as students return to school. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District and school attendance rates. Healthy Kids Survey results. Observations and anecdotal data.	Attendance rates for all students will be 96% or higher.	Attendance rates for all students was 95.94%
Decrease Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.	Chronic Absenteeism was 10.7% for all students due to school closure from COVID-19.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000	Attendance incentives 4000-4999: Books And Supplies LCFF - Supplemental 152
Improve the attendance rate and decrease chronic absenteeism for English Learners, Foster Youth, and low-income students through the School Attendance Review Board process, through the use of Check, Connect, Respect program and the school counselor. Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.	The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance Review Board process. The principal and office	Contract with Fighting Back Santa Maria None Specified District Funded 0 Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I 1,000	Contract with Fighting Back Santa Maria None Specified District Funded 0 Additional Office Assistant time to collect data, make parent contact, and refer students to the attendance program. 2000-2999: Classified Personnel Salaries Title I 1,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>staff also worked to address excessive tardies and excessive absenteeism (>10% excused absences). As needed, the community liaison made contact with families on attendance issues.</p> <p>Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance.</p> <p>PBIS data collected and used to create conversations with parents about attendance and behaviors.</p>		

Analysis

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

Alice Shaw implemented PBIS Tier 1 to provide school-wide and classroom research-based positive behavioral and socio-emotional supports for all students, including students of poverty, students with disabilities, English Learners, and students of all ethnicities. Students were encouraged by the teacher to attend and engage in school daily. A concentrated effort to identify students making correct choices inside and outside the classroom helped create a positive school environment.

A school counselor is available for individual and small group counseling to support the social/emotional needs of students.

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

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

We provided a variety of activities with staff supervision (in-class and outside) to help students adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance. The PBIS program will be more effective with increased teacher training and expectations.

While overall attendance is good, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve individual contact between school office staff, administrators and the parents/guardians of the students.

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

The costs associated with the "books and supplies" was less than projected.

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 student groups.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address these issues. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good or Excellent"

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey Parent Square Communication System	Increase the percent of parents reporting communication they received from their child's school was "Good/Excellent" will increase by 2% each year. Over 98% of parent will participate in Parent Square.	Over 99% of parent participated in Parent Square. Due to COVID-19 no survey was conducted.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Welcome back greeting stations for parents to connect to PTA members and sign-up for for volunteer opportunities on the first day of school and Back-to-School Night. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods.	Information on Parent Square was shared with new parents, and it was emphasized with all parents at Back to School Night and parent-teacher conferences. The office staff and the bilingual community liaison were available to assist parents/guardians personally with the process of enrolling in Parent Square and accessing posts. During school closure, Parent Square was a central venue of communication from school and teachers to parents and families. Parents were encouraged to volunteer at school through Back-to-School Night, PTA greeting stations, PTA Family Events and Parent Square messages that	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	encouraged parent involvement.		
<p>Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level. Provide services such as babysitting, transportation and alternate meeting location when needed. Provide information on low-cost internet providers. Translate materials and provide interpreters to make phone calls and assist at events/meetings when needed or requested. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.</p>	<p>Parents were encouraged to attend, participate, and help in the decision making process in Title 1 meetings, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Information was shared with parents about home internet, and school plans and events. Babysitting was provided as needed.</p> <p>Addition office time to collect data, parent parent contact, and assist parents with communication.</p> <p>During school closure, the principal prioritized communication with parents/guardians on a regular basis. Parents/guardians were invited to ask questions, share ideas, and express concerns.</p>	<p>Effective communication tools to increase parent involvement. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000</p> <p>Child care provided for meetings and communication tools. None Specified District Funded 0</p> <p>Provide additional Office Assistance time to collect data, make parent contact, and assist parents with communication. 2000-2999: Classified Personnel Salaries Title I 2,000</p>	<p>Effective communication tools to increase parent involvement. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000</p> <p>Child care provided for meetings and communication tools. None Specified District Funded 0</p> <p>Provide additional Office Assistance time to collect data, make parent contact, and assist parents with communication. 2000-2999: Classified Personnel Salaries Title I 2,000</p>
<p>Increase teacher-parent communication via face-to-face and telephone conferences, progress reports, Parent Square, emails and behavior/academic contracts. Parent Square communication are translated in home language.</p>	<p>School event information was provided through phone calls, ParentSquare, parent-teacher conferences and meetings. Information was communicated through the school community liaison whenever needed.</p>	<p>Communication tools None Specified District Funded 0</p>	<p>Communication tools None Specified District Funded 0</p>
<p>Parent Education Events</p>	<p>Parents/guardians had the opportunity to attend any of a range of parent education events planned by the site and the</p>	<p>Funds for speaker and other expenses associated with the cost of parent education</p>	<p>Funds for speaker and other expenses associated with the cost of parent education</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	district's Educational Services Department. Topics included social/emotional wellness, parenting children who are on social media, and how to notice and prevent vaping.	events. None Specified District Funded 0	events. None Specified District Funded 0

Analysis

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

All of the activities outlined in the plan were implemented. Parent Square continues to be well received as a tool to communicate with parents and stakeholders. All parents were given access to the Parent Square messaging system. They were encouraged to read the online messages to stay informed of Shaw school news. Parent Square easily translated English messages into Spanish. The school use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Services for English Learners, foster youth, homeless youth and socio-economically disadvantaged students were coordinated by student services coordinators with specific, specialized duties.

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

Parent Square has continued to be a highly effective platform for school-home communication. Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

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

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for increased communication between school and home, especially for identified subgroups. Parent Square will continue to be used for communication with parents.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspensions PBIS Program School Activities Counseling	Maintain/decrease current suspension/expulsion rates for students and each subgroup. Total Suspension Rate 2.2% Low SES = 62% EL = 8% Hispanic = 77% White = 15% 0% Expulsion	Suspension/expulsion rates decreased for students and each subgroup. Total Suspension Rate 1.4%. Low SES = 50% EL = 13% Hispanic = 38% White = 50% 0% Expulsion Suspension rates decreased due to COVID-19 and school closure.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Welcome back rules/behavior expectation assemblies and Positive Behavior Intervention Support (PBIS) Passport Days in August and February. Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1. Utilize progressive discipline system, monitor behavior programs used in classrooms and implement reward system.	Behavior and academic expectations were communicated and reinforced during the school year. Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior was implemented with fidelity. Tier 2, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis was introduced.	School expectations and behavioral PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000 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/school presentations. None Specified District Funded 0	School expectations and behavioral PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 152.00 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/school presentations. None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Offer school extracurricular events to build community, teamwork, and leadership skills in students. These programs include noon leagues, track, Robotics/Lego League, Battle of the Books, Makerspace activities, Math Super Bowl, Author Go Round, Robotics, Student Council, Classroom Buddies, peer tutors, and Friendship circles.</p>	<p>The school continued to offer a range of easily accessible activities and programs that gave students opportunities for personal growth as well as a deeper connection with peers, staff, and the school. Student Council involved students in the planning and participating of school events and activities. Cocurricular opportunities included Lego League Robotics, Battle of the Books, and the North County Math Super Bowl. Extracurricular activities included track. The lunchtime maker-space in the library engaged students with tech and creative activities.</p>	<p>Purchase materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p>	<p>Purchase materials and supplies for performances, events, and activities to support extracurricular activities 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
<p>Offer counseling services for individual students and small groups (School Counselors, Check, Connect and Respect, District Psychologist).</p>	<p>Counseling services were provided throughout the school year.</p>	<p>Counseling services 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>	<p>Counseling services 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p>
<p>Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).</p>	<p>Health education was taught using the district approved curriculum. Health screenings were conducted in accordance with the district guidelines.</p>	<p>Character and Health education None Specified District Funded 0</p>	<p>Character and Health education None Specified District Funded 0</p>

Analysis

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

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Teachers and staff encourage the importance of the Positive Behavioral Intervention Support (PBIS) program to students and parents. PBIS behavior strategies were implemented with fidelity. Teachers and students created behavior matrices, Check-in/Check-out system was put in place for at-risk students, quarterly Eagles SOAR character award assemblies and Passport Days were some of the many strategies put in place.

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

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Students have the opportunity to engage in district provided programs during the school year. Schools are

keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. The school will continue their work on strategies/activities to accomplish the goal of a low suspension rate. School closure mid-March contributed to the decrease in the suspension rate.

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

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

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 and high quality instruction, which promotes active learning and high quality instruction, 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
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	<p>2020 CAASPP was not administered due to school closure from COVID-19.</p> <p>Results from Spring 2019 CAASPP State- standards aligned test for 3rd-6th grade students and subgroups displaying percentage of students demonstrating mastery or exceeding mastery:</p> <p>All students: 51.62% Hispanic = 47.43% Socioeconomically Disadvantaged: 46.27% English Learners: 30.23% Students with Disabilities: 26.47%</p>	<p>The percentage of students demonstrating or exceeding mastery in the area of English Language Arts on the CAASPP state standards-aligned test will increase by 5% each year for all students and sub-groups</p> <p>Goal for Spring 2021 CAASPP state standards aligned test for 3rd-6th grade students and subgroups percentage of students mastering or exceeding mastery All Students: 56.6% - Goal for Spring 2021 Hispanic: 52.43% Socioeconomically Disadvantaged: 51.27% English Learners: 35.23% Students with Disabilities: 31.47%</p>
Results from Spring 2021 NWEA results for 1st-2nd grade students.	<p>Results from Winter 2019 NWEA Assessment</p> <p>Grade 1 43% Hi and HiAvg Grade 2 34% Hi and HiAvg</p>	<p>The percentage of students scoring "Hi or HiAvg" will increase by 5% as measured by NWEA Reading Assessment</p> <p>Goal for Spring 2021:</p>

Metric/Indicator	Baseline	Expected Outcome
	Spring NWEA 2020 assessment was not administered due to school closure from COVID-19.	48% for 1st grade 39% for 2nd grade
Spring 2021 Acadience assessment for Kindergarten	<p>Spring Acadience 2020 assessment was not administered due to school closure from COVID-19.</p> <p>Results from 2nd Trimester 2020 Acadience (DIBELS) Composite Assessment for Kindergarten students. 35% of students scored "At or Above" benchmark.</p>	<p>By Spring 2021, the percentage of Kindergarten students at the "At or Above" benchmark will increase by 10%</p> <p>Goal for 2021: 40% of students scoring at "At or Above" benchmark</p>

Planned Strategies/Activities

Strategy/Activity 1

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss students learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, and plan collaboratively for instruction. School-wide focus on strong Tier 1 instruction

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	PLC Teachers will meet during designated time. Support for Lead PLC teachers (Stipend) is provided by using the district using LCFF- Supplemental Funds
Amount	1000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development. Cost of workshops, conferences, consultants, substitutes

Strategy/Activity 2

Provide additional materials (including technology and/or software) to enhance the California State Standards instructional tools and support materials in the classroom. Library books and supplemental materials including non-fiction text and technology will be purchased to provide additional materials for students.

Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	12,959.34
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental/enhance curriculum materials and technology

Strategy/Activity 3

Identified students will received targeted support through on-site intervention programs provided by classroom teachers, grade level teams , and hourly intervention teachers.

Provide additional materials (including technology and/or software) to supplement/enhance the California State Standards instructional tools and support materials in the classroom.

Instructional Coach (TOSA) to work directly with teachers and intervention groups. Providing support for teachers of identified Title 1 at-risk students.

Students to be Served by this Strategy/Activity

Students working below grade level in reading as shown on standardized reading and math assessments (Acadience, NWEA, DIBELS, SBAC and STAR).

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	39,266.66
---------------	-----------

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers
Amount	32,824.66
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention instruction by hourly teachers

Strategy/Activity 4

All teachers working with Title 1 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 the Teacher on Special Assignment (TOSA)/Instructional Coach.

The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths.

The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.

Students to be Served by this Strategy/Activity

All students and Title 1 students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary and benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Mathematics

Goal Statement

All students and students groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and high quality instruction, and maximizes student achievement in the area of Mathematics.

Basis for this Goal

Students need to be equipped with mathematical skills to be able to 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
Results from Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups.	2020 CAASPP was not administered due to school closure from COVID-19. 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: 40.41% Hispanic: 34.53% Socioeconomically Disadvantaged: 34.33% Students with Disabilities: 26.47% English Learner: 16.28%	The percentage of students demonstrating or exceeding mastery in the area of Math on the CAASPP state standards aligned test will increase by 5% each year for all students and sub groups. Goal for Spring 2021 CAASPP state standards-aligned test for 3rd-6th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students: 45.41% Hispanic: 39.53% Socioeconomically Disadvantaged: 39.33% Students with Disabilities: 31.47% English Learner: 21.28%
Results from Spring 2021 NWEA results for 1st-2nd grade students.	Spring assessment was not administered due to school closure from COVID-19 Results from Winter 2020 NWEA assessment:	The percentage of students scoring "Hi or HiAvg" (1st and 2nd grades) will increase by 5% as measured by NWEA Reading Assessment

Metric/Indicator	Baseline	Expected Outcome
	Grade 1 34% Hi & HiAvg Grade 2 34% Hi & HiAvg	Goal for Spring 2021: 39% 1st grade and 2nd grade students scoring in HI or HiAvg
End-of-year OUSD Report Card 80% Kindergarten Students proficient in "Single Digit Addition and Subtraction"	Spring assessment in addition and subtraction was not administered due to school closure from COVID-19. OUSD Report Card Results: Kindergarten 84% Proficient Only "Single Digit Addition" data available. Subtraction is an end-of-year goal.	The percentage of students scoring proficient in addition and subtraction will increase by 5% as measured by OUSD Report Card Assessment Goal for Spring 2021: 85%

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.

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	4000-4999: Books And Supplies
Description	Reported under Goal 1

Strategy/Activity 2

All teachers working with Title 1 students will be supported in implementing and teaching the 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 the Teacher on Special Assignment (TOSA)/Instructional Coach and consultant.

The TOSA will provide support for identification of and training in effective, research-based interventions for at-risk youths, English learners, and Socioeconomically Disadvantaged students.

The TOSA will support the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and Tier 2.

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income, Title 1

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reported under Goal 1
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reported under Goal 1

Strategy/Activity 3

School-wide focus on Tier 1 Instruction: Increase academic vocabulary, math facts and concepts, critical thinking skills, student engagement and targeted assessments. Provide additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom.

Utilize data to inform instruction and drive conversations centered around student needs and instructional strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Description	There will be a school-wide focus on increasing academic vocabulary, math facts and concepts, critical thinking skills, and student engagement. Professional Reading/Development for Number Talks
Amount	0
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Reported under Goal 1

Strategy/Activity 4

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. Provide additional materials and incentives to supplement instructional tools in the classroom (California State Standard Focus).

Staff members will have the opportunity to participate in targeted math professional growth opportunities (Number Talks). (Expenditure Listed on Goal #1)

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	District adopted curriculum, student assessments and teacher collaboration.
Amount	0
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reported under Goal 1

Strategy/Activity 5

Provide opportunities for math enrichment including math club and math super bowl

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**

500

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Materials and supplies supporting participation in the North County Math Superbowl

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. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	Attendance rates for all students 95.9%	Attendance rates for all students will be 96% or higher.
Chronic Absenteeism Rate	2019-2020 Chronic Absenteeism for: All Students: 9.7% Socioeconomically Disadvantaged: 12.8% Hispanic: 9.1% English Learner: 6.1%	Decrease Chronic Absenteeism by 2% for all students and each subgroup. Goal for 2020-201 All Students: 7.7% Socioeconomically Disadvantaged: 10.8% Hispanic: 7.1% English Learner: 4.1%

Planned Strategies/Activities

Strategy/Activity 1

Implement a positive school attendance program including student and parent education on the importance of daily school attendance, and 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, Parents, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

Strategy/Activity 2

Improve the attendance/engagement rate and decrease chronic absenteeism for English Learners, Foster Youth, and low-income students through the use of the school counselor, incentive plans, home visits and the School Attendance Review Board process, when applicable.

Provide additional office assistant time to collect data, make parent contact and refer students to the attendance program.

Students to be Served by this Strategy/Activity

All students, students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, Site Counselor, Office Assistant, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School monitoring of attendance/engagement data. Additional Office Assistance time to collect data, make parent contact, and refer students to the attendance program.

Strategy/Activity 3

To decrease chronic absenteeism and increase student engagement, hot Spots will be provided for Homeless, Low Income, and Foster students in need.

Students to be Served by this Strategy/Activity

Homeless, Socio Economically Disadvantaged, Foster Youth

Timeline

ongoing

Person(s) Responsible

Principal

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

2700

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Hot Spots

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. They found that student success was higher in a variety of areas including standardized test scores, grades, and teacher ratings. Students are also more likely to enroll in higher-level programs, pass their classes, attend school regularly, have better social skills and move onto post-secondary education. The keys to success they shared were to (1) communicate regularly (2) provide volunteer opportunities and (3) provide interactive homework.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Communication Survey Parent Square Communication System	<p>98% of parents participate in Parent Square</p> <p>The Spring 2020 survey was not administered due to school closure from COVID-19.</p> <p>Data Based on Student/Parent Survey from October 2020</p> <p>The student survey showed 86.18% of students who indicated it was "pretty much true" or "very much true" that there were adults at school we really care about them, 86.84% of students indicated that someone notices when they are not there, 81.58% of adults listen to when I have something to say, 85.53% indicated there is an adults there for me if I have a problem or concern, and 85.53% of students believe that there are adults at school who believe that they will be a success.</p> <p>The parent survey showed 95% of parents indicated they agree or strongly agree school staff communicates with parents about what is happening in the school, 87.5% indicated that teachers</p>	<p>Over 98% of parent will participate in Parent Square.</p> <p>Increase the percent of parents reporting communication they received from their child's school was "Good/Excellent" will increase by 2% each year.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>communicate with parents about what students are expected to learn, 82% of parents feel welcome to be involved in the school, 80% of parents indicated there is someone at school to talk to with a problem or concern, and 75% of parents indicated school staff take parent concerns seriously.</p>	

Planned Strategies/Activities

Strategy/Activity 1

Information on how to access the Aeries Parent Portal and Parent Square will be shared with parents. Continued teacher/parent communication and involvement through face-to-face contact, written communication, phone and email methods. Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year. Teachers will have regular office hours and availability during distance and blended learning.

Students to be Served by this Strategy/Activity

All Parents

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Students, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	<p>Information will be distributed via email, Parent Square, and in teacher/school presentations to parents. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year.</p>

Strategy/Activity 2

Involve parents in planning and decision making through involvement in Title 1 parent, School Site Council, English Language Advisory Council and Parent Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school level. Translate materials and provide interpreters to make phone calls and assist at events/meetings. Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Staff, Teachers, Bilingual Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Effective communication tools to increase parent involvement. Provide childcare and translators for parent meetings.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide additional office assistant time to collect data, make parent contact, and assist parents with communication.
Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child Care for Title 1/SSC/ELAC Meetings

Strategy/Activity 3

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families. An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Staff, Bilingual Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description

Devices for students, WiFi hot spots for families as needed

Strategy/Activity 4

Parent Education Events

Students to be Served by this Strategy/Activity

All Parents

Timeline

Ongoing

Person(s) Responsible

Principal, District Student Services Coordinator, Staff, Teachers, Parents

Proposed Expenditures for this Strategy/Activity

Amount

500

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

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

Amount

0

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Child Care for Parent Education Events

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions and 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 the 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
Suspensions/Expulsion Rate PBIS Counseling	Suspension/expulsion rates for students and each sub group. 2019 Total Suspension Rate: 2.3%. Students with Disabilities: 8.0% Socioeconomically Disadvantaged: 2.4% Hispanic: 2.9% English Learner: 1.0% 0% Expulsion	2021 Goal: Decrease suspension for all student by 1% (2021 Goal =1.3%) Decrease suspension for students with disabilities by 2% (2021 Goal = 6%) Decrease suspension for Socioeconomically Disadvantaged students by 1% (2021 Goal - 1.4%) Decrease suspension total for Hispanic Students by 1% (2021 Goal = 1.9%) Decrease suspension for English Learners by 0.25% (2021 Goal = 0.75%)

Planned Strategies/Activities

Strategy/Activity 1

Provide school-wide character education system teaching life skills. The Positive Behavioral Interventions and Supports (PBIS) program will be implemented with fidelity for Tier 1. Utilize progressive discipline system, monitor behavior programs used in classrooms and implement reward system. Continue Eagles SOAR character recognition.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Leadership Team, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	School expectations and behavioral PBIS incentives
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 student through passport days and classroom/school presentations.

Strategy/Activity 2

Cocurricular and extracurricular activities to build community, teamwork and leadership skills to promote a positive school climate. These programs include noon leagues, track, Robotics/Lego League, Battle of the Books, Spelling Bees, Makerspace activities, Math Super Bowl, Author Go Round, Robotics, Student Council, Classroom Buddies, peer tutors, and Friendship circles.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teacher, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Offer counseling services for individual students and small groups (School Counselors, District Psychologist).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administrator, Teachers, District Counselors, District Psychologist,

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Counseling services

Strategy/Activity 4

Incorporate Health Education into curriculum (Too Good for Drugs, DARE, Child Safe, Growth and Development, nutrition, Dairy Council). Hold health screenings (vision and hearing).

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administrator, Teachers, District Staff, Outside Presenters, Sheriff's Department

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

Budget Reference

None Specified

Description

Character and Health education

Strategy/Activity 5

Implementation of social and emotional curriculum, including lessons in digital citizenship.

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	Social and emotional learning

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	93,750.66

Allocations by Funding Source

Funding Source	Amount	Balance
Other		
LCFF - Supplemental	53,984	0.00
Title I	39,766.66	0.00
Site Formula Funds		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	53,984.00
None Specified	0.00
Title I	39,766.66

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	72,091.32
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	20,159.34
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00
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
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,824.66
4000-4999: Books And Supplies	LCFF - Supplemental	20,159.34
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	39,266.66
5800: Professional/Consulting Services And Operating Expenditures	Title I	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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Helena Avedikian	Principal
Christa Macdonald	Classroom Teacher
Analise Riezebos	Classroom Teacher
Amy Wellard	Classroom Teacher
Linda Carlson	Other School Staff
Jennifer Takkier	Parent or Community Member
Katherine Benedetti	Parent or Community Member
Dulce Iniguez	Parent or Community Member
Katie Hernandez	Parent or Community Member
Renee Waddle	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 November 18, 2019.

Attested:

Principal, Helena Avedikian on November 19, 2020

SSC Chairperson, Christa Macdonald on November 19, 2020

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.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Joe Nightingale Elementary School
Address	255 Winter Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045777
Principal	Kate McInerney
District Name	Orcutt Union School District
SPSA Revision Date	November 19, 2020
Schoolsite Council (SSC) Approval Date	November 19, 2020
Local Board Approval Date	December 9, 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 16
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 23
 - Conditions & Climate..... 25
- Annual Review and Update 27
 - Goal 1 27
 - Goal 2..... 33
 - Goal 3..... 39
 - Goal 4..... 42
 - Goal 5..... 44
- Goals, Strategies, & Proposed Expenditures 46
 - Goal 1 46
 - Goal 2..... 51
 - Goal 3..... 55
 - Goal 4..... 58
 - Goal 5..... 61
- Budget Summary and Consolidation 64
 - Budget Summary 64
 - Allocations by Funding Source..... 64
 - Expenditures by Funding Source 65
 - Expenditures by Budget Reference 66
 - Expenditures by Budget Reference and Funding Source 67
- School Site Council Membership 68
- Recommendations and Assurances 69
- Addendum..... 70
 - Instructions: Linked Table of Contents 70

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....73
Appendix B: Select State and Federal Programs.....75

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 2020-2021 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. For the 2020-2021 school year, 707 students are enrolled, with 12.6% in Special Education, 11.3% English Learners, and 38.1% socioeconomically disadvantaged.

The school has an active Parent Teacher Association (PTA) unit that engages parents in numerous activities and events. Parents also can become involved in the School Site Council (SSC) and/or English Learners Advisory Committee (ELAC). Joe Nightingale School's attendance area contains neighborhoods not contiguous to each other, and the school

also welcomes numerous students from the Santa Maria area, so the Joe Nightingale School campus is a gathering place and touchstone for students and families. The school was founded in 1958.

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 a School Leadership Team meeting on November 12, 2020. Discussion 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 an ELAC, PTA, and staff meetings held prior to the approval of the plan.

The School Site Council meeting to approve the SPSA was held on November 19, 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.54%	1.2%	1.06%	4	9	8
African American	0.40%	0.4%	0.53%	3	3	4
Asian	0.54%	0.4%	0.53%	4	3	4
Filipino	1.75%	1.61%	2.13%	13	12	16
Hispanic/Latino	57.89%	58.9%	59.18%	429	440	445
Pacific Islander	%	%	0%			0
White	30.90%	30.39%	30.05%	229	227	226
Multiple/No Response	1.62%	1.47%	4.65%	12	11	14
Total Enrollment				741	747	752

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	168	172	157
Grade 1	96	93	99
Grade 2	91	96	105
Grade3	98	96	95
Grade 4	93	99	102
Grade 5	92	101	98
Grade 6	103	90	96
Total Enrollment	741	747	752

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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	120	119	89	16.2%	15.9%	11.8%
Fluent English Proficient (FEP)	23	15	35	3.1%	2.0%	4.7%
Reclassified Fluent English Proficient (RFEP)	7	2	23	5.5%	1.7%	19.3%

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	2549.2	14.56	12.75	24.14	44.66	46.08	35.63	29.13	22.55	29.89	11.65	18.63	10.34
All Grades	N/A	N/A	N/A	20.47	25.53	26.58	37.31	30.00	30.79	22.28	27.37	25.79	19.95	17.11	16.84

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.51	28.13	24.74	50.54	48.96	49.48	27.96	22.92	25.77
Grade 4	32.58	15.79	34.69	56.18	62.11	56.12	11.24	22.11	9.18
Grade 5	42.57	43.68	32.65	37.62	41.38	53.06	19.80	14.94	14.29
Grade 6	34.95	24.75	28.74	50.49	56.44	55.17	14.56	18.81	16.09
All Grades	33.16	27.70	30.26	48.45	52.51	53.42	18.39	19.79	16.32

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

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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
All Grades	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
All Grades	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	
All Grades	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
All Grades	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
All Grades	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
All Grades	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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
747	47.0	15.9	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	15.9
Foster Youth	4	0.5
Homeless	2	0.3
Socioeconomically Disadvantaged	351	47.0
Students with Disabilities	106	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.4
American Indian	9	1.2
Asian	3	0.4
Filipino	12	1.6
Hispanic	440	58.9
Two or More Races	42	5.6
White	227	30.4





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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 508 849 535">Orange</p>	<p data-bbox="1182 426 1398 457">Suspension Rate</p>  <p data-bbox="1247 508 1328 535">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. English Language Arts performance and Math performance have remained "green" in dashboard ratings.
2. Chronic Absenteeism rate and Suspension rate have gone to 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:











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>All Students</p> <p>Green</p> <p>15 points above standard</p> <p>Maintained ++2.8 points</p> <p>371</p>	<p>English Learners</p> <p>Orange</p> <p>13.6 points below standard</p> <p>Declined Significantly -29.6 points</p> <p>75</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.3 points below standard</p> <p>Maintained -1.6 points</p> <p>189</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>69.7 points below standard</p> <p>Maintained -0.8 points</p> <p>57</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 5	 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
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 points above standard Maintained ++1.6 points 232	 No Performance Color 43.4 points above standard Increased Significantly ++16.8 points 22	 No Performance Color 0 Students	 Green 32.3 points above standard Maintained -0.7 points 100

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
41.4 points below standard Declined Significantly -40.8 points 58	81.1 points above standard Maintained ++1.1 points 17	22.4 points above standard Increased ++11.7 points 290

Conclusions based on this data:

- In the area of English Language Arts, no subgroup showed growth but the following groups were able to maintain their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
- Current English Learners showed a significant decline in performance in English Language Arts (down 40.8 points).

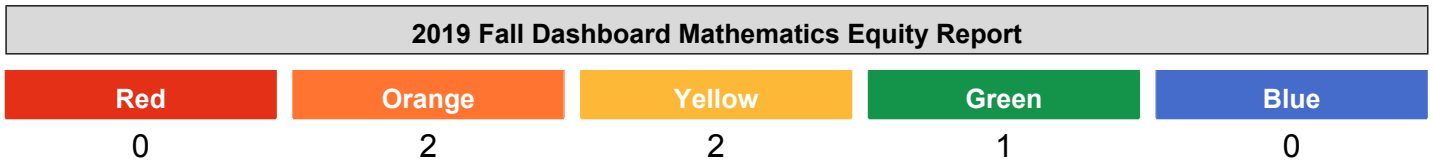
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>0.9 points above standard</p> <p>Maintained ++1.5 points</p> <p>369</p>	<p>English Learners</p>  <p>Orange</p> <p>27.7 points below standard</p> <p>Declined Significantly -25.9 points</p> <p>75</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>13.2 points below standard</p> <p>Maintained -1 points</p> <p>189</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>85 points below standard</p> <p>Maintained -1.1 points</p> <p>55</p>

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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.4 points below standard Maintained -1.2 points 232	 No Performance Color 20 points above standard Increased Significantly ++35.6 points 22	Pacific Islander	 Green 16.5 points above standard Maintained -0.1 points 99

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
50.9 points below standard Declined Significantly -30.1 points 58	51.6 points above standard Declined Significantly -20.7 points 17	7.5 points above standard Increased ++8.6 points 288

Conclusions based on this data:

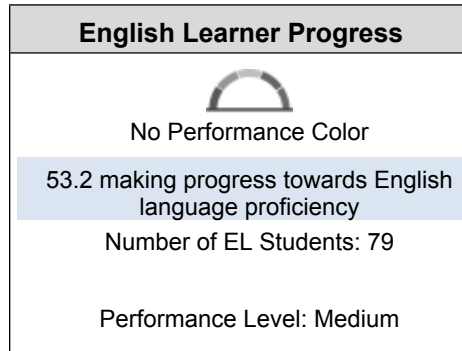
1. In the area of Math, growth was demonstrated by the Two or More Races subgroup (35.6-point increase) and the following groups maintained their level of performance: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students, and White students.
2. In the area of Math, current English Learners and reclassified English Learners posted significant declines (down 30.1 and 20.7 points respectively).

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
17.7	29.1	8.8	44.3

Conclusions based on this data:

1. A majority of English Learners (53.2%) displayed satisfactory progress toward English proficiency.
2. A small percentage of English Learners (17.7%) declined one level in English proficiency.

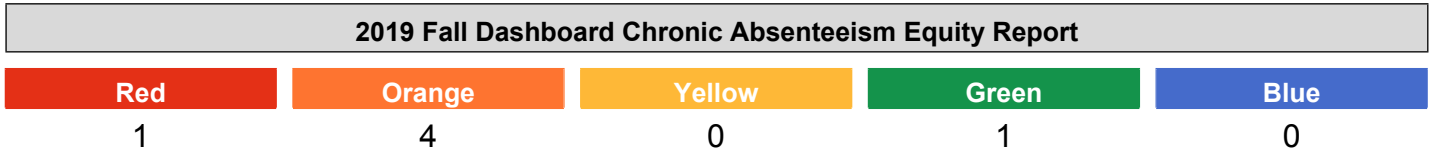
School and Student Performance Data

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>All Students</p>  Orange 12.1 Increased +1.8 778	<p>English Learners</p>  Orange 8.1 Increased +3.5 123	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Orange 16.7 Increased +2.1 396	<p>Students with Disabilities</p>  Orange 16.1 Increased +2.1 118

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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 8.3 Declined -6 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.2 Increased Significantly +3.9 459	 Green 3.7 Declined -6 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 13.1 Maintained -0.1 237

Conclusions based on this data:

1. Of the student groups, Socioeconomic Disadvantaged and Students with Disabilities have the highest rate of chronic absenteeism (16.7% and 16.1% respectively).
2. Two subgroups improved (declined) in chronic absenteeism: Filipino students (down to 8.3%) and Two or More Races (down to 3.7%).

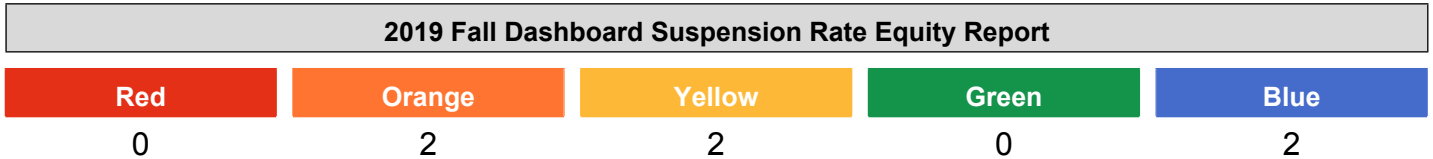
School and Student Performance Data

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>All Students</p>  Orange 2.8 Increased +0.8 789	<p>English Learners</p>  Blue 0 Declined -2.3 126	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 5	<p>Socioeconomically Disadvantaged</p>  Yellow 2.2 Maintained -0.1 403	<p>Students with Disabilities</p>  Yellow 3.3 Declined -1.3 120

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased +0.6 461	 Blue 0 Declined -3.1 57		 Orange 4.1 Increased +1.6 243

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	2.8

Conclusions based on this data:

- All Students, Hispanic students, and White students saw their suspension rates increase.
- The following subgroups saw declines in suspension rate: English Learners, Students with Disabilities, and Two or More Races.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten: Percentage of students meeting proficiency as reported by Spring 2020 report cards and ESGI data.	Goal for Spring 2021 ESGI data: 80% of transitional kindergarten students meeting proficiency in "identifying lowercase letters".	The Spring assessment was not administered due to school closure from COVID-19
Grades K-2: Percentage of students meeting proficiency as reported by Spring 2020 DIBELS data.	Goal for Spring 2020 Acadience assessment: 80% of Kindergarten - Second Grade students will be at Core Instructional Level as measured by Acadience Composite Score.	The Spring assessment was not administered due to school closure from COVID-19.
Grades 3-6: By Spring 2020 CAASPP results.	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.	The CAASPP was not administered due to school closure from COVID-19.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet weekly professional Learning Communities (PLCs) with a dedicated time to discuss students/directive learning. 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	Teacher On Special Assignment (TOSA) focused on building the professional capacity of teachers, including targeting the specific needs of at-risk students. Teachers participated in a 90-minute weekly Professional Learning Community (PLC) meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment). The TOSA assisted with using data to target	TOSA Salary 1000-1999: Certificated Personnel Salaries Title I 64,321	TOSA Salary (0.4 FTE-2 days per week)-TOSA provided support 2 days per week. 1000-1999: Certificated Personnel Salaries Title I 64,321

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>	<p>instruction, provided professional development and supported PLC development and supported PLC Meetings. The TOSA is a valued member of the leadership and Positive Behavioral Instructional Support (PBIS) teams. The TOSA assisted in district-wide assessment, including the Acadience Learning Assessment for all students in grades K-3 and identified students in grades 4-6.</p> <p>The TOSA continued to identify and provide training in effective, researched-based interventions for at risk students in ELA and Math, including interventions utilizing technology</p>		
<p>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.</p>	<p>Professional Learning Community(PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC grade level team. Teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2</p>	<p>Support for lead PLC teachers (stipend) is provided by the district using LCFF- Supplemental funds None Specified District Funded 0</p>	<p>Support for lead PLC teachers (stipend) was provided by the district using LCFF- Supplemental funds None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	instruction (targeted intervention and enrichment).		
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)	Until school closure in mid-March these actions were implemented as planned. At Joe Nightingale identified students participated in the SIPPS intensive reading intervention program and other interventions as developed by classroom and hourly teachers.	Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 23,760	Certificated Hourly Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 23,760
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.	Acadience (formerly DIBELS) assessments were utilized to track student progress in reading. Teachers continued Focus Folders based on Acadience, Lexile, and other available data to monitor student progress in reading. Acadience results and Focus Folders were regularly reviewed, analyzed, and discussed at both Tier 1 and Tier 2 PLC meetings. In 2019-2020 PLC teams worked with district ELA consultant Tina Pelletier on deconstruction of CAASPP/SBAC testing and use of Focused Interim Assessment	Substitute teachers for SST Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	Substitute teachers provided for SST Meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,727
Staff members will have the opportunity to participate in targeted professional growth opportunities.	Staff members had the opportunity to attend targeted professional development. School closure due to COVID-19 prevented teachers from attending a March professional development day in person but the district was able to	Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,795	Professional development. Cost of workshops, conferences, consultants, substitutes 5800: Professional/Consulting Services And Operating Expenditures Title I 2,795

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	provide training in distance learning (online platforms and online curriculum) via Zoom. Additional materials (including technology) were provided to supplement the California State Standards instructional tools and support materials in the classroom.		
After-school Compass Learning Program for intervention for ELA.	Until school closure in mid-March, the after school Compass Learning Program was implemented as planned.	1 hourly teacher for .75 hours 3 days per week (After School Computer Lab) 1000-1999: Certificated Personnel Salaries Other 5,742	1 hourly teacher for .75 hours 3 days per week (After School Computer Lab) 1000-1999: Certificated Personnel Salaries Other 5,742
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.	Provided additional materials (including technology and/or software) to supplement the California State Standards instructional tools and support materials in the classroom. Data used to inform instruction and drive conversations centered around student needs and instructional strategies	Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 2,910	Supplemental curriculum materials, technology, and STAR reading assessment 4000-4999: Books And Supplies LCFF - Supplemental 2,910

Analysis

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

Each of the above Actions/Services were successfully implemented for the 2019-2020 school year. Our school staff continues to work on initiatives that were implemented over the past few years, including new curriculum adoptions, new assessment and accountability measures with the California Dashboard, implementation of a Master Schedule to allow for expanded Professional Learning Communities (PLC)s and music, art, and PE instruction to occur, and continued targeted instruction for students.

Increased access to a 21st Century Curriculum and instructional design was the result of professional development throughout the school year. Modeling different ways of teaching and learning and the opportunities technology provides for students as well as changing the way we do business is essential to growth and truly moving into the 21st Century.

Joe Nightingale School successfully implemented a master schedule that allowed for all students to receive thirty minutes of visual art and classroom music instruction and 75 minutes of physical education instruction per week. This

schedule also allows for ELD instruction and targeted intervention for identified students, and enrichment for other students. This approach allows for protection of key blocks of time for instruction and the ability to coordinate pull out services school-wide. The Teachers on Special Assignment (TOSAs) worked closely with the principal and teachers to assist with the development of the schedule and with teachers on effective research-based practices for targeting instruction.

The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning. SIPPS has continued to be a valuable intervention for struggling readers.

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

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, targeted intervention programs, English learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complimentary to the others and are effective as measured by stakeholder input and student achievement data. There was also a concentrated effort to provide specific support and strategies to English learners classified as newcomers and/or Long Term English Learners.

The integration of technology will continue to be a priority and professional development will be centered around the use of technology to support global learning and citizenship. Professional development and teachers innovating with new ways of teaching and learning is what makes the difference and this philosophy has been the primary driver in the purchase of and integration of technology in classrooms, with priority given to schools serving English Learners, Low Income Students, and Foster Youth.

Time built into the school day for Professional Learning community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process and we are continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.

Data is currently being analyzed to determine impact, but most of the impact will be seen in future years as K-3 students advance through the grades. We are beginning to look to ways to start to work with intermediate grades teachers so they are ready to receive students learning at higher levels. An analysis of NWEA and Acadience data shows we not making expected progress. We will continue to focus on targeted intervention using research-based strategies along with standards aligned English language arts materials to increase student achievement growth.

NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020. Therefore, staff have no norm-referenced measure of student progress in English Language Arts over the entirety of the school year. The Acadience SIPPS assessment show that students participating in the reading intervention program made notable progress to the point of school closure, with some students able to test out of SIPPS when reading screenings were done in September 2020.

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

There were very few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Increased interventions will be provided by the teachers in ELA and math. The goal to provide and support high quality instruction, which promotes active learning and maximizes student achievement is a priority for the 2020-2021 school year.

Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority. Continued professional development, including modeling and coaching, is needed in this area. Providing 21st Century Curriculum

and increasing the integration of 21st Century learning skills (including the integration of technology into learning) continues to be a goal. District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teacher.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention were launched in September 2020, so students can make academic progress in 2020-2021. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency as reported by Spring 2020 report cards and ESGI data.	Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency Spring 2020 report cards and ESGI data: 90%	The Spring assessment was not administered due to school closure from COVID-19.
Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2020 NWEA data.	Grades 1-2: Percentage of students meeting or exceeding standard as reported by Spring 2020 NWEA data: 80%	The Spring assessment was not administered due to school closure from COVID-19.
Grades 3-6: Spring 2020 CAASPP results.	Increase student performance for all students and each student group by 5% each year in the area of math as measured by CAASPP and reported on the California Dashboard	The CAASP assessment was not administered due to school closure from COVID-19.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach will support school sites with the</p>	<p>Teacher On Special Assignment (TOSA) modeled and supported effective instructional strategies and the implementation of intervention. The TOSA focused on building the professional capacity of teachers, including targeting the specific needs of at-risk students. The TOSA assisted with using data to target instruction, provided professional development and supported Professional Learning Communities (PLC) Meetings. The TOSA is a valued member of the leadership and Positive</p>	<p>Certified Hourly Salaries and Benefits Expenditure listed on Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Certificated Hourly Salaries and Benefits were provided. Expenditure listed on Goal 1 1000-1999: Certificated Personnel Salaries Title I 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>	<p>Behavioral Instructional Support (PBIS) teams. The primary focus of the TOSA is on the implementation of the California Content and Performance Standards. The TOSA assisted in district-wide assessment, including the Acadience Learning Assessment to all students. The TOSA continued to identify and provide training in effective, researched-based interventions for at-risk students in ELA and Math, including interventions utilizing technology.</p> <p>In math, TOSAs worked with district consultant, Michele Douglass, to help teachers be aware of what Douglass call "hinge standards." These are essential skills and conceptual understandings that underpin math proficiency from grade level to grade level.</p> <p>School closure presented a challenge for math instruction. Teachers On Special Assignments helped classroom teachers identify online components of district curriculum and other online activities, that helped along students math achievements in the format of distance learning.</p>		
<p>Professional Learning Communities (PLC): regular structured grade level discussions centered around student learning,</p>	<p>Professional Learning Community Team Members focused on student learning the selection of essential</p>	<p>Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds.</p>	<p>Support for lead PLC teachers (stipend) was provided by the district using LCFF-Supplemental funds.</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>data, and instructional strategies.</p> <p>Utilize the Music, Art, and P.E. programs to facilitate collaborative planning/PLC time and small group targeted instruction within the classroom for the purpose of providing classroom instruction that focuses on individual student academic needs based on student data.</p>	<p>standards, development of common formative assessments, implementation of multitiered systems of support (MTSS) and the use of data to inform instruction.</p>	<p>Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries District Funded 0</p>
<p>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)</p>	<p>Identified students received targeted support through on-site interventions that was provided by the classroom teacher and the grade level team (Tier 1 and 2) TOSAs provided support for identification of and training in effective, research-based interventions for at-risk youth.</p>	<p>Intervention instruction Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>	<p>Intervention instruction provided by hourly teachers. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</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 software programs for staff and student use to create a 21st century learning environment.</p>	<p>Technology was purchased to supplement the California State Standards instructional tools and support materials in the classroom. Data used to inform instruction and drive conversations centered around student needs and instructional strategies.</p>	<p>Supplemental curriculum materials, technology. Expenditure listed on Goal 1. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>	<p>Supplemental curriculum materials, technology were purchased. Expenditure listed on Goal 1. 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Staff members will have the opportunity to participate in targeted professional growth opportunities.	Staff attended conferences and trainings on best practices in math instruction.	Professional development. Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal 1. 5800: Professional/Consulting Services And Operating Expenditures Title I 0	Professional development opportunities provided - Cost of workshops, conferences, consultants, substitutes Expenditure listed on Goal 1. 5800: Professional/Consulting Services And Operating Expenditures Title I 0
After school Compass Learning Program for intervention for math.	After school classes were held for intervention for math.	After school intervention teacher and computer access program. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	After school intervention teacher and computer access program were offered until school closure in March 2020. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
Teachers will utilize data (NWEA, DIBELS, and SBAC assessment data) to design interventions and supports for students. Teachers will attend Student Success Team meetings with parents to address these need.	The PLC Meetings at elementary were focused on instruction (targeted instruction-intervention/enrichment). Teachers utilized these meetings to review curriculum and NWEA, DIBELS, and SBAC assessment data and to develop interventions. Teachers attended SST meetings to address the needs of students not meeting growth targets.	Substitute teachers for SST meetings. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0	Substitute teachers for SST meetings were provided. Expenditure listed on Goal 1. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including math club, math bowl, and robotics	Staff prepared students to compete in the Math Bowl. This provided students with an enrichment opportunity.	Robotics, Math bowl and math club materials. Incentive materials and rewards for mathematics. 4000-4999: Books And Supplies LCFF - Supplemental 3,500	Robotics, Math bowl and math club materials. Incentive materials and rewards for mathematics were purchased and provided to students. 4000-4999: Books And Supplies LCFF - Supplemental 3,500

Analysis

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

Each of the above actions/services were successfully implemented for the 2019-2020 school year. Joe Nightingale's 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 (PLCs) and music, art, and PE instruction to occur, and continued targeted instruction for students.

One of our district-wide professional development days in 2018-2019 was dedicated to teaching mathematics concepts. Most teachers participated in a wide range of professional development that occurred during the school shut down (COVID-19) in the spring. Teachers continue to use the knowledge they gained to deliver a more effective distance learning opportunity to students.

Time built into the school day for Professional Learning Community meetings continues to have a positive impact due to conversations and collaboration around student learning. Requests had been made in prior years for additional time to implement new district-wide initiatives and the result was a second block of time for elementary teachers while students attended music, PE, and art instruction. This additional time has given teachers an opportunity to have deeper conversations about student learning, work collaboratively to improve instruction and implementation of district adopted curriculum, and have continued conversations about student learning. This is an ongoing process, continuing to learn as we improve practice. Teachers will continue to meet weekly to discuss student progress, examine results from formative assessments, and collaborate on successful strategies for teaching/learning.

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

The goal to provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement was a priority once again for the 2019-2020 school year. The actions and services supported achievement of that goal, most especially targeted intervention programs, English learner support, and the use of universal screening data to inform and drive instruction. Each of these actions/services are complimentary to the others and effective as measured by stakeholder input and student achievement data. We remain committed to implementing the new curriculum. We have been concentrating our efforts with literacy on the early years of schooling which will continue. As we see results from targeted math instruction, additional professional development will be needed in the intermediate grades to address the needs of students functioning at higher academic levels. There was also a concentrated effort to provide specific support and strategies to English Learners.

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.

Professional development in math instruction will continue to be a priority.

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) continue to be a goal. The District TOSAs will continue to support the integration of technology with the district adopted curriculum and tools for classroom teachers. The actions and services supported achievement of the goal, including targeted intervention English Learner support, and the use of universal screening data to inform and drive instruction. These activities and services will continue for the 2120-2021 school year.

An analysis of the data and conversations with staff indicate a continued need for targeted strategies to increase student academic success. Staff still would like to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done

as soon as students return to school. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students and each subgroup	Attendance rates for K-3 students was 96.21%. Attendance rates for 4-6 students was 96.55%.
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup	Chronic Absenteeism was 10% for all students due to school closure from COVID-19.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implement a positive school attendance program including student and parent education on the importance of daily school attendance, build a culture at the school that celebrates school attendance and recognize positive school attendance through incentives and awards.	School administrator, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.	Attendance Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500	Attendance Incentives provided for classes. 4000-4999: Books And Supplies LCFF - Supplemental 500
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.	The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance	Principal, Counselor, Office Assistant, Teachers, Fighting Back Santa Maria Valley Staff None Specified District Funded 0	Principal, Counselor, Office Assistant, Teachers, Fighting Back Santa Maria Valley Staff None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>Review Board process. The principal and office staff also worked to address excessive tardies and excessive absenteeism (>10% excused absences). As needed, the community liaison made contact with families on attendance issues.</p> <p>Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance. As needed, the community liaison made contact with families on attendance issues.</p>		
<p>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.</p>	<p>PBIS data collected and used to create conversations with parents about attendance and behaviors. Students were given incentives for students using SPARK Tickets and prizes.</p>	<p>Awards and incentives for PBIS Program 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>	<p>Awards and incentives for PBIS Program provided. 4000-4999: Books And Supplies LCFF - Supplemental</p>

Analysis

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

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

Joe Nightingale continued its implementation of PBIS Tier 1 to provide school-wide and classroom research-based positive behavioral and socio-emotional supports for all students, including students of poverty, students with disabilities, English Learners, and students of all ethnicities. Students were encouraged by the teacher to attend and engage in school daily. A concentrated effort to identify students making correct choices inside and outside the classroom helped create a positive school environment.

A school counselor is available for individual and small group counseling to support the social emotional needs of students.

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

While overall attendance is good, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve individual contact between school office staff, administrators and the parents/guardians of the students.

Joe Nightingale provided a variety of activities with staff supervision (in-class and outside) to help students adapt to school environment and adjust to all phases of individual growth and how it relates to academic performance. The PBIS program will be more effective with increased teacher training and expectations.

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 students groups The Check Connect Respect Program will be discontinued due to a budget shortfall.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address these issues. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. the truancy process and School Attendance Review Board will be a last resort.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	The percentage of parents reporting communication they received from their child's school was Good/Excellent will increase by 2% this year.	Over 98% of parent participated in Parent Square. Due to COVID-19 School Closure, no survey was conducted.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information on how to access the Aeries Access Portal and Parent Square will be shared with parents at back to school night as well as distributed to all students.	On-going instruction was provided for parents on access to Aeries Parent Portal and Parent Square.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information was also sent home in the school newsletter for the entire school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0
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.			
Involve parents in decision making through involvement in Title I parent, School Site Council, English Language Advisory Council, and Parent	Parents were encourage to attend, participate, and help in the decision making process in Title 1 meetings, School Site Council, English	Provide childcare and translators for parent meetings None Specified District Funded 0	Provided childcare and translators for parent meetings None Specified District Funded 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teacher Association meetings. Discussions will include review and evaluation of programs as well as future planning at the school and district level.	Language Advisory Council and Parent Teacher Association meetings.		
Parent Education Events	Parents/guardians had the opportunity to attend any of a range of parent education events planned by the district's Educational Services Department. Topics included social/emotional wellness, parenting children who are on social media, and how to notice and prevent vaping.	Funds for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0	Funds were provided for speakers and other expenses associated with the cost of parent education events. None Specified District Funded 0

Analysis

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

All of the activities outlined in the plan were implemented. School and family use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

Services for English learners, foster youth, homeless youth, and socioeconomically disadvantaged students were coordinated by student services coordinators with specific, specialized duties.

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

Parent Square has continued to be a highly effective platform for school-home communication. Communication with parents and stakeholders has become much more frequent and easier to access with the implementation of Parent Square. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

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

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups under 2%.	

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
The Positive Behavior Intervention Support (PBIS) program will be implemented with fidelity for Tier 1 and Tier 2	Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior was implemented with fidelity. Tier 2, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis was introduced.	Incentives and instructional materials for PBIS implementation Expenditure listed on Goal 3 4000-4999: Books And Supplies LCFF - Supplemental 0	Incentives and instructional materials for PBIS implementation were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 0
Student mentor and peer mediation programs: Safe School mediators (5th/ 6th grade students) available to mentor on TK-4 playgrounds.	Student mentor and peer mediation programs: Safe School mediators (5th/ 6th grade students) were available to mentor on TK-4 playgrounds.	Safe School Mediator program: 5th and 6th grade students trained to mentor students at recess time. Training day, substitutes, materials. 4000-4999: Books And Supplies LCFF - Supplemental 500	Safe School Mediator program: 5th and 6th grade students were trained to mentor students at recess time. Training day, substitutes, materials. 4000-4999: Books And Supplies LCFF - Supplemental 500
Offer school extracurricular events to students to build community, teamwork, and leadership skills in students. For the 2019-20	Extracurricular activities were provided throughout the school year until the school closure in March due to COVID-19.	Purchase materials and supplies for performances, events, and activities to support extracurricular activities.	Purchased materials and supplies for performances, events, and activities to support extracurricular activities.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
school year, these programs include Battle of the Books, Author Go Round, Robotics, Maker space, Student Council, Math Super Bowl, Track, and Classroom Buddies.		4000-4999: Books And Supplies LCFF - Supplemental 1,000	4000-4999: Books And Supplies LCFF - Supplemental 1,000

Analysis

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

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Teachers and staff encourage the importance of the Positive Behavioral Intervention Support (PBIS) program to students and parents. PBIS behavior strategies were implemented with fidelity. Teachers and students created behavior matrices, Check-in/Check-out system was put in place for at-risk students, quarterly Eagle's Pride, SPARKS character award assemblies and Passport Days were some of the many strategies put in place.

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

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Students have the opportunity to engage in district provided programs during the school year. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. The school will continue their work on strategies/activities to accomplish the goal of a low suspension rate. School closure mid-March contributed to the decrease in the suspension rate.

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

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

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 2021 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 2021 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 2021 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 2021 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 2021 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 standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One district TOSA will specialize in the Wonders curriculum for grades K-5.

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.

Students to be Served by this Strategy/Activity

Title I Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Continue Professional Learning Communities (PLCs): regular structured grade level discussions centered around student learning, data, and instructional strategies. In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in E/LA.

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

Through the PLC process, PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.

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 track the progress of individual students in English/language arts. As needed, teachers will initiate Student Success Team meetings with parents to discuss their children's 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

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, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,910
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	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.	<p>Percentage of students in Kindergarten at proficient in "single digit addition and subtraction" Spring 2019: Addition 95% Spring 2019: Subtraction 90%</p> <p>Percentage of students in Transitional Kindergarten (TK) at proficient in "counts objects correctly using 1-1 correspondence" Spring 2019: 95%</p>	Transitional Kindergarten and Kindergarten: Percentage of students meeting proficiency Spring 2021 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 2021 NWEA data: 80%
Grades 3-6: Spring 2020 CAASPP results.	<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: 52.63% Low SES -- Spring 2019: 44.56% ELL -- Spring 2019: 58.13%</p>	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 standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-8.

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA Salary and Benefits Expenditure listed on Goal 1

Strategy/Activity 2

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.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Through the PLC process (see comment for Strategy/Activity 2), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

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

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

Strategy/Activity 4

Develop a school wide incentive program for mastery of math concepts and facts. Provide opportunities for math enrichment including math club, North County Math Super 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

Amount	3,500
Source	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

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 2

Improve the attendance rate and decrease chronic absenteeism for English learners, foster youth, students with disabilities, and low-income students through the district's truancy and attendance process. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, Teachers, Staff, Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Principal, Counselor, Office Assistant, Teachers

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

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

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey	<p>In October 2020 students and parents at Joe Nightingale were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (78%), notice when they are not there (68%), listen to them when they have something to say (83%), are there for them when they have a problem or concern (81%), and believe they will be a success (88%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (82%), teachers communicate with parents about what students are expected to learn</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time

Metric/Indicator	Baseline	Expected Outcome
	(75%), parents feel welcome to be involved in the school (72%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (74%).	

Planned Strategies/Activities

Strategy/Activity 1

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.

Regular lessons in social/emotional learning will be planned for Monday mornings.

Parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.

Teachers will have regular office hours and availability during distance and blended learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice Principal, Teachers, Bilingual Community Liaisons, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. 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

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Vice-Principal, Bilingual Community Liaisons, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Provide childcare and translators for parent meetings

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Conditions & Climate: Suspension Rate

Goal Statement

All students and student groups will demonstrate a decrease in the rate of suspension from school.

LCAP Goal

Provide a rich and diverse curriculum in a positive and safe atmosphere to address the needs of the whole child.

Basis for this Goal

The Learning Policy Institute shares that over the past several decades, researchers have noted that the overuse of suspensions and expulsions, particularly for students of color, has contributed significantly to dropout rates and the perpetuation of the "school-to-prison pipeline". Further, students of color and those with disabilities are suspended at a rate that is disproportionate to that of their White and non-disabled peers for comparable behaviors. The other effect of a student missing school due to a suspension is the resulting loss of student learning and affect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	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

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.

As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

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 if possible in a COVID-19 environment: Safe School Mediators (5th/ 6th grade students) will be 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

As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council, the library makerspace, and cocurricular activities such as Battle of the Books and North County Math Super Bowl.

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	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials and supplies for performances, events, and activities to support extracurricular activities.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	157,796.00

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	21,417.00
Other	6,876	6,876.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	36,170.00
Title I	121,626.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	143,591.00
4000-4999: Books And Supplies	11,410.00
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	24,760.00
4000-4999: Books And Supplies	LCFF - Supplemental	11,410.00
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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kate McInerney	Principal
Jennifer Saylor	Classroom Teacher
Suzi Rhyne	Classroom Teacher
Lynne Ramos	Classroom Teacher
Laura Richardson	Other School Staff
Ruth Barez	Parent or Community Member
Marie Brown	Parent or Community Member
Heidi Carlson	Parent or Community Member
Yareli Mungia	Parent or Community Member
Maria Chavez	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 11/19/2020.

Attested:

Principal, Kate McInerney on 11/19/2020

SSC Chairperson, Susie Rhyne on 11/19/2020

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.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Lakeview Junior High School
Address	3700 Orcutt Road Santa Maria, CA 93455
County-District-School (CDS) Code	42-69260-6045751
Principal	Jonathan Dollahite
District Name	Orcutt Union School District
SPSA Revision Date	November 18, 2020
Schoolsite Council (SSC) Approval Date	November 18, 2020
Local Board Approval Date	December 9, 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Stakeholder Involvement	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	14
Overall Performance	15
Academic Performance.....	16
Academic Engagement.....	21
Conditions & Climate.....	23
Annual Review and Update	25
Goal 1.....	25
Goal 2.....	29
Goal 3.....	32
Goal 4.....	35
Goal 5.....	38
Goals, Strategies, & Proposed Expenditures.....	40
Goal 1.....	40
Goal 2.....	45
Goal 3.....	48
Goal 4.....	52
Goal 5.....	55
Budget Summary and Consolidation	58
Budget Summary	58
Allocations by Funding Source.....	58
Expenditures by Funding Source	59
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	61
School Site Council Membership	62
Recommendations and Assurances	63
Addendum.....	64
Instructions: Linked Table of Contents.....	64

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....67
Appendix B: Select State and Federal Programs.....69

School Vision and Mission

The vision statement for Lakeview Junior High School reflects the feelings and spirit of our school:

Our vision is all students at Lakeview Junior High will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

Our Mission/Vision Defined is based on four words: Dream, Believe, Act and Achieve

Lakeview staff believe all students can achieve if students act on their Dreams, they have someone to Believe in them, and they Believe in themselves. To ensure this is possible, the staff at Lakeview will:

- Provide a safe environment for all students and staff
- Address the needs of the whole child, academically, socially, emotionally, and physically
- Build a strong connection to school for all students through our Dream, Believe, Act and Achieve Days, College T-shirt days, and emphasis on school spirit
- Adapt instructional practices to meet the changing needs of all students through the use of technology, collaboration, and targeted intervention.

School Profile

Lakeview Junior High School is a seventh- and eighth-grade junior high school with 492 students enrolled for the 2020-2021 school year. We presently have 231 eighth grade students and 261 seventh grade students; of this group, 10.2% are English Learners, 10.6% qualify for Special Education support, and 37.0% are socioeconomically disadvantaged. We have 16 full-time certificated teachers, five half-time certificated teachers, and additionally two full-time certificated and one part-time certificated teachers working in our Special Education program. We also employ five hourly instructional assistants in the Special Education program, one certificated hourly teacher in student support classes to provide English Language Development (ELD) support, and 34 hours a week of service by a librarian/media specialist. We have 23 classrooms, a full library, a gymnasium, two changing rooms for students in Physical Education classes, and a multi-use room with a fully equipped stage for drama productions. Our students walk to school, or they are transported by parents or the district bus service.

We hold general education classes throughout the day and also have Special Education Resource and Inclusion programs. We schedule students into four core classes each day, one Physical Education class, and one elective class. Our elective classes are Keyboarding, 21st Century Technology Skills, Health, Art, Industrial Arts/STEAM, Culinary Arts, Study Skills, Leadership/ASB, Band, Choir, and Yearbook. Lakeview has an active PTSA and a School Site Council. PTSA meets monthly. The School Site Council meets at least three times a year, with the option of additional meetings if necessary. Lakeview has an active English Learner Advisory Committee (ELAC) that meets at least four times a year to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for the education of their children. Lakeview Junior High School has been a proud member of the Orcutt Union School District for over 50 years.

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 by school stakeholders on the following dates:

- Monday, October 9, 2020 (Lakeview School Leadership Team)
- Monday, November 2, 2020 (Lakeview Staff)
- Wednesday, November 18, 2020 (School Site Council)

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Lakeview Junior High School Site Council met on November 18, 2020, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on November 18, 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.56%	0.55%	0.6%	3	3	3
African American	1.68%	1.47%	0.6%	9	8	3
Asian	1.86%	1.47%	1.81%	10	8	9
Filipino	3.72%	2.75%	1.21%	20	15	6
Hispanic/Latino	56.42%	60%	58.27%	303	327	289
Pacific Islander	0.19%	0.18%	0.4%	1	1	2
White	29.05%	27.16%	30.24%	156	148	150
Multiple/No Response	0.56%	0.73%	6.05%	3	4	4
Total Enrollment				537	545	496

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	268	273	223
Grade 8	269	272	273
Total Enrollment	537	545	496

Conclusions based on this data:

1. Total student enrollment declined from 2017-2018 to 2018-2019 by almost 50 students.
2. Hispanic/Latino subgroup enrollments have declined by a small margin from 2017-18 to 2018-19.
3. Enrollment in the White subgroup has increased by 3%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	66	64	52	12.3%	11.7%	10.5%
Fluent English Proficient (FEP)	58	59	62	10.8%	10.8%	12.5%
Reclassified Fluent English Proficient (RFEP)	1	2	7	1.8%	3.0%	10.9%

Conclusions based on this data:

1. The number and percentage of English Learners continues to decline at a slow rate.
2. The number and percentage of FEP students continue to rise.
3. The number and percentage of RFEP students has increased significantly.

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	266	263	265	262	261	260	262	261	260	98.5	99.2	98.1
Grade 8	235	268	267	234	264	264	234	264	264	99.6	98.5	98.9
All Grades	501	531	532	496	525	524	496	525	524	99	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2539.4	2546.5	2557.0	11.45	10.34	16.15	34.35	39.08	40.00	28.24	29.12	24.62	25.95	21.46	19.23
Grade 8	2556.4	2556.5	2554.4	11.97	13.26	9.09	34.62	34.09	39.02	30.77	26.14	28.03	22.65	26.52	23.86
All Grades	N/A	N/A	N/A	11.69	11.81	12.60	34.48	36.57	39.50	29.44	27.62	26.34	24.40	24.00	21.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	20.99	21.84	24.23	46.95	48.66	49.62	32.06	29.50	26.15
Grade 8	24.36	21.97	22.52	42.74	42.80	44.27	32.91	35.23	33.21
All Grades	22.58	21.90	23.37	44.96	45.71	46.93	32.46	32.38	29.69

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	22.90	22.99	31.15	52.67	58.62	50.77	24.43	18.39	18.08
Grade 8	21.37	20.83	16.73	54.70	49.62	62.36	23.93	29.55	20.91
All Grades	22.18	21.90	23.90	53.63	54.10	56.60	24.19	24.00	19.50

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	11.07	9.96	13.46	65.65	67.43	67.69	23.28	22.61	18.85
Grade 8	12.39	12.50	11.41	73.50	68.18	74.52	14.10	19.32	14.07
All Grades	11.69	11.24	12.43	69.35	67.81	71.13	18.95	20.95	16.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.14	25.67	25.00	52.67	54.02	55.77	25.19	20.31	19.23
Grade 8	22.65	25.76	20.23	52.14	48.11	53.44	25.21	26.14	26.34
All Grades	22.38	25.71	22.61	52.42	51.05	54.60	25.20	23.24	22.80

Conclusions based on this data:

1. Within overall English/Language Arts scores, the percentage of seventh graders who exceeded standard rose by 5.5% Meanwhile, the percentage of eighth graders who exceeded standard declined by approximately 4%.
2. The percentage of seventh and eighth graders who did not meet standard declined from 2017-2018 to 2018-2019. That said, Lakeview has identified a need to address the number of students who are not meeting standards in English/Language Arts.

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	266	263	265	262	261	261	262	261	261	98.5	99.2	98.5
Grade 8	235	267	267	234	263	263	234	263	263	99.6	98.5	98.5
All Grades	501	530	532	496	524	524	496	524	524	99	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2523.7	2530.9	2532.6	12.98	11.49	15.71	17.18	28.35	21.46	36.64	31.80	34.10	33.21	28.35	28.74
Grade 8	2570.5	2566.4	2555.4	20.94	22.43	19.39	24.79	23.57	22.43	31.20	26.62	27.76	23.08	27.38	30.42
All Grades	N/A	N/A	N/A	16.73	16.98	17.56	20.77	25.95	21.95	34.07	29.20	30.92	28.43	27.86	29.58

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	17.56	24.90	24.52	39.31	33.33	33.33	43.13	41.76	42.15
Grade 8	29.49	32.32	26.62	41.03	34.22	36.12	29.49	33.46	37.26
All Grades	23.19	28.63	25.57	40.12	33.78	34.73	36.69	37.60	39.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	13.74	13.79	18.39	48.09	53.26	47.13	38.17	32.95	34.48
Grade 8	19.66	20.15	20.53	50.43	53.61	49.43	29.91	26.24	30.04
All Grades	16.53	16.98	19.47	49.19	53.44	48.28	34.27	29.58	32.25

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	14.12	15.71	18.39	60.69	62.07	58.62	25.19	22.22	22.99
Grade 8	29.91	25.48	22.43	50.43	50.57	53.23	19.66	23.95	24.33
All Grades	21.57	20.61	20.42	55.85	56.30	55.92	22.58	23.09	23.66

Conclusions based on this data:

1. The overall percentage of seventh and eighth graders not meeting standard in Mathematics rose to approximately 63% and 58% respectively.
2. The overall percentage of seventh graders who exceeded or met standard in Mathematics rose from 2017-2018 to 2018-19.

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	1545.2	1564.5	1530.3	1569.5	1559.7	1559.1	29	30
Grade 8	1542.4	1563.7	1524.9	1553.5	1559.4	1573.4	33	33
All Grades							62	63

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	44.83	43.33	*	23.33	*	26.67	*	6.67	29	30
8	*	27.27	54.55	42.42	*	21.21	*	9.09	33	33
All Grades	37.10	34.92	45.16	33.33	*	23.81	*	7.94	62	63

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	55.17	53.33	*	26.67	*	10.00	*	10.00	29	30
8	36.36	45.45	54.55	36.36	*	12.12	*	6.06	33	33
All Grades	45.16	49.21	41.94	31.75	*	11.11	*	7.94	62	63

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	37.93	13.33	*	43.33	*	33.33	*	10.00	29	30
8	39.39	27.27	*	27.27	*	33.33	*	12.12	33	33
All Grades	38.71	20.63	24.19	34.92	22.58	33.33	*	11.11	62	63

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	58.62	16.67	37.93	70.00	*	13.33	29	30
8	33.33	24.24	60.61	60.61	*	15.15	33	33
All Grades	45.16	20.63	50.00	65.08	*	14.29	62	63

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	62.07	73.33	*	23.33	*	3.33	29	30
8	51.52	60.61	45.45	24.24	*	15.15	33	33
All Grades	56.45	66.67	40.32	23.81	*	9.52	62	63

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	37.93	16.67	*	50.00	37.93	33.33	29	30
8	39.39	30.30	*	36.36	36.36	33.33	33	33
All Grades	38.71	23.81	24.19	42.86	37.10	33.33	62	63

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	*	10.00	55.17	86.67	*	3.33	29	30
8	33.33	3.03	63.64	93.94	*	3.03	33	33
All Grades	33.87	6.35	59.68	90.48	*	3.17	62	63

Conclusions based on this data:

1. Our English Learners are performing well in the Oral Language domain.
2. Our English Learners continue to struggle in the Reading domain.
3. Overall, we have a high percentage of English Learners who have attained Levels 3 and 4 on the ELPAC.

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
545	51.6	11.7	1.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	11.7
Foster Youth	7	1.3
Homeless	7	1.3
Socioeconomically Disadvantaged	281	51.6
Students with Disabilities	50	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5
American Indian	3	0.6
Asian	8	1.5
Filipino	15	2.8
Hispanic	327	60.0
Two or More Races	31	5.7
Pacific Islander	1	0.2
White	148	27.2





Conclusions based on this data:

1. The total number of students at Lakeview continues to decline.
2. There has been an increase in students qualifying as Socioeconomically Disadvantaged at Lakeview due to additional families qualifying for free/reduced lunch.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts performance (6.6 points below standard) was lower than the district's performance (1.4 below standard) (orange on dashboard).
2. Math performance (24.4 points below standard) was lower than the district's performance (18.2 points below standard).
3. More students were chronically absent (9.2%) as compared with the district (8.4%).

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>All Students</p> <p>Green</p> <p>2 points below standard</p> <p>Increased ++4.6 points</p> <p>506</p>	<p>English Learners</p> <p>Yellow</p> <p>16.3 points below standard</p> <p>Increased Significantly ++25.3 points 95</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19.3 points below standard</p> <p>Increased ++4.6 points</p> <p>263</p>	<p>Students with Disabilities</p> <p>Red</p> <p>107.4 points below standard</p> <p>Declined Significantly -18.6 points</p> <p>46</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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 51.1 points above standard Increased Significantly ++24.4 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.3 points below standard Increased ++7.8 points 305	 No Performance Color 14.3 points below standard Declined Significantly -30.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 18.2 points above standard Increased ++7.4 points 136

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
56.8 points below standard Increased Significantly ++23.3 points 54	37 points above standard Increased ++12.1 points 41	0.4 points below standard Maintained ++1.9 points 388

Conclusions based on this data:

- In the area of English Language Arts, increases in growth were demonstrated by the Socioeconomically Disadvantaged subgroup (4.6 point increase). However, Students with Disabilities declined significantly (18.6 point decrease).
- In the area of English Language Arts, one group showed dramatic growth overall: English Learners, who increased 25.3 points (went to yellow on dashboard).

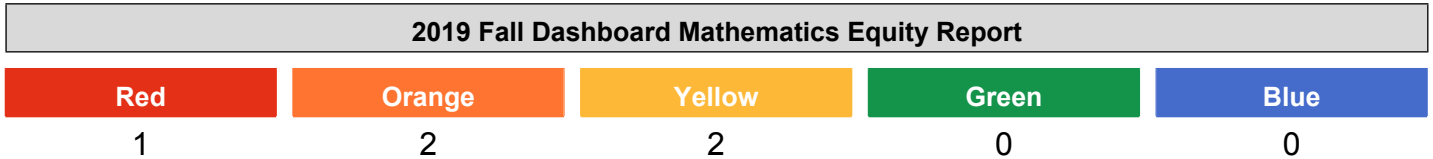
School and Student Performance Data

Academic Performance Mathematics







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











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>All Students</p>  Orange 30.2 points below standard Declined -5.7 points 506	<p>English Learners</p>  Yellow 40.6 points below standard Increased Significantly ++17.6 points 96	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p>  Orange 50.4 points below standard Declined -4.6 points 264	<p>Students with Disabilities</p>  Red 155.9 points below standard Declined Significantly -16.7 points 46

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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 49.1 points above standard Increased Significantly ++16.8 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45 points below standard Maintained -2.1 points 305	 No Performance Color 52.3 points below standard Declined Significantly -35.1 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.4 points below standard Declined -5.4 points 136

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard Increased ++7.3 points 55	21.1 points above standard Increased Significantly ++17.8 points 41	30.3 points below standard Declined -8.3 points 387

Conclusions based on this data:

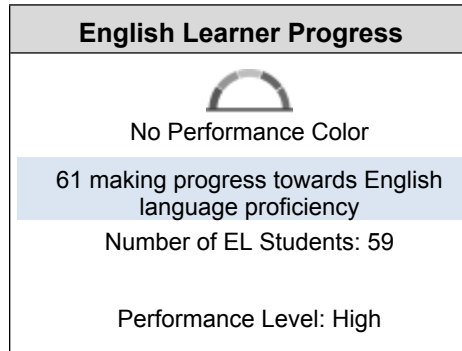
- In the area of Mathematics, most subgroups saw their performance decline.
- In the area of Mathematics, one group showed dramatic growth overall: English Learners increased 17.6 points (went to yellow on dashboard).

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
11.8	27.1	20.3	40.6

Conclusions based on this data:

1. A majority of English Learners (60.9%) maintained at Level 4 or progressed at least one level.
2. Approximately 11.8% of English Learners decreased a level. This needs to be addressed through a focus on English Language Development.

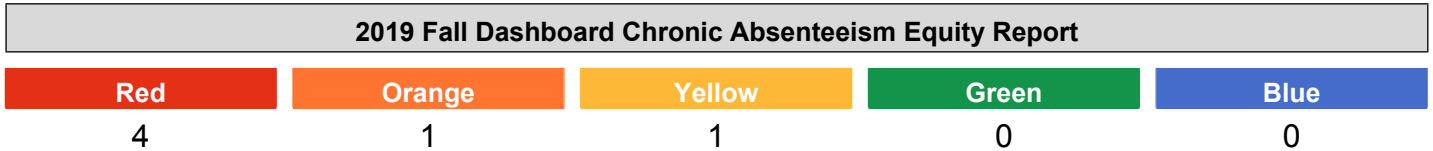
School and Student Performance Data

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>All Students</p>  <p>Red</p> <p>13.8</p> <p>Increased Significantly +4.6</p> <p>565</p>	<p>English Learners</p>  <p>Orange</p> <p>12.3</p> <p>Increased +5.3</p> <p>73</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>35.7</p> <p>14</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>17.5</p> <p>Increased Significantly +5.2</p> <p>308</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>21.1</p> <p>Increased +5.5</p> <p>57</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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 6.7 Increased +6.7 15
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1 Increased Significantly +4.5 340	 Yellow 13.2 Declined -0.7 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 15.2 Increased Significantly +6 151

Conclusions based on this data:

1. Of the student groups, foster youth have the highest rate of chronic absenteeism (35.7%). This is a small group (14 students) but its absenteeism problems need to be addressed.
2. The only subgroup to decline in chronic absenteeism was Two or More Races, which went down 0.7%.
3. All students remains red on the dashboard with a 4.6% increase in the number of students chronically absent.

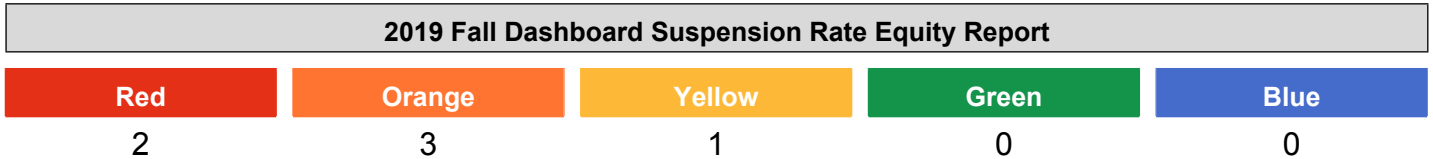
School and Student Performance Data

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>All Students</p>  Orange 9.4 Increased +1.4 574	<p>English Learners</p>  Yellow 10.8 Declined -5.9 74	<p>Foster Youth</p>  No Performance Color 40 15
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9	<p>Socioeconomically Disadvantaged</p>  Orange 11.6 Increased +2 310	<p>Students with Disabilities</p>  Red 20.7 Increased +2.9 58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 8	 No Performance Color 0 Declined -4.8 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Maintained +0.1 346	 Red 18.4 Increased +10.5 38	 No Performance Color Less than 11 Students - Data 1	 Orange 9.2 Increased +3.1 153

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8	9.4

Conclusions based on this data:

1. The All Students group increased slightly in its suspension rate (1.4% increase).
2. Students with Disabilities have a red rating for suspension rate (20.7% suspension rate). This needs to be addressed in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP – ELA % Students met/exceeded standard	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of ELA as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 and school closure, CAASPP was not administered.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Through established Professional Learning Communities (PLC):</p> <ul style="list-style-type: none"> PLC teams will identify essential common core standards PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards. PLC Teams will regularly meet to review and develop instruction and lessons in ELA. PLC Teams will regularly meet to evaluate student progress. 	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC/departmental team. At Lakeview teachers participated in 60-minute weekly departmental PLC meetings focused on Tier 2.</p>	<p>This will occur during weekly late start PLC time as well as the November and March staff development day. Support for lead PLC teachers (stipend) is provided by the district using LCFF-Supplemental funds. District Funded 0</p>	<p>District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will have opportunities to attend training on California State Standards focused workshops that address literacy needs. These may be sponsored by the District or by the County. Teachers will also have opportunities to attend tech related training that will assist in increasing collaboration and writing in their classrooms. There will also be release time and training focused on reading intervention.</p>	<p>Until school closure in mid-March these actions were implemented as planned. The district continued to provide professional development opportunities in English/language arts instruction and technology integration. Teachers also had the opportunity to attend conferences and workshops in E/LA instruction.</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,200</p>	<p>Conferences and workshops. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4,592</p>
<p>Software for student licenses, training and technology upgrades to provide targeted intervention to students reading below grade level.</p>	<p>Lakeview provided software for student licenses, training, and technology upgrades to provide targeted intervention via the Reading Plus program to students reading below grade level.</p>	<p>Reading Plus software/licenses and training 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 10,652</p>	<p>Reading Plus software/licenses and training 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 10,652</p>
<p>Target Academic Vocabulary and sentence and language frame usage across the curriculum. Focus on increasing literacy across subject areas by utilizing materials (text and tech) as well as release time.</p>	<p>The Leadership Team established academic vocabulary as a schoolwide Tier 1 focus area. District consultant Tina Pelletier provided best practices for teaching of academic vocabulary and met with PLC teams to touch base in subsequent site visits. Teachers developed a list of essential vocabulary and identified target words to be taught at each grade level.</p>	<p>Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>	<p>Instructional materials, novels, and supplies that support increased literacy 4000-4999: Books And Supplies LCFF - Supplemental 3,630</p>
<p>Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.</p>	<p>Until school closure in mid-March these actions were implemented as planned. Homework Club was offered three days a week after school.</p>	<p>Homework Club and Computer Lab will be proctored by a credentialed teacher. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,100</p>	<p>Homework Club and Computer Lab will be proctored by a credentialed teacher. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,200</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Identified students who scored in the Not Met Standard on the CAASPP, had Teacher recommendation, and scored in Level 1 or Level 2 on the Spring 2018 NWEA tests will be recommended for placement in ELA support/shadow class for the 2019-2020 school year. The support class will supplement their learning deficits to increase proficiency in ELA.</p> <p>Additional support staff will be made available for these classes as well as additional tutors.</p>	<p>Until school closure in mid-March these actions were implemented as planned. Lakeview continued to offer support classes and specialized instruction to identified students in association with their Support and Enrichment Opportunity (SEO) program.</p>	<p>Double classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0</p>	<p>Double classes provided for identified students with academic needs. 1000-1999: Certificated Personnel Salaries District Funded 0</p>
<p>Materials to be used to support student engagement and increased access to technology and college/career preparedness.</p>	<p>Materials were purchased to support student engagement and increased access to technology and college/career preparedness.</p>	<p>Materials to support engagement and college/career awareness across the curriculum 4000-4999: Books And Supplies Site Formula Funds 1,000</p>	<p>Materials to support engagement and college/career awareness across the curriculum 4000-4999: Books And Supplies Site Formula Funds 1,600</p>
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on Special Assignment (TOSA)/Instructional Coach. The TOSA/Instructional Coach will support school sites with the implementation of MTSS,</p>	<p>TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions. During school closure, TOSAs helped with the preparation of enrichment learning packets for students and the implementation of online learning.</p>	<p>TOSA Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 31,870</p>	<p>TOSA Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 31,870</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>			

Analysis

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

Until school closure in mid-March these actions were implemented as planned. Lakeview Junior High School continued to offer support classes and specialized instruction to identified students in association with their Support and Enrichment Opportunities (SEO) program. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year. English Department teachers did make academic vocabulary a priority for their instruction.

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

Due to COVID-19 and school closures actual expenditures and proposed expenditures differed. Lakeview spent less on school offerings occurring while students were on campus, but increased expenditures to support distance learning materials in the spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and Reading Plus intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Decrease/Maintain suspension/expulsion rates for all students and subgroups by 2%.	Suspension rate declined by .3%.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Meaningful Relationships:</p> <p>Develop professional relationships with students and families focused on academic growth, behavioral attributes of good citizenship and lifelong learning utilizing a caring approach to guidance.</p> <p>Preparing students for real-world experiences, the approach for behavioral guidance will be well rounded including incentives for good citizenship and/or academic achievement</p>	<p>The school continued to offer a range of activities and programs to give students an opportunity for personal growth as well as a deeper connection with peers, staff, and the school. The ASB and the Students Leading Education (SLED) initiative for secondary schools involved students in planning school events and activities, school improvements, and service projects. Extracurricular activities included team sports: volleyball, basketball, and track. The lunchtime game club in the Wellness Center engaged students with both low-tech and higher- tech activities.</p>	<p>Assemblies, rewards, breakfast club, student of the month, student recognition program, honor roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 500</p>	<p>Assemblies, rewards, breakfast club, student of the month, student recognition program, honor roll, eighth grade awards assembly. 4000-4999: Books And Supplies Site Formula Funds 0</p>
<p>Positive Behavior Intervention Systems training and team creations focused on improving school culture, student safety and discipline.</p>	<p>Lakeview has implemented Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior. Lakeview is working on</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Incentives and instructional materials for PBIS implementation 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>fully implementing Tier 2, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis. Additionally, several teachers participated in a PBIS in the Classroom Institute hosted by the district.</p>		
<p>Continue Saturday School at Lakeview. The goal is to decrease off campus suspension while increasing student accountability.</p>	<p>Saturday School was implemented at Lakeview.</p>	<p>Saturday school will be offered 6 to 7 times a year as an alternative to suspension. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	<p>Saturday school was offered as an alternative to suspension up until the school closure. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 600</p>
<p>After school restorative detention to serve as another step prior to on or off campus suspension of students. Students will bring and complete restorative practice work in detention.</p>	<p>After school restorative detention served as another step prior to on or off campus suspension of students.</p>	<p>Detention will be run after school twice a week to provide consequences for inappropriate student behavior. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,200</p>	<p>Detention ran after school twice a week to provide consequences for inappropriate student behavior. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,200</p>
<p>Develop a student intervention team in addition to the SST team that includes the Jr. High counselor, RSP teacher, school psychologist, Assistant Principal and Principal.</p>	<p>Lakeview developed a student intervention team in addition to the Student Success Team that includes the junior high counselor, RSP teacher, school psychologist, assistant principal, and principal.</p>	<p>Develop a student intervention team in addition to the SST team that includes the Jr. High counselor, RSP teacher, school psychologist, assistant principal, and principal. None Specified None Specified 0</p>	<p>Developed a student intervention team in addition to the SST team that includes the Jr. High counselor, RSP teacher, school psychologist, assistant principal, and principal. None Specified None Specified 0</p>
<p>Attend conference or bring in speaker focused on working with at risk students. The goal would be tie this to the PBIS initiative.</p>	<p>Attending conferences and/or bringing in a guest speaker did not occur due to scheduling conflicts with speakers and school calendar.</p>	<p>Conference focused on working with at risk youth 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,500</p>	<p>Conference focused on working with at-risk youth 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>

Analysis

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

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Lakeview takes pride in the many ways in which students can be involved outside of the classroom.

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

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). All of this being stated, suspensions districtwide are not decreasing. In 2019-2020 suspensions for vaping and tobacco/cannabis use declined, but suspensions for bullying (including cyberbullying) and damaging property climbed. So schools do need to continue their work on strategies/activities to accomplish the goal of reducing suspensions.

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

Due to COVID-19 actual expenditures were lower than proposed; school offerings (Eighth Grade Awards Ceremony, Saturday School, detention, and conferences) were canceled due to school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students and student sub-groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2020 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups.	Increase student performance for all students and each subgroup by 5 percentage points each year in the area of Mathematics as measured by the CAASPP and reported on the California Dashboard.	Due to COVID-19 and school closure, CAASPP was not administered.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Through established Professional Learning Communities (PLC):</p> <ul style="list-style-type: none"> PLC teams will identify essential common core standards PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards. PLC Teams will regularly meet to review and develop instruction and lessons in Math PLC Teams will regularly meet to evaluate student progress. 	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC/departmental team. Lakeview teachers participated in 60-minute weekly departmental PLC meetings focused on Tier 2.</p>	<p>This will occur during weekly late start PLC time as well as the staff development days. None Specified District Funded 0</p>	<p>None Specified District Funded 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will participate in Math staff development such as district wide articulation, common core and other county provided inservices, workshops, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating data from CAASPP assessment in 2019 and the ongoing incorporation of common assessments.</p>	<p>Until school closure in mid-March these actions were implemented as planned. However, due to COVID, professional development conferences were cancelled.</p>	<p>Conferences, in-services, release time for articulation and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,000</p>	<p>Conferences, in-services, release time for articulation and teacher observations 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0</p>
<p>Increased educational opportunities will be provided: Before/After School Math tutoring with one of our certificated teachers throughout the school year. Potential for additional morning intervention times.</p>	<p>Lakeview was ready to implement before/after school math tutoring, but staffing challenges precluded implementation.</p>	<p>Before/After School Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000</p>	<p>Before/After School Intervention Classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
<p>A math intervention program focused in support and with our lowest performing students will be purchased and teachers trained in its use.</p>	<p>IXL, a research-based math intervention program, was focused. Teachers have been trained in its use and it is being utilized for math intervention.</p>	<p>Software licenses to aid intervention 4000-4999: Books And Supplies LCFF - Supplemental 6,300</p>	<p>IXL software licenses 4000-4999: Books And Supplies LCFF - Supplemental 3,658</p>
<p>All teachers working with Title I students will be supported in implementing and teaching the new California State Content and Performance Standards, including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful, through the support of Teachers on</p>	<p>TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions. During school closure, TOSAs helped with the preparation of enrichment learning packets for students and the implementation of online learning.</p>	<p>TOSA salary (expenditure allocated in Goal #1) 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 0</p>	<p>TOSA salary (expenditure allocated in Goal #1) 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Special Assignment (TOSA)/Instructional Coach.</p> <p>The TOSA/Instructional Coach will support school sites with the implementation of MTSS, targeted intervention, and best practices in effective instructional strategies for Tier 1 and 2.</p> <p>The TOSA/Instructional Coach will provide support for identification of and training in effective, research-based interventions for at-risk students, especially English learners, foster youth, low-income students.</p>			

Analysis

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

Until school closure in mid-March these actions were implemented as planned. Lakeview Junior High School continued to offer support classes and specialized instruction to identified students in association with our Support and Enrichment Opportunity (SEO) program.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Staff need data to assess the effectiveness of the IXL math intervention program but anecdotally the program is producing increased math achievement for many students.

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

Lakeview was ready to implement before/after school math tutoring but was not able to staff the program and thus the money was not spent. IXL software expenses came in lower than expected due to a discount for a site license. Due to the COVID-19 pandemic, conferences were cancelled.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

By Spring 2020 the number of parents actively participating in Parent Square will increase to 98%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Square Contactability	Parent Contactability through Parent Square will increase to 98%.	Parent Contactability through Parent Square will increase to 99%.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase use of Parent Square by increased advertising, encouraging all staff to post pertinent information, translating information in language of the parents and providing an information night.	Use of Parent Square was increased by advertising, encouraging all staff to post pertinent information, translating information in language of the parents and providing an information night.	Parent Square Communication Tool None Specified District Funded 0	Parent Square Communication Tool None Specified District Funded 0
Translate materials into languages spoken in students' home and provide interpreters at events when needed.	Materials were translated into languages spoken in students' homes and interpreters were provided at school events when needed.	Information will be distributed via e-mail, Parent Square, and in teacher presentations to parents. Information will also be sent home in the school newsletter for the first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	Information was 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 were available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0
Communicate with parents concerning mid-quarter progress reports and quarter report cards. Provide mid-quarter conference time for parents to meet with teachers. Advertise these	Mid-quarter progress reports and quarter report cards were communicated with parents. Lakeview provided mid-quarter conference time for parents to meet with teachers. The school	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	Information was distributed via e-mail, Parent Square, and in teacher presentations to parents. Information also was sent home in the school newsletter for the

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
events to parents. Provide additional parent-teacher conferences as needed and requested.	advertised these events to parents. Lakeview provided additional parent-teacher conferences as needed and requested.	first 2 months of the school year. Bilingual Community Liaisons and Office Staff will be available to assist parents and guardians if they need help throughout the school year. None Specified District Funded 0	first two months of the school year. Bilingual Community Liaisons and Office Staff were available to assist parents and guardians if they needed help throughout the school year. None Specified District Funded 0
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.	Lakeview involved parents in decision making through involvement in Title I parent, School Site Council, English Language Advisory Council, and Parent Teacher Association meetings. Discussions included review and evaluation of programs as well as future planning at the school and district level.	Provide childcare and translators for parent meetings. None Specified District Funded 0	Provide childcare and translators for parent meetings. None Specified District Funded 0
Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year starting.	Trojan Trek was implemented and a push for online data verification for all parents resulted in 98% of data being verified before the start of school.	Trojan Trek is a preschool orientation day. None Specified District Funded 0	Trojan Trek is a preschool orientation day. None Specified District Funded 0

Analysis

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

All of the activities outlined in the plan were implemented. Schoolwide use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

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

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish (or other languages) has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	Increase attendance rate to 96% for "All" students	Attendance Rate for the 2019-20 school year was 95.78% for "All Students"
Chronic Absenteeism Rate	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.	Increase of Chronic Absenteeism by 4.6% for "All Students"

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Incentives for students in attendance. Coupon and front of the line "give aways" to students on college t-shirt day as well as other recognition etc.	Incentives were given to students in attendance. Coupon and front of the line "give aways" were implemented for students on college t-shirt day as well as other recognition etc.	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 394	Provide certificates, lunch celebration, and incentives 4000-4999: Books And Supplies LCFF - Supplemental 200
Improve the attendance rate and decrease chronic absenteeism for all students through the School Attendance Review Board process.	The School Attendance Review Board process was utilized.	County of Santa Barbara School Attendance Review Board None Specified District Funded 0	Santa Barbara County School Attendance Review Board None Specified District Funded 0
Provide support services through counseling for students in need.	Lakeview provided support services through counseling for students in need.	Counselor for Lakeview None Specified District Funded 0	Counselor for Lakeview None Specified District Funded 0
Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.	The principal, assistant principal, office staff, and teachers encouraged students to be on time for school. They provided opportunities to remedy behavior through campus beautification activities at lunchtime.	Provide lunch time campus clean up for students who are tardy None Specified None Specified 0	Provide lunch time campus clean up for students who are tardy None Specified None Specified 0

Analysis

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

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

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

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue ... and need to be addressed.

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

We were able to have community donations from local businesses for incentives to be given to students. Additionally due to the school closures, we did not have any incentives to provide to the students for the months of March-June.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: English Language Arts

Goal Statement

All students and student sub-groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promote active learning and maximize student achievement in the area of 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
CAASPP – ELA % Students met/ exceeded standard	Results from Spring 2019 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 52.1% Low SES - 44.44% EL - 26.23% SWD- 10.2% White - 58.99% Hispanic - 48.41%	Increase student performance for all students and each subgroup 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 established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards
- PLC Teams will establish common instruction and common assessments in ELA geared to the essential California State Standards.

- PLC Teams will regularly meet to review and develop instruction and lessons in ELA.
- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	This will occur during weekly late start PLC time as well as the November and March staff development day. Support for PLC Lead Teachers (stipend) is provided by the district using LCFF Supplemental funds.

Strategy/Activity 2

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 the Santa Barbara County Education Office. Teachers also will have opportunities to attend technology-related training that will assist in increasing collaboration and writing in their classrooms. There also will be release time and training focused on reading intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	4,200
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and workshops.
Amount	2,500

Source	Title I Part A: Targeted Assistance Program
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Release time and workshops focused in improving reading with at risk students.

Strategy/Activity 3

Continue to utilize NewsELA for initial English/Language Arts instruction and the Reading Plus software program for targeted reading intervention for students performing below grade level

Students to be Served by this Strategy/Activity

Title I Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	10,652
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Reading Plus software/licenses and training
Amount	1,000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Headphones and incentives to support Reading Plus, which is utilized by students in the support class for student who need to "level up".
Amount	3,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	NewsELA software licenses and training
Amount	5,465
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and technology

Strategy/Activity 4

Target academic vocabulary and sentence and language frame usage across the curriculum. Focus on increasing literacy across subject areas by utilizing materials (text and tech) as well as release time.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials, novels, and supplies that support increased literacy
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Release time, professional development, conferences, and technology training that supports increased literacy

Strategy/Activity 5

Increased educational opportunities will be provided: The Homework Club will provide after school homework help and computer access. It will be staffed by a credentialed teacher.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3,100
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club and Computer Lab will be overseen by a credentialed teacher.

Strategy/Activity 6

Identified students who scored in the "Not Met Standard" on the CAASPP, had Teacher recommendation, and/or scored in Level 1 or Level 2 on the Winter 2020 NWEA Reading Test will be recommended for placement in ELA support/shadow class for the school year. The support class will address learning deficits to increase proficiency in ELA.

Additional support staff will be made available for these classes.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Increase number of classes provided for identified students with academic needs.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions and 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: 8% Suspension Rate 16.7% - English Learners 17.8% - Students with Disabilities 7.9% - Two or more races 6.1% - White 9.5% Hispanic/Latino 9.7% Socioeconomically Disadvantaged 0% Expulsion	Decrease/Maintain suspension/expulsion rates for all students and subgroups by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Meaningful Relationships:

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.

Teacher-student relationships will be focused on academic growth, behavioral attributes of good citizenship, and lifelong learning. The school will provide a caring approach to guiding students.

As possible, Lakeview will prepare students for real-world experiences. Its approach for behavioral guidance will be well rounded, including incentives for good citizenship and/or academic achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Assemblies, rewards, Breakfast Club, Student of the Month, student recognition program, Honor Roll, eighth grade awards assembly.

Strategy/Activity 2

As possible during distance learning and ultimately blended learning, Lakeview will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and instructional materials for PBIS implementation

Strategy/Activity 3

As possible during COVID-19, after school restorative detention will serve as another step prior to on- or off-campus suspension of students. Students will bring and complete restorative practice work in detention.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,200
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Restorative Detention will be run after school four times a week to provide consequences for inappropriate student behavior and avoid suspension.

Strategy/Activity 4

Attend conference or bring in a speaker who can provide strategies focused on working with at-risk students. The goal would be to tie this to Lakeview's PBIS initiative.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference focused on working with at-risk youth
Amount	1,500
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for teachers to attend conference

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Performance: 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 mathematic 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
CAASPP – Math % Students met/ exceeded standard	Results from Spring 2019 CAASPP state standards-aligned test for 7th and 8th grade students and subgroups. Percentage of students demonstrating mastery or exceeding mastery: All students - 39.51% Low SES - 30.72% EL - 16.13% SWD - 8.16% White - 48.92% Hispanic - 33.2%	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 established Professional Learning Communities (PLC):

- PLC teams will identify essential common core standards
- PLC Teams will establish common instruction and common assessments in Math geared to the essential California State Standards.
- PLC Teams will regularly meet to review and develop instruction and lessons in Math

- PLC Teams will regularly meet to evaluate student progress.

PLC teams will utilize the Go Formative online program for developing and administering common formative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	This will occur during weekly late start PLC time as well as the staff development days.

Strategy/Activity 2

Teachers will participate in math staff development such as districtwide articulation, district- and county-provided inservices, and observations of exemplary programs with a focus on strategies for increasing numeracy, incorporating STEAM, and other areas identified through student achievement data. Math teachers will continue to identify essential standards, evaluating all available assessment data, and incorporating common assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, inservices, and release time for articulation meetings, professional development, and teacher observations
Amount	3,000
Source	LCFF - Supplemental

Budget Reference	4000-4999: Books And Supplies
Description	Materials to support concepts learned through professional development, workshops and observations of exemplary programs

Strategy/Activity 3

Increased educational opportunities will be provided: Before/afterschool math tutoring with one of our certificated teachers throughout the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before/Afterschool Intervention Classes
Amount	5098
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher to provide computer lab time before/after school

Strategy/Activity 4

Continue implementation of IXL online program for math intervention

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	6,300
Source	LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Software Licenses to aid intervention

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey	<p>October 2020 - Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school.</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (76%), notice when they are not there (66.5%), listen to them when they have something to say (78%), are there for them when they have a problem or concern (80%), and believe they will be a success (82%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (83%), teachers communicate with parents about what students are expected to learn (62%), parents feel welcome to be</p>	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Metric/Indicator**Baseline****Expected Outcome**

involved in the school (61%), there is someone at school to talk to about a problem or concern (76.5%), and school staff take parent concerns seriously (66%).

Planned Strategies/Activities**Strategy/Activity 1**

Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year. Regular lessons in social/emotional learning will be planned. Teachers will have regular office hours and availability during distance and blended learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Bilingual Community Liaison, Office Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Support for Families

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

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

0

Source

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Salary for hourly support teacher available after hours during the week

Strategy/Activity 3

Begin the year with Trojan Trek and push for online data verification for all parents. This will get parents involved in the school prior to the school year that is starting.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020

Person(s) Responsible

Admin/Staff/PTSA/District

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

0

Source

District Funded

Budget Reference

None Specified

Description

Trojan Trek is a preschool orientation day.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Academic Engagement: Student Attendance and 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	2019-2020: 95.78%	Increase attendance rate to 96% for "All" students
Chronic Absenteeism Rate	Chronic Absenteeism Rate : 2019-20 13.8% "All" Students 12.3% English Learner 17.5% Low Income 21.1% Students with Disabilities 15.2% White 14.1% Hispanic	Decrease Chronic Absenteeism by 2% for "All" students and each subgroup.

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide incentives for students who demonstrate good attendance. These incentives can include coupons and front of the line "giveaways" to students on college T-shirt day as well as other recognition.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administrators/Office Staff

Proposed Expenditures for this Strategy/Activity

Amount

394

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Provide certificates, lunch celebration, and incentives

Strategy/Activity 2

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students. Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Admin/Office Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

District Funded

Budget Reference

None Specified

Description

Santa Barbara County School Attendance Review Board

Strategy/Activity 3

Provide support services through counseling for students in need

Students to be Served by this Strategy/Activity

Students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Administration and School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	None Specified
Description	Counselor for Lakeview

Strategy/Activity 4

Encourage students to be on time for school. Provide opportunities to remedy behavior through campus beautification at lunch.

Students to be Served by this Strategy/Activity

Students identified as chronically tardy

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide lunchtime campus cleanup activities for students who are tardy

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Admin contact/counseling with families of students with excessive tardies

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	72,409.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	53487	31,870.00
LCFF - Supplemental	42,694	0.00
Site Formula Funds	4000	1,000.00
Other	5,098	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	42,694.00
None Specified	0.00
Other	5,098.00
Site Formula Funds	3,000.00
Title I Part A: Targeted Assistance Program	21,617.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,898.00
4000-4999: Books And Supplies	34,311.00
5000-5999: Services And Other Operating Expenditures	18,200.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
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	12,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,694.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	5,098.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,500.00
4000-4999: Books And Supplies	Site Formula Funds	1,500.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	19,117.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	2,500.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jonathan Dollahite	Principal
Keri Kirkland	Classroom Teacher
Megan Fichter	Classroom Teacher
Elizabeth Cutler	Classroom Teacher
Janinne Salinas	Other School Staff
Alicia Penrod	Parent or Community Member
Katy Smith	Parent or Community Member
Brandon Lambert	Parent or Community Member
Lyric Ala	Secondary Student
Riley Olney	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

Other: School Leadership Team and School Staff

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 18, 2020.

Attested:

Principal, Jonathan Dollahite on 11/18/2020

SSC Chairperson, Keri Kirkland on 11/18/2020

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.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Olga L. Reed School
Address	480 Centennial Street, P.O. Box 318 Los Alamos, CA 93440
County-District-School (CDS) Code	42-69237-6045702
Principal	Joe Dana
District Name	Orcutt Union School District
SPSA Revision Date	November 19, 2020
Schoolsite Council (SSC) Approval Date	November 19, 2020
Local Board Approval Date	December 9, 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile	4
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	17
Overall Performance	18
Academic Performance	19
Academic Engagement.....	25
Conditions & Climate.....	28
Annual Review and Update	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	37
Goal 4.....	39
Goal 5.....	42
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	48
Goal 3.....	51
Goal 4.....	53
Goal 5.....	56
Budget Summary and Consolidation	59
Budget Summary	59
Allocations by Funding Source.....	59
Expenditures by Funding Source	60
Expenditures by Budget Reference	61
Expenditures by Budget Reference and Funding Source	62
School Site Council Membership	63
Recommendations and Assurances	64
Addendum.....	65
Instructions: Linked Table of Contents.....	65

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....68
Appendix B: Select State and Federal Programs.....70

School Vision and Mission

The School Vision

Every child is prepared, encouraged, and inspired to reach his or her potential.

The Mission

To provide every student a high-quality learning environment and the tools needed to be a lifelong learner and a responsible citizen.

The Expectations

- Students achieve or exceed grade level expectations
- Students are inspired to be lifelong learners
- Students think critically and creatively to solve problems independently and cooperatively
- Students maintain high standards of performance
- Students use technology to gather, utilize, and exchange information
- Students demonstrate responsibility and respect for others and their surroundings
- Students realize and understand their personal potential
- The school provides a safe, clean, and stimulating environment
- School staff are nurturing, creative, and inspirational, and also serve as role models for students
- School meets and exceeds educational requirements
- School maintains a constant review of the educational process and implement changes needed
- Parents or guardians are partners in the teaching and learning process
- Parents or guardians are knowledgeable in what the child is experiencing at school
- Parents or guardians understand and support what is expected of the child at school

School Profile

Olga L. Reed School is a rural, TK-8 school with 187 students as of this writing. The school is a centerpiece of the small community of Los Alamos. Most parents work on the farms, ranches, and vineyards of Los Alamos, the nearby Santa Ynez Valley, and the Santa Maria Valley. The school plays a prominent role in community events such as the annual Old Days Celebration in late September and community initiatives such as the establishment of a community library on campus. The Los Alamos Community Library occupies a corner of the school site and is open to school families and the community four weekday afternoons and all day on Saturday.

From its inception until July 2011, Olga Reed was the lone school in the Los Alamos School District. In July 2011, the school and district were assimilated into the larger Orcutt Union School District. The 2020-2021 school year is Olga Reed's tenth with Orcutt. Due to the need to tighten expenditures districtwide, Olga Reed (like several other district schools) raised class sizes in the upper grades this school year and is staffed with one fewer classroom teaching position.

For Olga Reed, this school year marks the sixth year of sharing a campus with the Orcutt Academy's TK-8 program. OA has 140 students in grades TK-8, and it occupies six rooms on the Helena Street side of the Los Alamos campus. OA has a separate program and a separate daily schedule, but it shares a lunchtime and programs such as physical education and classroom music with Olga Reed. In addition, the two schools' separate Parent Teacher Student Association (PTSA) units collaborate on school events such as a Harvest Festival in October, a Family Movie Night, and a Staff Appreciation Luncheon. This year, in association with the districtwide need to reduce expenses, Olga Reed and OAK-8 are sharing an office, with an office manager and an office assistant serving both schools.

Olga Reed has a predominantly Hispanic student body with significant socioeconomic need. Of the 187 students enrolled for 2020-2021, 47.1% are English Learners, 12.8% are Special Education students, and 74.3% are socioeconomically disadvantaged. In 2019-2020 the ethnic composition was 82.23 percent Hispanic, 13.71 percent Anglo, and 3.96 percent other ethnicities.

As for student achievement, Olga Reed saw an increase in student achievement in the Common Core-aligned Smarter Balanced Assessments that are part of the California Assessment of Student Performance and Progress (CAASPP) system. The percentage of students in grades 3-8 who participate in CAASPP exceeding or meeting standard in

English/language arts rose from 33.1 percent in 2018 to 39.69 percent in 2019; the percentage of students exceeding or meeting standard in mathematics dropped slightly from 26.4 percent to 25.76 percent.

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 a School Leadership Team meeting on October 1, 2020. The meeting agenda included a thorough review of CAASPP/SBAC data and California School Dashboard ratings and additional districtwide and schoolwide 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 at the staff meeting of October 5, 2020.

The School Site Council met to edit and approve a draft of the SPSA on November 19, 2020. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Site Council on November 19, 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	1%	1%	1	2	2
African American	0.47%	1%	1.5%	1	2	3
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	83.02%	84%	82%	176	168	164
Pacific Islander	%	%	0%			0
White	14.62%	12%	14%	31	24	28
Multiple/No Response	%	%	1.5%			0
Total Enrollment				212	200	200

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	29	24	17
Grade 1	23	26	24
Grade 2	16	22	26
Grade3	26	15	22
Grade 4	26	28	15
Grade 5	21	23	28
Grade 6	24	19	25
Grade 7	24	21	21
Grade 8	23	22	22
Total Enrollment	212	200	200

Conclusions based on this data:

- Olga Reed's student enrollment is declining slightly each year, with incoming Transitional Kindergarten and kindergarten students not exceeding the number of graduating eighth graders each year. Anecdotally, school staff are hearing that home prices in Los Alamos are rising to levels too expensive for working families. Additionally, no new developments are planned for Los Alamos in the near future.
- The Hispanic subgroup is growing. This validates the school's efforts to plan outreach to families through the community liaison and activities such as the schoolwide Cinco de Mayo Celebration that embrace Hispanic culture.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	125	119	103	59.0%	59.5%	51.5%
Fluent English Proficient (FEP)	12	12	23	5.7%	6.0%	11.5%
Reclassified Fluent English Proficient (RFEP)	3	2	13	2.5%	1.6%	10.9%

Conclusions based on this data:

1. Olga Reed's English Learner subgroup has remained constant at nearly 60 percent of the student population. This validates the school's efforts with English Language Development (ELD), especially the afternoon rotation for designated ELD.

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	22	23	15	22	23	14	22	23	14	100	100	93.3
Grade 4	22	25	29	22	24	28	22	24	28	100	96	96.6
Grade 5	22	21	23	22	21	23	22	21	23	100	100	100
Grade 6	24	24	21	23	24	21	23	24	21	95.8	100	100
Grade 7	21	24	22	21	24	22	21	24	22	100	100	100
Grade 8	24	24	23	24	23	23	24	23	23	100	95.8	100
All Grades	135	141	133	134	139	131	134	139	131	99.3	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2348.3	2373.3	2394.6	4.55	4.35	0.00	13.64	13.04	21.43	13.64	43.48	50.00	68.18	39.13	28.57
Grade 4	2387.0	2378.1	2430.4	4.55	4.17	14.29	13.64	0.00	21.43	22.73	29.17	17.86	59.09	66.67	46.43
Grade 5	2451.3	2427.5	2438.8	4.55	9.52	0.00	22.73	19.05	30.43	36.36	14.29	21.74	36.36	57.14	47.83
Grade 6	2473.3	2518.0	2474.2	4.35	12.50	14.29	17.39	41.67	19.05	34.78	20.83	14.29	43.48	25.00	52.38
Grade 7	2499.1	2546.6	2553.9	9.52	8.33	0.00	23.81	41.67	59.09	33.33	25.00	22.73	33.33	25.00	18.18
Grade 8	2579.0	2557.9	2575.5	12.50	4.35	13.04	37.50	39.13	39.13	37.50	39.13	34.78	12.50	17.39	13.04
All Grades	N/A	N/A	N/A	6.72	7.19	7.63	21.64	25.90	32.06	29.85	28.78	25.19	41.79	38.13	35.11

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	4.55	17.39	7.14	31.82	34.78	78.57	63.64	47.83	14.29
Grade 4	4.55	4.17	14.29	40.91	41.67	50.00	54.55	54.17	35.71
Grade 5	4.55	9.52	17.39	68.18	38.10	34.78	27.27	52.38	47.83
Grade 6	0.00	8.33	14.29	56.52	62.50	33.33	43.48	29.17	52.38
Grade 7	4.76	16.67	18.18	47.62	54.17	59.09	47.62	29.17	22.73
Grade 8	33.33	8.70	13.04	41.67	73.91	73.91	25.00	17.39	13.04
All Grades	8.96	10.79	14.50	47.76	51.08	53.44	43.28	38.13	32.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	4.35	14.29	22.73	34.78	50.00	68.18	60.87	35.71
Grade 4	4.55	4.17	10.71	27.27	29.17	53.57	68.18	66.67	35.71
Grade 5	13.64	14.29	8.70	45.45	38.10	52.17	40.91	47.62	39.13
Grade 6	4.35	25.00	14.29	52.17	45.83	47.62	43.48	29.17	38.10
Grade 7	9.52	16.67	36.36	42.86	66.67	50.00	47.62	16.67	13.64
Grade 8	20.83	13.04	30.43	58.33	69.57	56.52	20.83	17.39	13.04
All Grades	10.45	12.95	19.08	41.79	47.48	51.91	47.76	39.57	29.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	13.04	0.00	68.18	56.52	85.71	27.27	30.43	14.29
Grade 4	0.00	4.17	21.43	50.00	66.67	60.71	50.00	29.17	17.86
Grade 5	4.55	14.29	4.35	68.18	47.62	69.57	27.27	38.10	26.09
Grade 6	4.35	8.33	9.52	73.91	75.00	47.62	21.74	16.67	42.86
Grade 7	14.29	16.67	22.73	47.62	66.67	54.55	38.10	16.67	22.73
Grade 8	16.67	4.35	8.70	79.17	73.91	82.61	4.17	21.74	8.70
All Grades	7.46	10.07	12.21	64.93	64.75	65.65	27.61	25.18	22.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	8.70	0.00	36.36	47.83	57.14	59.09	43.48	42.86
Grade 4	13.64	8.33	7.14	40.91	33.33	39.29	45.45	58.33	53.57
Grade 5	18.18	9.52	8.70	40.91	33.33	39.13	40.91	57.14	52.17
Grade 6	8.70	29.17	19.05	52.17	54.17	38.10	39.13	16.67	42.86
Grade 7	19.05	12.50	27.27	47.62	70.83	40.91	33.33	16.67	31.82
Grade 8	29.17	17.39	21.74	54.17	60.87	65.22	16.67	21.74	13.04
All Grades	15.67	14.39	14.50	45.52	50.36	45.80	38.81	35.25	39.69

Conclusions based on this data:

1. Student achievement in English/language arts increased from 33.1 percent proficient or above in 2018 to 39.7 percent proficient or above in 2019. All grade levels except sixth grade made gains in proficiency. This is a notable accomplishment and validates staff's efforts with initial classroom instruction and reading intervention.
2. Proficiency generally rises as the grade levels progress. By seventh and eighth grades, proficiency in E/LA has risen to 59 and 52 percent respectively.
3. Of the sub-areas within English/language arts, the highest is Listening (77.86% near, at, or above standard) and the lowest is Research/Inquiry (60.30%). Writing performance grew substantially, from 60.43% near, at, or above standard in 2018 to 69.46% in 2019. This validates staff's decision to make "Citing Evidence Across the Curriculum"

a focus area for initial classroom instruction. The rationale was that more practice in citing evidence in support of arguments or claims will contribute to improved performance in Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	22	23	15	22	23	15	22	23	15	100	100	100
Grade 4	22	25	29	22	25	29	22	25	29	100	100	100
Grade 5	22	21	23	22	21	23	22	21	23	100	100	100
Grade 6	24	24	21	24	24	21	24	24	21	100	100	100
Grade 7	21	24	22	21	24	22	21	24	22	100	100	100
Grade 8	24	24	23	24	23	22	24	23	22	100	95.8	95.7
All Grades	135	141	133	135	140	132	135	140	132	100	99.3	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	2390.5	2383.9	2384.5	4.55	4.35	6.67	9.09	8.70	13.33	36.36	21.74	33.33	50.00	65.22	46.67
Grade 4	2395.5	2407.6	2424.5	9.09	4.00	6.90	9.09	4.00	10.34	22.73	44.00	37.93	59.09	48.00	44.83
Grade 5	2432.8	2413.4	2431.2	4.55	4.76	4.35	0.00	14.29	4.35	45.45	9.52	21.74	50.00	71.43	69.57
Grade 6	2476.0	2493.1	2461.8	4.17	12.50	9.52	16.67	8.33	14.29	45.83	45.83	9.52	33.33	33.33	66.67
Grade 7	2502.0	2571.4	2520.9	4.76	16.67	9.09	23.81	37.50	22.73	23.81	33.33	36.36	47.62	12.50	31.82
Grade 8	2578.7	2560.3	2582.7	16.67	26.09	18.18	29.17	17.39	36.36	33.33	26.09	27.27	20.83	30.43	18.18
All Grades	N/A	N/A	N/A	7.41	11.43	9.09	14.81	15.00	16.67	34.81	30.71	28.03	42.96	42.86	46.21

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	4.55	8.70	6.67	50.00	34.78	40.00	45.45	56.52	53.33
Grade 4	9.09	8.00	10.34	18.18	12.00	17.24	72.73	80.00	72.41
Grade 5	4.55	14.29	8.70	9.09	4.76	13.04	86.36	80.95	78.26
Grade 6	4.17	12.50	23.81	37.50	33.33	9.52	58.33	54.17	66.67
Grade 7	19.05	33.33	18.18	14.29	50.00	36.36	66.67	16.67	45.45
Grade 8	29.17	26.09	27.27	50.00	39.13	45.45	20.83	34.78	27.27
All Grades	11.85	17.14	15.91	30.37	29.29	25.76	57.78	53.57	58.33

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	8.70	20.00	50.00	43.48	20.00	45.45	47.83	60.00
Grade 4	9.09	8.00	6.90	31.82	28.00	41.38	59.09	64.00	51.72
Grade 5	4.55	4.76	4.35	36.36	28.57	30.43	59.09	66.67	65.22
Grade 6	4.17	8.33	14.29	41.67	41.67	14.29	54.17	50.00	71.43
Grade 7	14.29	20.83	18.18	42.86	62.50	59.09	42.86	16.67	22.73
Grade 8	25.00	26.09	31.82	41.67	47.83	50.00	33.33	26.09	18.18
All Grades	10.37	12.86	15.15	40.74	42.14	37.12	48.89	45.00	47.73

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	8.70	6.67	40.91	26.09	53.33	45.45	65.22	40.00
Grade 4	9.09	4.00	17.24	45.45	24.00	37.93	45.45	72.00	44.83
Grade 5	0.00	4.76	4.35	36.36	14.29	34.78	63.64	80.95	60.87
Grade 6	8.33	12.50	14.29	54.17	50.00	28.57	37.50	37.50	57.14
Grade 7	9.52	16.67	9.09	52.38	66.67	59.09	38.10	16.67	31.82
Grade 8	20.83	26.09	22.73	70.83	56.52	63.64	8.33	17.39	13.64
All Grades	10.37	12.14	12.88	50.37	40.00	45.45	39.26	47.86	41.67

Conclusions based on this data:

1. Mathematics achievement declined slightly from 26.4 percent in 2018 to 25.8 percent in 2019. Meantime, all grade levels except fifth and seventh grades increased in proficiency. Facing the incongruity of declining overall proficiency while most grade levels are improving, staff will seize on the grade-level improvements as validation for improvements in Tier 1 math instruction.
2. As with E/LA, math achievement generally rises as the grade levels progress. By seventh and eighth grades, proficiency stands at 32 and 54 percent respectively.
3. Of the sub-areas within Math, the highest was Communicating Reasoning (58.3% near, at, or above standard) and the lowest was Math Concepts and Procedures (41.7%). Staff have responded to low Math Concepts and Procedures proficiency by continuing to make "Math Number Sense" a focus area for classroom instruction again. Grade levels have identified "must-know" math facts and procedures that teachers will continue to focus on in their planning for both initial math instruction and math intervention. Additionally, teachers will be made aware of the "hinge standards" in math that have been identified by district math consultant Michele Douglass.

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	1475.5	1468.6	1462.6	1465.6	1505.4	1475.4	18	14
Grade 1	1440.3	1470.9	1451.6	1477.0	1428.6	1464.3	13	14
Grade 2	*	1480.1	*	1479.6	*	1480.2	*	12
Grade 3	1513.3	*	1508.5	*	1517.5	*	15	6
Grade 4	1500.9	1515.7	1505.0	1516.4	1496.4	1514.6	16	14
Grade 5	1516.8	1546.2	1512.6	1551.5	1520.3	1540.4	13	15
Grade 6	1578.5	1552.5	1582.0	1560.1	1574.3	1544.5	15	11
Grade 7	1577.5	*	1593.0	*	1561.5	*	13	10
Grade 8	1585.2	1591.0	1583.6	1593.8	1586.4	1587.7	14	12
All Grades							125	108

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	77.78	28.57	*	57.14	*	14.29		0.00	18	14
1	*	14.29	*	71.43	*	14.29	*	0.00	13	14
2	*	8.33	*	50.00		41.67		0.00	*	12
3	*	*	*	*	*	*	*	*	15	*
4	*	21.43	*	42.86	*	28.57	*	7.14	16	14
5	*	26.67	*	60.00	*	13.33	*	0.00	13	15
6	80.00	36.36	*	36.36	*	18.18		9.09	15	11
7	*	*	*	*	*	*		*	13	*
8	*	41.67	*	58.33	*	0.00		0.00	14	12
All Grades	50.40	27.78	29.60	51.85	15.20	17.59	*	2.78	125	108

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	72.22	35.71	*	50.00	*	14.29	*	0.00	18	14
1	*	28.57	*	50.00	*	21.43		0.00	13	14
2	*	16.67	*	75.00		8.33		0.00	*	12
3	*	*	*	*	*	*	*	*	15	*
4	*	57.14	*	28.57		7.14	*	7.14	16	14
5	*	53.33	*	33.33	*	13.33	*	0.00	13	15
6	86.67	54.55	*	27.27		18.18		0.00	15	11
7	*	*	*	*		*		*	13	*
8	*	58.33	*	41.67	*	0.00		0.00	14	12
All Grades	63.20	44.44	26.40	42.59	*	11.11	*	1.85	125	108

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	88.89	21.43	*	71.43	*	7.14		0.00	18	14
1	*	14.29	*	14.29	*	71.43	*	0.00	13	14
2	*	8.33		33.33	*	50.00		8.33	*	12
3	*	*	*	*	*	*	*	*	15	*
4	*	7.14	*	28.57	*	50.00	*	14.29	16	14
5	*	6.67	*	13.33	*	80.00	*	0.00	13	15
6	*	9.09	*	27.27	*	45.45	*	18.18	15	11
7	*	*	*	*	*	*	*	*	13	*
8	*	16.67	*	66.67	*	16.67		0.00	14	12
All Grades	43.20	12.04	16.80	36.11	27.20	45.37	12.80	6.48	125	108

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	83.33	42.86	*	57.14		0.00	18	14
1	*	57.14	*	42.86	*	0.00	13	14
2	*	25.00	*	75.00		0.00	*	12
3	*	*	*	*	*	*	15	*
4	*	35.71	*	57.14	*	7.14	16	14
5	*	13.33	*	86.67	*	0.00	13	15
6	73.33	36.36	*	45.45		18.18	15	11
7	*	*	*	*		*	13	*
8	*	50.00	*	50.00	*	0.00	14	12
All Grades	62.40	37.96	32.80	58.33	*	3.70	125	108

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	*	42.86	*	57.14	*	0.00	18	14
1	*	14.29	*	85.71	*	0.00	13	14
2	*	16.67	*	83.33		0.00	*	12
3	*	*	*	*	*	*	15	*
4	*	57.14	*	35.71	*	7.14	16	14
5	*	86.67	*	13.33	*	0.00	13	15
6	86.67	81.82	*	18.18		0.00	15	11
7	84.62	*	*	*		*	13	*
8	78.57	83.33	*	16.67		0.00	14	12
All Grades	64.80	57.41	27.20	40.74	*	1.85	125	108

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	83.33	14.29	*	85.71		0.00	18	14
1	*	14.29		78.57	*	7.14	13	14
2	*	0.00	*	91.67	*	8.33	*	12
3	*	*	*	*	*	*	15	*
4	*	14.29	75.00	50.00	*	35.71	16	14
5	*	6.67	*	93.33	*	0.00	13	15
6	*	9.09	*	63.64	*	27.27	15	11
7	*	*	*	*	*	*	13	*
8	*	41.67	*	50.00	*	8.33	14	12
All Grades	43.20	13.89	32.00	75.00	24.80	11.11	125	108

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	77.78	92.86	*	7.14		0.00	18	14
1	*	14.29	*	85.71	*	0.00	13	14
2	*	8.33	*	91.67		0.00	*	12
3	*	*	*	*	*	*	15	*
4	*	7.14	*	85.71	*	7.14	16	14
5	*	6.67	*	93.33	*	0.00	13	15
6	*	18.18	73.33	81.82		0.00	15	11
7	*	*	84.62	*		*	13	*
8	*	0.00	*	100.00		0.00	14	12
All Grades	38.40	22.22	56.80	75.00	*	2.78	125	108

Conclusions based on this data:

1. Because Olga Reed is a small school, English Learners come in statistically insignificant numbers even though they represent nearly 60 percent of the school's population. It is difficult to draw inferences from this data.

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
200	81.5	59.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	59.5
Socioeconomically Disadvantaged	163	81.5
Students with Disabilities	21	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.0
American Indian	2	1.0
Hispanic	168	84.0
Two or More Races	4	2.0
White	24	12.0


Conclusions based on this data:

1. The school's percentages of students who are socioeconomically disadvantaged, English Learners, and/or students with disabilities have remained notably stable in the past three years.
2. The percentages of unduplicated students by ethnicity closely mirror the school's ethnic composition.

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">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="773 506 852 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1326 533">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 373 730">Orange</p>		

Conclusions based on this data:

1. In Academic Performance, Olga Reed has a yellow rating in English/language arts even as E/LA achievement increased by 11.1 points. Math has a yellow rating and reflects an improvement of 10.8 points. The English Learner Progress indicator has no color due to statistically insignificant numbers of students.
2. In Academic Engagement, Olga Reed has a green rating for the Chronic Absenteeism indicator. Some 8.8% of students are chronically absent (absent > 10% of school days), but this went down by 1.1% from the previous year.
3. In Conditions & Climate, Olga Reed has a green rating for its Suspension Rate of 1.8% of students suspended at least once. The suspension rate declined 2.4% from the previous year.

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>All Students</p>  Yellow 30.9 points below standard Increased ++12.1 points 125	<p>English Learners</p>  Yellow 34.4 points below standard Increased Significantly ++17 points 79	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 38 points below standard Increased Significantly ++16.2 points 98	<p>Students with Disabilities</p>  No Performance Color 76 points below standard Increased Significantly ++22.6 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.9 points below standard Increased ++13 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 5.1 points above standard Increased ++10.2 points 18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.8 points below standard Maintained -0.5 points 63	65.4 points above standard 16	26.7 points below standard Increased ++4.3 points 42

Conclusions based on this data:

- No significant equity gaps can be seen between the performance of all students and the performance of subgroups. That said, the school as a whole and all subgroups are performing "below standard." The school needs to continue its focus on English/language arts.

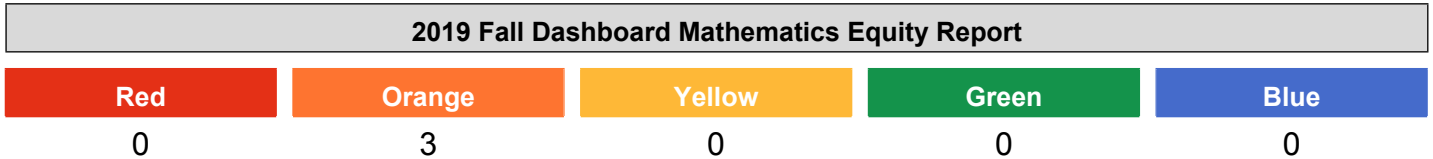
School and Student Performance Data

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>All Students</p>  Orange 55 points below standard Maintained -1.4 points 125	<p>English Learners</p>  Orange 62.2 points below standard Declined -3.9 points 79	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Orange 63 points below standard Maintained ++1.3 points 98	<p>Students with Disabilities</p>  No Performance Color 131.3 points below standard Maintained -2 points 15

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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.9 points below standard Declined -3.2 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 13.3 points below standard Increased ++9.6 points 18

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.7 points below standard Declined Significantly -20.5 points 63	41.9 points above standard 16	45 points below standard Increased ++5.2 points 42

Conclusions based on this data:

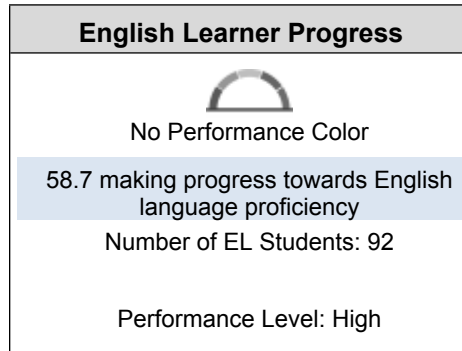
- As with English/language arts, no significant equity gaps can be seen between the performance of all students and the performance of subgroups. Additionally, although growth was made, the school as a whole and all subgroups are performing well "below standard." Staff believe students can benefit from continued emphasis on math number sense. Staff will begin to use the Acadience Math assessment program this school year to realize data points on students' math ability and progress.

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
19.5	21.7	18.4	40.2

Conclusions based on this data:

1. The majority of English Learners (80%) scored within Level 4 (Well Developed) and Level 3 (Moderately Developed). Still, Olga Reed has a significant percentage of English Learners (20%) who scored within Level 2 (Somewhat Developed) and Level 1 (Beginning Stage). This validates the school's efforts to run an afternoon ELD rotation.

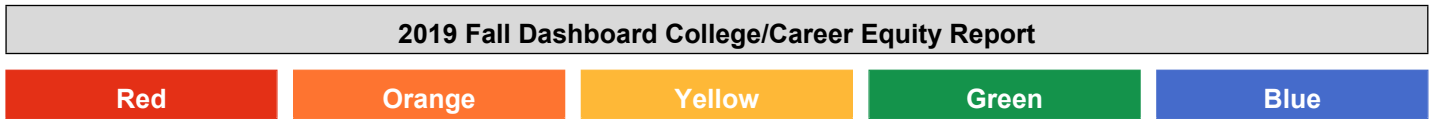
School and Student Performance Data

Academic Performance College/Career

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 on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

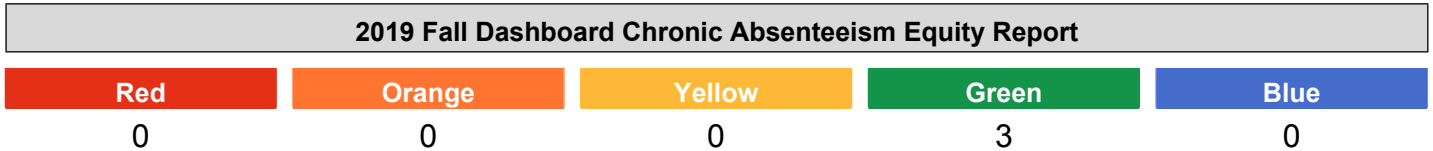
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>8.3</p> <p>Declined -0.5</p> <p>206</p>	<p>English Learners</p>  <p>Green</p> <p>3.3</p> <p>Declined -0.7</p> <p>122</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.6</p> <p>Declined -1.5</p> <p>171</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>4.2</p> <p>Increased +4.2</p> <p>24</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 3	 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.2 Declined -2.5 172	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 28 Increased +21.5 25

Conclusions based on this data:

- The Hispanic subgroup (7.8% chronically absent) and Socioeconomically Disadvantaged subgroup (9.1% chronically absent) show concerning rates of absenteeism. This data points to the need for more work with families from these subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

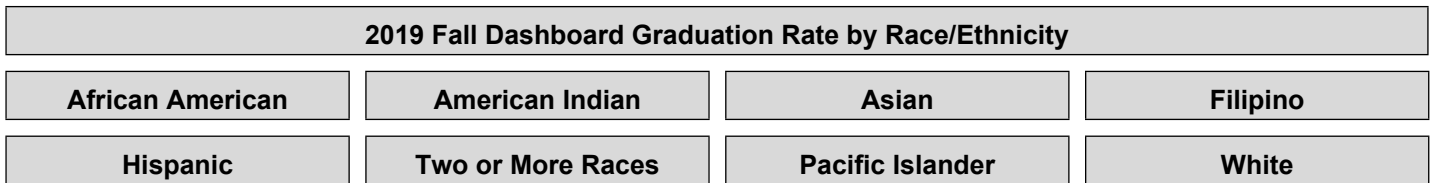
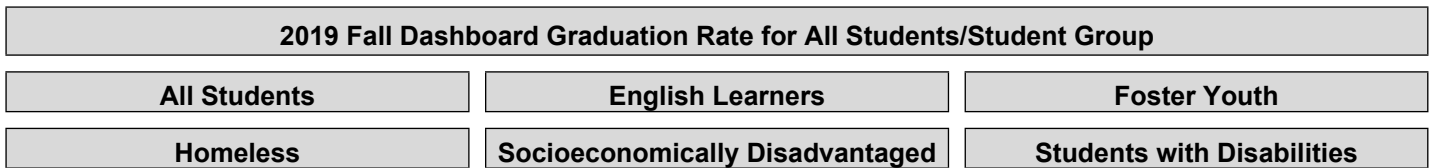
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

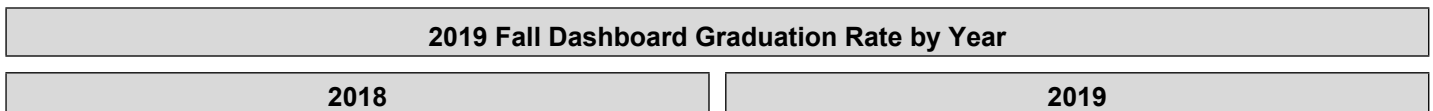
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

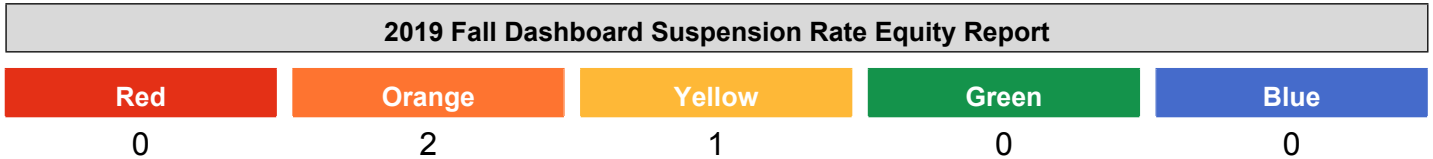
School and Student Performance Data

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>All Students</p>  Orange 2.9 Increased +1.1 206	<p>English Learners</p>  Yellow 1.6 Maintained +0.1 122	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Orange 2.9 Increased +0.7 171	<p>Students with Disabilities</p>  No Performance Color 0 Declined -3.4 24

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 2		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +0.7 172	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 4 Increased +4 25

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	2.9

Conclusions based on this data:

1. The percentage of students suspended in 2018 (1.8%) went down dramatically from the two previous years (4.4% in 2016, 4.2% in 2017).
2. While low, the rate of suspension for students with disabilities (3.4%) is nearly double the percentage of students suspended schoolwide.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in English/language arts	E/LA proficiency increased by 5% overall and in each subgroup	Due to COVID19 and school closures, this assessment was not administered to students.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Instructional Materials</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to explore online components and supplemental materials pertinent to English Learners, struggling students, and gifted students.</p>	<p>Teachers devoted time at weekly Tier 1 PLC meetings to review adopted curriculum in English/language arts and identify essential components for instruction. During distance learning, teachers collaborated on uses of online elements.</p>		
<p>B. Academic Intervention</p> <p>PLC teams will identify, or be made aware of, students not proficient in English/language arts for additional targeted academic intervention. Assessments to help with this identification will include Acadience</p>	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion</p>	<p>Hourly support teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 45,000</p>	<p>Hourly support teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 48,953</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), and end-of-unit textbook assessments.</p> <p>PLC teams will plan reteaching, tutoring, and other intervention activities in support of this goal.</p> <p>Hourly teachers will provide small-group and one-on-one instruction to students in need of academic support (or take large groups while the classroom teacher works with a small group or an individual student. Olga Reed will continue the SIPPS intensive reading intervention program for grades 1-8.</p> <p>Olga Reed's ASES (After School Education and Safety) Program will provide participating students support with homework and other school assignments. ASES homework coaches will communicate with classroom teachers at least monthly.</p>	<p>of regular reports to their site administrator, and communicating information shared at leadership team meetings with the appropriate PLC/departmental team.</p> <p>Teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment). Teachers continued Focus Folders based on Acadience, Lexile, and other available data to monitor student progress in reading. Acadience results and Focus Folders were regularly reviewed, analyzed, and discussed at both Tier 1 and Tier 2 PLC meetings.</p> <p>In 2019-2020 PLC teams in grades 3-8 worked with district E/LA consultant Tina Pelletier on deconstruction of CAASPP/SBAC testing and use of Focused Interim Assessment Blocks (IABs) as formative assessments.</p>		
<p>C. Support, Planning, and Assessment</p> <p>All teachers will be supported in teaching the California State Standards, including the integration of technology and the analysis of assessment data, through the support of site-based Teachers on Special Assignment (TOSAs). A</p>	<p>TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions. TOSAs continued to support teachers with Tier 1 instruction and the SIPPS (Systematic Instruction for Phonemic Awareness, Phonics, and Sight Words) intervention</p>	<p>TOSA/Instructional Coach Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 50,000</p>	<p>TOSA/Instructional Coach Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Targeted Assistance Program 48,069</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>district TOSA will continue to support Olga Reed teachers as they collaborate on instructional pacing and identification of essential lessons. Much of this support will be provided through the during-school PLC period focused on Tier 1 (initial classroom instruction).</p> <p>District consultant Tina Pelletier will lead teachers of grades 3-8 on a deconstruction of SBAC testing in English/language arts and utilization of SBAC Focused IABs (Interim Assessment Blocks) as formative assessments.</p> <p>A district TOSA will take charge of assessment efforts for Acadience Reading (formerly DIBELS) and the SIPPS intensive reading intervention program.</p>	<p>program (Tier 2). During school closure, TOSAs helped with the preparation of enrichment learning packets for students and the implementation of online learning.</p>		

Analysis

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

Prior to school closure each of these actions was implemented. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning. SIPPS has continued to be a valuable intervention for struggling readers.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year. That said, SIPPS assessments show that students participating in the reading intervention program made notable progress to the point of school closure, with many students able to test out of SIPPS when reading screenings were done in September 2020.

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

After development of our plan, an hourly teacher was added to support our 6th, 7th, and 8th grade students. Also, Olga Reed's share of the TOSA was calculated by district business services department to be less than estimated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in mathematics	Math proficiency increased by 5% overall and in each subgroup	Due to COVID19 and school closures, this assessment was not administered to students.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Instructional Materials</p> <p>In grades K-8, teachers will continue to fine-tune utilization of the adopted textbooks: Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Olga Reed will offer an on-site Algebra class for qualifying eighth graders.</p>	<p>Teachers devoted time at weekly Tier 1 PLC meetings to review adopted curriculum in mathematics and identify essential components for instruction. During distance learning, teachers collaborated on uses of online elements.</p>		
<p>B. Academic Intervention</p> <p>PLC teams will identify, or be made aware of, students not proficient in Math for additional targeted academic intervention. PLC teams will plan reteaching, tutoring, and other intervention activities in support of this goal. Assessments to help with this identification will include Acadience (formerly DIBELS) Math, the NWEA mathematics test, Focused Interim Assessment Blocks</p>	<p>Olga Reed teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment).</p> <p>Tier 1 PLCs helped TK-8 teachers with analysis of data, collaborative planning, discussion of curriculum pacing, and sharing of best practices for math instruction. Some teams were able to</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(IABs), and end-of-unit textbook assessments.</p> <p>Olga Reed will utilize hourly teachers to provide small-group and one-on-one instruction to students in need of academic support (or take large groups while the classroom teacher works with a small group or an individual student.</p>	<p>support the schoolwide emphasis on Number Sense by planning incentives and recognition based on student accomplishment of "hinge standards" for their grade level.</p>		
<p>C. Support, Planning, and Assessment</p> <p>All teachers will be supported in teaching the Common Core State Standards, including the integration of technology and the analysis of assessment data, through the support of a district Teacher on Special Assignment (TOSA). Much of this support will be provided through a during-school PLC period focused on Tier 1 (initial classroom instruction). Teachers also will participate in trainings by district consultant Michele Douglass, who is providing input on math skills and concepts that are most essential for students.</p>	<p>TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions. In math, TOSAs worked with district consultant Michele Douglass to help teachers be aware of what Douglass calls "hinge standards." These are essential skills and conceptual understandings that underpin math proficiency from grade level to grade level. Several sites have identified Number Sense as a focus area for Tier 1 instruction, and "hinge standards" aligned with this.</p> <p>School closure presented a challenge for math instruction, and TOSAs helped classroom teachers identify online components of district curriculum and other online activities that helped along student math achievement in the format of distance learning.</p>	<p>All expenses listed under Goal #1</p>	

Analysis

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

Until school closure in mid-March these actions were implemented as planned. In grade levels K-8, identified students participated in classroom math interventions developed by PLC teams.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Anecdotally, students did make progress with accomplishment of "hinge standards" and math facts. Staff still would like to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021.

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

See explanation for Goal 1.

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.

Olga Reed will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Overall attendance rates Rates of chronic absenteeism	Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup	Overall attendance decreased to 96% Rates of chronic absenteeism stayed the same overall at 5%

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School-Home Communication</p> <p>Continue regular communication to parents on importance of school attendance. This needs to take multiple formats as described in Goal #4.</p>	<p>School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.</p>		
<p>B. School Programming</p> <p>Utilize truancy notification, parent letters, and the School Attendance Review Board process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences). Periodically screen attendance data to identify students with attendance issues.</p> <p>Utilize staff counselor to work directly with students and families on improved attendance.</p>	<p>The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance Review Board process. The principal and office staff also worked to address excessive tardies</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize the community liaison to make phone calls to non-English-speaking families regarding attendance, especially those families with students who are chronic absentees.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p>	<p>and excessive absenteeism (>10% excused absences). Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance.</p> <p>As needed, the community liaison made contact with families on attendance issues.</p>		

Analysis

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

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

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

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue ... and need to be addressed.

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

There were few differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Olga Reed will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

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

- a. During the 2019-2020 school year, the number of Smart Alerts and Notices sent by school administration to parents via Parent Square will increase by 10.
- b. During the 2019-2020 school year, the percentage of parents registered for Parent Square will increase by 10 percent.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of Parent Square Posts and Smart Alerts by site Percentage of parents registered for Parent Square	Smart Alerts and Posts via Parent Square to increase by 10 Percentage of parents registered for Parent Square to increase by 10%	Overall Parent Square posts increased to 188, text alerts increased to 87, and parents registered increased to 212.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School-Home Communication</p> <p>Continue school-home communication in the following formats: weekly email, Tuesday print newsletter (English and Spanish), Tuesday folders, periodic Parent Square Smart Alerts and posts.</p> <p>Continue "Olga Reed en Español" Facebook group for parents whose primary language is Spanish.</p> <p>Invest time in freshening school website.</p> <p>As needed, utilize the services of community liaison to provide communication in Spanish.</p>	<p>Information on Parent Square was shared with incoming TK and kindergarten parents and new parents, and it was emphasized with all parents at Back to School Night and parent-teacher conferences. The office staff and the bilingual community liaison were available to assist parents/guardians personally with the process of enrolling in Parent Square and accessing posts. During school closure, Parent Square was a central venue of communication from school and teachers to parents and families.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>B. Parent and Family Involvement</p> <p>Continue parent/family involvement efforts as follows:</p> <ul style="list-style-type: none"> Continue to support Parents in Action (Padres en Accion) as a venue for parent engagement, especially for parents whose dominant language is Spanish Continue PTSA family events Continue PTSA collaboration with neighboring Orcutt Academy PTSA on family events for both schools 	<p>The school continued to invite parent involvement in school decision-making through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). The school held an orientation meeting for new parents in which these opportunities were highlighted. During school closure, the principal prioritized communication with parents/guardians on what was happening and why. Parents/guardians were invited to ask questions, share ideas, and express concerns.</p>		
<p>C. Parent Education</p> <p>Plan at least one parent education workshop on a California State Standards-related topic.</p> <p>Work with People Helping People Foundation to host a forum on immigration topics for interested parents.</p>	<p>Parents/guardians had the opportunity to attend any of a range of parent education events planned by the district's Educational Services Department. Topics included social/emotional wellness, parenting children who are on social media, and how to notice and prevent vaping.</p>	<p>Expenses associated with parent education event 4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>Expenses associated with parent education event 4000-4999: Books And Supplies LCFF - Supplemental 0</p>

Analysis

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

All of the activities outlined in the plan were implemented School use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for the principal, teachers, and office staff to communicate with parents during school closure.

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

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. Community liaisons provide indispensable support in translating for, and supporting, many families. The district put together parent education nights on compelling topics, but attendance remains low. Staff would like to see more parents capitalizing on these informative events.

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

Parent education event regarding parenting children on social media carried no additional expense.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned earlier, participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each student group	Suspension rates decreased to 1.5%.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Expectations</p> <p>Olga Reed will implement Positive Behavioral Interventions and Supports (PBIS) in 2019-2020. From school rules/expectations assemblies in August onward, regularly communicate the school's expectations ("REACH") and utilize positive reinforcers (REACH tickets and classroom drawings) to encourage students to meet the expectations. In association with this, keep data on Office Discipline Referrals (ODRs) to monitor trends and needs. Meantime, Olga Reed will continue its campus PBIS Leadership Team to develop a plan for Tier 2 behavioral support and to monitor the school's progress with PBIS.</p>	<p>We have implemented Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior. Tier 2 staff training occurred, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis. Additionally, several teachers participated in a PBIS in the Classroom Institute hosted by the district.</p>		
<p>B. School Culture</p>	<p>The school continued to offer a range of activities and programs to give</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Olga Reed will continue to nurture closeness and connectedness among its students through the following activities:</p> <ul style="list-style-type: none"> • Whole-school assemblies for first day of school, student awards, and more • Lunchtime sports leagues, lunchtime activities such as Makerspace in the library, extracurricular sports (volleyball, basketball, and track), afterschool arts activities (Band), and extracurricular academic activities (Battle of the Books, North County Math Super Bowl, etc.) • Participation by most students in the ASES (After School Education and Safety) Program • Involvement by seventh and eighth graders in community service in support of the school 	<p>students an opportunity for personal growth as well as a deeper connection with peers, staff, and the school. The ASB/Student Council and the Students Leading Education (SLED) initiative for secondary schools involved students in planning school events and activities, school improvements, and service projects. Cocurricular opportunities included Lego League Robotics, Battle of the Books, and the North County Math Super Bowl. Extracurricular activities included team sports: volleyball, basketball, and track. The lunchtime makerspace in the library engaged students with both low-tech and higher-tech activities.</p>		
<p>C. Counseling</p> <p>A staff counselor will be available to meet with students with issues (emotional, social, family, etc.) that impact the</p>	<p>As planned, the staff counselor was available to work with referred students. The counselor, principal, site TOSA, and principal comprised a PBIS Tier 2 Leadership</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students' ability to exhibit satisfactory behavior at school. Teachers and support staff will have the ability to refer students as needed. In the 2019-2020 school year, the counselor will begin working with students on targeted behaviors as a Tier 2 PBIS intervention.	Team that met monthly to discuss students with high needs. During distance learning, the staff counselor published a weekly parent newsletter with information on resources and topics for social/emotional learning.		

Analysis

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

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Olga Reed takes pride in the many ways in which students can be involved outside of the classroom.

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

PBIS is making an impact on Olga Reed. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Olga Reed is keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. Olga Reed continues to work on strategies/activities to reduce suspensions.

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

There were no planned expenditures associated with this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Olga Reed has made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Olga Reed is putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Performance: 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 and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, 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 E/LA instruction, particularly for at-risk youth, and English Language Development instruction for English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessments in English/language arts	2019 CAASPP Results (% proficient or above, grades 3-8) 39.69% All Students 36.90% Low-income Students 12.50% Students with Disabilities 27.27% English Learners	E/LA proficiency will increase by 5% overall and in each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in the Wonders curriculum for grades K-5.

Olga Reed teachers will continue to emphasize citing evidence in writing as a focus area for initial classroom instruction (Tier 1).

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

TOSA, Principal, Assistant Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TOSA/Instructional Coach Salary

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, and state CAASPP tests in E/LA.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Principal, Assistant Principal, TOSA, Lead Teachers, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts.

The ASES Program will be available after school to provide academic support to students.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Assistant Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	45,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly support teachers
Amount	15,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly support teachers
Amount	12,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional assistant for TK/K students
Amount	166,462
Source	After School and Education Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ASES Program (director and homework coaches)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Math Achievement

Goal Statement

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics

Basis for this Goal

Students need to be equipped with mathematical skills to be able to 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 Assessments in mathematics	2019 CAASPP Results (% proficient or above, grades 3-8) 25.76% All Students 23.81% Low-income Students 0.00% Students with Disabilities 14.70% English Learners	Math proficiency will increase by 5% overall and in each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment (TOSAs). One TOSA will specialize in math instruction for grades K-8.

Math "number sense" will continue to be a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. This is similar to "hinge standards" -- must-know skills and understandings that are foundational for math proficiency -- articulated by district math consultant Douglass.

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

Description

Reported under Goal 1

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Principal, TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Description

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 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
Overall attendance rates Rates of chronic absenteeism	2018-2019 Overall attendance: 95.2% Chronic absenteeism All students: 8.29% English Learners: 3.13% Low-income students: 7.74% Students with disabilities: 0.00%	Overall attendance increase to 97% or higher Rates of chronic absenteeism reduce by 2% overall and for each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, office staff, teachers, and all those involved in school-home communication

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2****B. School Programming**

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize staff counselor and community liaison to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

All students, students identified as chronically absent

Timeline

Ongoing

Person(s) Responsible

Principal, office staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey California Healthy Kids Survey	October 2020 The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (76.5%), notice when they are not there (76.5%), listen to them when they have something to say (64.7%), are there for them when they have a problem or concern (82.4%), and believe they will be a success (79.4%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (86.8%), teachers communicate with parents about what students are expected to learn (88.7%), parents feel welcome to be involved in the school (86.8%), there is someone at school to talk to about a problem or concern (90.6%), and	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time.

Metric/Indicator**Baseline****Expected Outcome**

	school staff take parent concerns seriously (81.1%).	
--	--	--

Planned Strategies/Activities**Strategy/Activity 1****A. Focus on Relationships and Social/Emotional Learning**

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.

Regular lessons in social/emotional learning will be planned for Monday mornings.

In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.

Teachers will have regular office hours and availability during distance and blended learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Assistant Principal, Teachers, Bilingual Community Liaison, Office Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2****B. Support for Families**

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

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 effect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2018-2019 Overall suspensions: 6 % of student population: 2.5% Overall expulsions: 0	Maintain/decrease current suspension/expulsion rates for students and each student group

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.

As possible during distance learning and ultimately blended learning, the school will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

As possible during distance and blended learning, the school will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB, the library makerspace, and the Yearbook Club.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, teachers, office staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2****B. Social/Emotional Learning and Support**

Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Assistant Principal, Counselor, Teachers, ASES Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3****C. Counseling**

A staff counselor will be available to meet with students with issues (emotional, social, family, etc.) that impact the students' ability to exhibit satisfactory behavior at school. Teachers and support staff will have the ability to refer students as needed. In the 2019-2020 school year, the counselor will begin working with students on targeted behaviors as a Tier 2 PBIS intervention.

Students to be Served by this Strategy/Activity

Identified students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, staff counselor, teachers

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	288,462.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Targeted Assistance Program	113,962.04	18,962.04
LCFF - Supplemental	30,581	3,581.00
Site Formula Funds		
After School and Education Safety (ASES)		
Other	3,651	3,651.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	166,462.00
LCFF - Supplemental	27,000.00
Title I Part A: Targeted Assistance Program	95,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,000.00
2000-2999: Classified Personnel Salaries	178,462.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	166,462.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	95,000.00

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
Joe Dana/Jared Banks	Principal
Brenda Galvez	Other School Staff
Debra Lafin	Classroom Teacher
Cher Manich	Classroom Teacher
Norma Guzman	Parent or Community Member
Maria Hernandez	Parent or Community Member
Christina Morelos	Parent or Community Member
Monica Robles	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 October 30, 2019.

Attested:

Principal, Joe Dana on November 19, 2020

SSC Chairperson, Monica Robles on November 19, 2020

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.

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 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.

School Name	Orcutt Academy Charter School
Address	500 Dyer St. Orcutt, CA 93455
County-District-School (CDS) Code	42692600116434
Principal	TK-8: Joe Dana 9-12: Rhett Carter
District Name	Orcutt Union School District
SPSA Revision Date	November 9, 2020
Schoolsite Council (SSC) Approval Date	November 9, 2020
Local Board Approval Date	December 9, 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	5
Stakeholder Involvement	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	17
Student Population.....	19
Overall Performance	20
Academic Performance.....	21
Academic Engagement.....	28
Conditions & Climate.....	32
Annual Review and Update	34
Goal 1.....	34
Goal 2.....	39
Goal 3.....	44
Goal 4.....	47
Goal 5.....	51
Goals, Strategies, & Proposed Expenditures.....	55
Goal 1.....	55
Goal 2.....	58
Goal 3.....	61
Goal 4.....	63
Goal 5.....	66
Budget Summary and Consolidation	68
Budget Summary	68
Allocations by Funding Source.....	68
Expenditures by Funding Source	69
Expenditures by Budget Reference	70
Expenditures by Budget Reference and Funding Source	71
School Site Council Membership	72
Recommendations and Assurances	73
Addendum.....	74
Instructions: Linked Table of Contents.....	74

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....77
Appendix B: Select State and Federal Programs.....79

School Vision and Mission

Mission

The mission of the Orcutt Academy is to create a learning community which values the application of academic learning in the “real world” while promoting Intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences ... as lifelong learners.

The Orcutt Academy’s Schoolwide Learner Outcomes (SLOs)

- Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.
- Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.
- Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.
- Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.
- Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

In addition, Orcutt Academy High School developed its own strategic plan in 2014-2015. Following is the OAHS plan:

Mission Statement

The mission of Orcutt Academy Charter High School is to provide our students with a rigorous academic program, extracurricular opportunities for all, and a tight-knit school culture where students are connected with our teachers and staff. The overarching goal is to equip each student with the ability to be college/career-ready upon graduation.

Key principles govern this collaboration: personal relationships, respect, and understanding among all students, parents, and staff at Orcutt Academy.

Vision Statement

Orcutt Academy High school will lead students to achieve excellence in a wide range of academics and extracurricular activities in a 21st Century charter high school facility. We will equip students for the demands and opportunities of the future by attracting and maintaining high-quality teachers and staff who challenge students to be focused on college/career readiness through a disciplined and caring environment where conduct, ethics, and high morals are expected.

Core Beliefs (from Orcutt Academy Charter)

- All students can learn.
- Students learn best in dynamic, collaborative environments.
- Disengagement and low student achievement can be reversed through small learning communities which permit and enable students to make, create, establish, and generate new knowledge through “hands-on” and “minds-on” learning strategies.
- Pursuit of rigorous academic standards requires real world experiences outside of the traditional classroom.
- Educational experiences which establish cross curricular linkages make learning meaningful.
- Educators working collaboratively with community partners can create powerful learning environments.
- Parent involvement is essential if the opportunity for every child to learn is to be maximized.
- Small school size acts as a facilitating factor for desirable student learning outcomes.
- Meaningful application of knowledge in a career/technical education experience promotes lifelong learning.

Goals

1. College/Career Ready Students

- High expectations for student performance and effort
- Standards-aligned instructional materials
- College credit for more OAHS classes

- Expansion of Get Focused...Stay Focused including all seniors taking Success 103 as a graduation requirement
- Development of career pathways in one to two fields
- Expansion of career/workforce exploration
- Smaller class sizes

2. Disciplined, Caring Environment

- High expectations for student conduct
- Caring staff
- Support for students' non-academic needs
- Extracurricular activities that connect students to each other and the school
- Parent/family involvement in the school
- Community involvement in the school

3. Attracting/Maintaining High Quality Teachers/Staff

- Recruitment of high quality teachers/staff
- Professional development for all teachers/staff
- Teacher on Special Assignment (TOSA) to assist with standards implementation and development of career pathways
- Strengthening of Professional Learning Community (PLC) teams and processes
- Sufficient staff support for students and teachers

4. 21st Century Charter High School Facility

- Additional classroom space to accommodate school enrollment and programs
- Updated technology tools and furniture to support project-based learning
- Technology in all classrooms
- Stronger bandwidth and networking
- Improved science labs
- Improved performance arts facilities
- Campus security
- Campus beautification/Spartan Pride

School Profile

The Orcutt Academy is a public charter school that is chartered and operated by the Board of Trustees of the Orcutt Union School District. The Orcutt Academy operates under its own distinct County/District/School (CDS) number and designated Charter number (#967). Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The Orcutt Academy uses thematic learning strategies in grades TK-8 that transition to college preparatory and Advanced Placement and concurrent college enrollment opportunities at the high school level. The school has been successful on many levels. It has strong student assessment results, strong enrollment interest from students and families, and a six-year accreditation term from the Western Association of Schools and Colleges (WASC). In Fall 2013, the Orcutt Union School District Board of Trustees received a California School Boards Association Golden Bell Award for its leadership and initiative in envisioning, launching, and operating Orcutt Academy High School. In Spring 2015 and again in Spring 2017, Orcutt Academy High School achieved a "Silver" rating from U.S. News & World Report, distinguishing it as one of the top high schools in the nation. In Spring 2018, the Orcutt Academy's charter was renewed for the second time by the Orcutt Union School District Board of Trustees. The current school year is OA's 13th year of operation.

Located on three sites, the Orcutt Academy includes classroom-based learning (on two separate campuses) and an independent study program in a third location. The school currently has 625 students enrolled at its high school, 139 at its TK-8 campus, and 109 in its K-8 independent study program, for a total of 873 students overall. The subgroup composition at each campus is as follows:

OAHS: 3.0% English Learners, 7.5% Special Education, and 23.0% socioeconomically disadvantaged
 OAK-8: 5.8% English Learners, 10.8% Special Education, and 29.5% socioeconomically disadvantaged
 OAIS: 1.8% English Learners, 11.0% Special Education, and 29.4% socioeconomically disadvantaged

Unlike other schools in the Orcutt Union School District, the Orcutt Academy must recruit every student. This has created a business model that puts customer satisfaction in the forefront, with the success and survival of the Orcutt Academy depending on positive reviews from students, parents, and the community. The entire staff, TK-12, has embraced this concept, as demonstrated by the positive feedback on school climate surveys from all stakeholders and increasing interest in enrollment. In 2019-2020, the school's overall ethnic make-up was as follows: 48.3% White, 38.1% Hispanic, 5.1% Two or More Races, 2.9% Asian, 2.7% Filipino, and 5.73% other groups. Low Income students amounted to 27.8% of the school population, while students with disabilities comprised 8.1% and English Learners 3.3%.

School Status - In Spring 2019, the Orcutt Academy participated in its fourth administration of Smarter Balanced Assessments aligned with the new Common Core State Standards. Students in grades 3-8 and 11 took the assessments in association with the California Assessment of Student Performance and Progress (CAASPP). In English/language arts, 64.1% of OA students exceeded or met standard, up from 56.3% in Spring 2018 and very close to the 64.4% mark in Spring 2017. In Math, 48.4% of students exceeded or met standard, up from 45.0% in Spring 2018 and extremely close to the 48.5% tally in Spring 2017. Generally, the percentage of students meeting or exceeding standards increased with the progression of grade levels. Staff note that math results are lower than English/language arts results -- after years of seeing math results generally higher than English/language arts results. As of this writing, no Academic Performance Index score or ranking has been computed for the school. It might be noted, also, that the Orcutt Academy scored better than most schools with similar demographics in school rankings released in November 2018 by the California Charter Schools Association. In the CCSA "similar schools" rankings, OA has a "6" on a scale of 10, meaning it scores in the top 50 percent of all public schools in the state with similar demographics. Additional analysis on OA students' SBAC performance can be found in the "School and Student Performance Data" section of this document.

School Finances – The charter school has a five-year budget projection (including the current year) that assists the school in staying solvent and making sure it can underwrite its mission. Since the school's inception in 2008, it has received a positive and clear academic and fiscal audit annually.

Enrollment - The public's enrollment interest in Orcutt Academy Charter School has remained strong. The TK-8 campus has extensive waiting lists for grades K-8, and the high school has extensive waiting lists for grades 9 and 10. The most recent OA enrollment lottery, held in February 2020, included 377 applications for the 2020-2021 school year -- 161 applications for the TK-8 campus and 216 for the high school.

Language Proficiency/English Learners: English Learners represent a growing percentage of OA's students. Students are redesignated by having an early advanced or higher score on the English Language Proficiency Assessments for California (ELPAC), a minimum passing score on the Student Oral Language Observation Matrix (SOLOM), a 50th percentile or higher score on a norm-referenced test in reading comprehension and math, classroom evidence demonstrating progress towards "at standard" performance, and a 'C' or higher in English. All teachers at both high school and K-8 campuses have Cross-cultural Language and Academic Development (CLAD) or equivalent certification and are thereby qualified to scaffold content using Specially Designed Academic Instruction in English (SDAIE) strategies with these students.

Other Special Programs: Special Education students receive services based on their Individual Educational Plans (IEP). Special Education services at the Orcutt Academy include speech & language services, a Resource Specialist Program, adaptive physical education, and the related service of counseling. These services are provided by the district and the county; however, regionalized services are provided as well. These include vision and hard of hearing services. At both OAK-8 and OAHS, Special Education staff confer with general education teachers on accommodations, modifications, and other supports for Special Education students.

Specialized academic instruction is offered to K-8 students through both pull-out and in-classroom services. On the high school campus, Special Education services are provided through a learning center model. Teachers are updated on students' special needs/accommodations at the beginning of every semester.

At the high school, students who have the ability to do so are encouraged to take Advanced Placement (AP) courses in English, history, science, math, and Spanish. Qualified students can take advantage of the College Now program offered by Allan Hancock College. Also, the high school is capitalizing on an agreement with Hancock for concurrent enrollment (college credit) for eight of the high school's courses, including the PROD 301 course required of all freshmen.

Average Daily Attendance: Because enrollment in the Orcutt Academy is determined by a lottery, parents and students are highly motivated to attend on a regular basis. Student choice seems to be a large determining factor that brings students to the school. Annual student and parent survey data reveal three trends regarding attendance: (1) students

like the school's small size, (2) the academic program combined with the activities program seems important to our students, and (3) students like the "family" feeling of the school.

Average Daily Attendance (ADA) rates for 2019-2020 were 96% for the K-8 campus, up a bit from 95.8% in 2018-2019; and 96.12% for the high school, down from 97.4% in 2018-2019. Both campuses have been in the 95% to 96% attendance range historically.

Students Involved in Extracurricular Activities – Extra-curricular activities (ASB/Leadership, clubs, sports, volunteer opportunities) abound at the high school level; in fact, approximately 82 percent of students participate in athletics and a substantial percentage are involved in clubs and organizations. The grade K-8 campus enjoys academic competitions, clubs, and numerous academic field trips.

College Readiness - The University of California's "a-g" requirements were fulfilled by 59% of the school's graduating Class of 2020.

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 with school leadership on the following dates: October 9, 16, and 30, 2020

The SPSA was discussed with OAHS staff and OAK-8 staff at their professional development day on November 2, 2020.

Discussions included a thorough review of school data using the California School Dashboard (Academic Performance, Academic Engagement, and Conditions and Climate) and additional districtwide and schoolwide data, an analysis of current school goals, development of future school goals, and past and future revenues and expenditures.

The Orcutt Academy School Advisory Council met on November 9, 2020, to review and edit the SPSA. Members reviewed school data, progress toward previous goals, school goals, and action plans to meet the goals.

The SPSA was approved by the School Advisory Council on November 9, 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.64%	0.64%	0.25%	5	5	2
African American	0.64%	0.64%	0.89%	5	5	7
Asian	3.48%	3.56%	2.93%	27	28	23
Filipino	1.80%	1.78%	2.68%	14	14	21
Hispanic/Latino	34.79%	37.61%	38.09%	270	296	299
Pacific Islander	0.52%	0.64%	0.76%	4	5	6
White	53.61%	49.43%	48.28%	416	389	379
Multiple/No Response	0.77%	0.89%	5.1%	6	7	8
Total Enrollment				776	787	785

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	25	27	21
Grade 1	19	19	22
Grade 2	21	16	19
Grade 3	20	19	16
Grade 4	25	18	18
Grade 5	18	22	20
Grade 6	18	19	20
Grade 7	23	18	19
Grade 8	28	24	24
Grade 9	150	164	181
Grade 10	145	158	155
Grade 11	146	138	142
Grade 12	138	145	128
Total Enrollment	776	787	785

Conclusions based on this data:

1. While not reflected in the data above, enrollment for the current 2020-2021 school year has grown substantially at OAHS and at OA Independent Study. OAHS currently stands at an enrollment of 628 after expanding its ninth-

grade class and tenth-grade classes to 155 and 187 students respectively. Staff met the goal of growing enrollment at OAHS to over 625. This increase has continued to be deterred by departing students in 11th and 12th grades (which currently stand at 142 and 142 students respectively) and by limitations in the master schedule. OA Independent Study has increased in enrollment and currently has 108 students due to increased interest for parents opting for a home study option as opposed to distance learning options provided by the district. . OAK-8 has maintained an enrollment of 140.

2. The Anglo student group has declined slightly, while the Hispanic/Latino student group continues to increase.
3. Kindergarten numbers include Transitional Kindergarten students, so actual kindergarten enrollment is lower than reported.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	22	26	29	2.8%	3.3%	3.7%
Fluent English Proficient (FEP)	59	75	71	7.6%	9.5%	9.0%
Reclassified Fluent English Proficient (RFEP)	1	0	0	4.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of English Learners at OA has increased slightly.
2. The number of Fluent English Proficient students has decreased slightly.

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	27	23	20	26	22	16	26	22	16	96.3	95.7	80
Grade 4	17	25	18	17	23	17	17	23	17	100	92	94.4
Grade 5	20	18	21	19	18	19	18	18	19	95	100	90.5
Grade 6	24	18	19	22	16	19	22	16	19	91.7	88.9	100
Grade 7	27	27	24	22	23	20	22	23	20	81.5	85.2	83.3
Grade 8	28	27	28	23	25	28	23	25	28	82.1	92.6	100
Grade 11	144	142	130	139	136	126	139	136	126	96.5	95.8	96.9
All Grades	287	280	260	268	263	245	267	263	245	93.4	93.9	94.2

* 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	2456.3	2426.1	2463.0	34.62	36.36	37.50	26.92	9.09	31.25	23.08	27.27	18.75	15.38	27.27	12.50
Grade 4	2487.4	2466.1	2498.0	35.29	26.09	23.53	11.76	21.74	52.94	29.41	21.74	5.88	23.53	30.43	17.65
Grade 5	2471.8	2509.8	2501.8	11.11	22.22	21.05	27.78	27.78	31.58	27.78	22.22	21.05	33.33	27.78	26.32
Grade 6	2529.0	2493.2	2524.3	4.55	6.25	15.79	40.91	25.00	26.32	36.36	43.75	36.84	18.18	25.00	21.05
Grade 7	2566.3	2573.6	2581.5	22.73	13.04	20.00	31.82	43.48	50.00	27.27	30.43	10.00	18.18	13.04	20.00
Grade 8	2579.4	2568.9	2566.8	21.74	12.00	10.71	34.78	32.00	39.29	17.39	40.00	35.71	26.09	16.00	14.29
Grade 11	2647.4	2627.5	2621.0	40.29	35.29	32.54	35.97	30.15	36.51	19.42	21.32	19.05	4.32	13.24	11.90
All Grades	N/A	N/A	N/A	31.46	27.76	26.53	32.96	28.52	37.55	22.85	25.86	20.82	12.73	17.87	15.10

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	38.46	22.73	43.75	46.15	45.45	37.50	15.38	31.82	18.75
Grade 4	29.41	13.04	41.18	58.82	60.87	52.94	11.76	26.09	5.88
Grade 5	11.76	38.89	21.05	52.94	27.78	63.16	35.29	33.33	15.79
Grade 6	9.09	12.50	15.79	63.64	31.25	57.89	27.27	56.25	26.32
Grade 7	36.36	39.13	25.00	40.91	52.17	65.00	22.73	8.70	10.00
Grade 8	30.43	28.00	21.43	34.78	44.00	39.29	34.78	28.00	39.29
Grade 11	48.20	44.12	39.68	40.29	44.85	42.06	11.51	11.03	18.25
All Grades	37.97	35.36	33.47	44.36	44.87	46.94	17.67	19.77	19.59

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	22.73	37.50	50.00	50.00	50.00	23.08	27.27	12.50
Grade 4	23.53	34.78	29.41	58.82	34.78	52.94	17.65	30.43	17.65
Grade 5	11.76	16.67	26.32	52.94	66.67	47.37	35.29	16.67	26.32
Grade 6	22.73	12.50	21.05	59.09	31.25	52.63	18.18	56.25	26.32
Grade 7	36.36	30.43	30.00	40.91	43.48	55.00	22.73	26.09	15.00
Grade 8	43.48	20.00	32.14	26.09	60.00	60.71	30.43	20.00	7.14
Grade 11	45.32	41.91	35.71	43.88	39.71	53.17	10.79	18.38	11.11
All Grades	37.22	33.08	32.65	45.49	43.73	53.47	17.29	23.19	13.88

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	27.27	25.00	61.54	54.55	68.75	11.54	18.18	6.25
Grade 4	17.65	21.74	17.65	70.59	65.22	70.59	11.76	13.04	11.76
Grade 5	11.76	33.33	15.79	76.47	61.11	68.42	11.76	5.56	15.79
Grade 6	13.64	31.25	15.79	72.73	43.75	57.89	13.64	25.00	26.32
Grade 7	18.18	21.74	30.00	63.64	78.26	60.00	18.18	0.00	10.00
Grade 8	17.39	24.00	10.71	65.22	64.00	82.14	17.39	12.00	7.14
Grade 11	34.53	31.62	28.57	58.27	62.50	62.70	7.19	5.88	8.73
All Grades	26.69	28.90	23.67	62.78	62.36	65.71	10.53	8.75	10.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.62	27.27	37.50	46.15	50.00	50.00	19.23	22.73	12.50
Grade 4	35.29	17.39	17.65	47.06	73.91	52.94	17.65	8.70	29.41
Grade 5	11.76	16.67	36.84	64.71	50.00	31.58	23.53	33.33	31.58
Grade 6	13.64	12.50	10.53	63.64	68.75	63.16	22.73	18.75	26.32
Grade 7	40.91	21.74	35.00	45.45	65.22	45.00	13.64	13.04	20.00
Grade 8	34.78	28.00	17.86	39.13	52.00	57.14	26.09	20.00	25.00
Grade 11	56.12	38.24	39.68	34.53	49.26	48.41	9.35	12.50	11.90
All Grades	43.23	30.04	32.65	42.11	54.37	49.39	14.66	15.59	17.96

Conclusions based on this data:

- Due to school closure, CAASP Data was not administered in Spring 2020. Following is our analysis of the most recent CAASP English/language arts data:

After dropping from 64.42% in 2017 to 56.28% in 2018, student achievement in English/language arts rebounded to 64.08% proficient or exceeding in 2019. A closer look at grade-level data indicates that proficiency was strong in grades 2 (68.75%), 3 (76.47%), 7 (70.00%), and 11 (69.05%) but lower in grades 5 (52.63%), 6 (42.11%), and 8 (50.00%). Because 11th grade proficiency dipped just slightly, from 69.96% to 69.05%, the increase in student achievement in E/LA can be attributed to improved performance in grades 3-8.
- Achievement in the sub-areas within English/language arts was relatively even, as the four sub-areas ranged from 80% to 89% above or near standard. Of the sub-areas within English/language arts, Listening (89.38% above or near standard) remained the highest but Reading (80.41%) has become the lowest. Reading scores can be improved by expanded use of informational text across the curriculum. Additionally, OAK-8 and OA Independent Study will continue their efforts to track student reading through Acadience (formerly DIBELS) testing and interventions such as SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words).
- Writing (85.72% of students above or near proficiency) remains a priority. OAK-8 has made writing, specifically increasing expectations for student written performance, a focus area for Tier 1 instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	27	23	20	26	22	16	26	22	16	96.3	95.7	80
Grade 4	17	25	18	17	23	17	17	23	17	100	92	94.4
Grade 5	20	18	21	18	18	19	18	18	19	90	100	90.5
Grade 6	24	18	19	22	16	19	22	16	19	91.7	88.9	100
Grade 7	27	27	24	22	24	21	22	24	21	81.5	88.9	87.5
Grade 8	28	27	28	23	23	28	23	23	28	82.1	85.2	100
Grade 11	144	142	130	138	136	126	138	136	126	95.8	95.8	96.9
All Grades	287	280	260	266	262	246	266	262	246	92.7	93.6	94.6

* 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	2440.6	2437.9	2426.9	11.54	31.82	18.75	53.85	9.09	31.25	11.54	31.82	31.25	23.08	27.27	18.75
Grade 4	2476.8	2448.3	2482.8	29.41	8.70	17.65	17.65	30.43	29.41	23.53	21.74	35.29	29.41	39.13	17.65
Grade 5	2469.2	2507.0	2488.4	5.56	22.22	21.05	16.67	16.67	21.05	33.33	22.22	15.79	44.44	38.89	42.11
Grade 6	2493.0	2498.4	2515.3	9.09	6.25	15.79	22.73	25.00	15.79	22.73	25.00	31.58	45.45	43.75	36.84
Grade 7	2524.2	2553.7	2552.5	13.64	29.17	19.05	22.73	8.33	23.81	40.91	37.50	33.33	22.73	25.00	23.81
Grade 8	2565.9	2553.0	2542.7	17.39	17.39	21.43	21.74	17.39	14.29	30.43	34.78	14.29	30.43	30.43	50.00
Grade 11	2626.5	2633.4	2622.2	16.67	18.38	17.46	38.41	33.82	38.10	26.81	30.15	21.43	18.12	17.65	23.02
All Grades	N/A	N/A	N/A	15.41	19.08	18.29	33.08	25.95	30.08	26.69	29.77	23.58	24.81	25.19	28.05

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	34.62	36.36	18.75	38.46	27.27	62.50	26.92	36.36	18.75
Grade 4	29.41	21.74	35.29	23.53	30.43	29.41	47.06	47.83	35.29
Grade 5	22.22	33.33	26.32	22.22	16.67	21.05	55.56	50.00	52.63
Grade 6	13.64	12.50	15.79	31.82	43.75	42.11	54.55	43.75	42.11
Grade 7	22.73	33.33	19.05	36.36	33.33	52.38	40.91	33.33	28.57
Grade 8	21.74	21.74	25.00	39.13	47.83	17.86	39.13	30.43	57.14
Grade 11	30.43	40.44	34.92	43.48	36.03	38.89	26.09	23.53	26.19
All Grades	27.44	33.97	29.27	38.35	34.73	37.40	34.21	31.30	33.33

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	36.36	31.25	61.54	27.27	37.50	19.23	36.36	31.25
Grade 4	23.53	13.04	23.53	47.06	47.83	52.94	29.41	39.13	23.53
Grade 5	5.56	27.78	10.53	38.89	38.89	52.63	55.56	33.33	36.84
Grade 6	18.18	12.50	5.26	40.91	50.00	36.84	40.91	37.50	57.89
Grade 7	13.64	25.00	23.81	59.09	41.67	47.62	27.27	33.33	28.57
Grade 8	21.74	17.39	25.00	34.78	65.22	42.86	43.48	17.39	32.14
Grade 11	24.64	22.06	24.60	55.07	55.15	54.76	20.29	22.79	20.63
All Grades	21.05	22.14	22.36	51.50	50.38	50.00	27.44	27.48	27.64

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	36.36	18.75	65.38	36.36	56.25	11.54	27.27	25.00
Grade 4	29.41	21.74	17.65	47.06	43.48	58.82	23.53	34.78	23.53
Grade 5	5.56	22.22	15.79	44.44	38.89	42.11	50.00	38.89	42.11
Grade 6	13.64	12.50	15.79	45.45	37.50	47.37	40.91	50.00	36.84
Grade 7	18.18	29.17	19.05	59.09	54.17	66.67	22.73	16.67	14.29
Grade 8	26.09	13.04	32.14	47.83	69.57	28.57	26.09	17.39	39.29
Grade 11	28.26	30.15	25.40	57.25	57.35	60.32	14.49	12.50	14.29
All Grades	24.06	26.72	23.17	54.89	52.67	54.47	21.05	20.61	22.36

Conclusions based on this data:

- Due to school closure, CAASP Data was not administered in Spring 2020. Here is our analysis of the most recent CAASP mathematics data:

After dropping from 48.49% meeting or exceeding standard in 2017 to 45.03% in 2018, student achievement in mathematics rebounded to 48.37% proficient or exceeding in 2019. A closer look at grade-level data indicates that

proficiency was stronger in grades 3 (50.00%), 4 (47.06%), and 11 (55.56%). Nonetheless, mathematics achievement remains lower overall than English/language arts achievement.

2. Concepts and Procedures has continued to be the weakest sub-area within mathematics, as 33.33% of students were below standard. (Communicating Reasoning, with 77.64% of students above or near standard, was the highest sub-area). The Leadership Team for the K-8 campus has chosen to continue Concepts and Procedures as a focus area for initial (Tier 1) instruction this school year. Teachers have identified essential concepts, procedures, and sets of mathematical facts that students need to master. Teachers will be working throughout the year to make sure that students have this essential knowledge by year's conclusion. This will be supported by adherence to "hinge standards" identified by district math consultant Michele Douglass.
3. Due to staff analysis of CAASPP results, OAHS has added a Geometry support course to help with the transition between junior high math and Algebra. Teachers in the Math Department have collaborated with feeder schools to identify students who show gaps in their math proficiency.

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		*		*		*		*
Grade 2	*		*		*		*	
Grade 3		*		*		*		*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	*	4
Grade 7	*	*	*	*	*	*	*	*
Grade 8		*		*		*		4
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							22	24

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
6	*	*	*	*		*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	50.00	37.50	*	54.17	*	8.33		0.00	22	24

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
6	*	*	*	*		*		*	*	*
9	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	72.73	54.17	*	45.83		0.00		0.00	22	24

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	*	*	*	*		*		*	*	*
10	*	*		*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	16.67	*	41.67	*	37.50	*	4.17	22	24

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	
12	*	*	*	*	*	*	*	*	
All Grades	63.64	33.33	*	62.50	*	4.17	22	24	

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	
All Grades	81.82	75.00	*	25.00		0.00	22	24	

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	
12	*	*	*	*	*	*	*	*	
All Grades	*	16.67	*	66.67	*	16.67	22	24	

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	
All Grades	*	20.83	54.55	79.17		0.00	22	24	

Conclusions based on this data:

1. Due to the statistically insignificant number of English Learners at OA, in-depth analysis of ELPAC results is not possible. Data points to a continued emphasis on designated and integrated English Language Development (ELD) for these 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
787	27.8	3.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	3.3
Socioeconomically Disadvantaged	219	27.8
Students with Disabilities	64	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.6
American Indian	5	0.6
Asian	28	3.6
Filipino	14	1.8
Hispanic	296	37.6
Two or More Races	38	4.8
Pacific Islander	5	0.6
White	389	49.4







Conclusions based on this data:

1. In 2018-2019, the school's ethnic make-up was as follows: 49.4% White, 37.6% Hispanic, 4.8% Two or More Races, 3.6% Asian, 1.8% Filipino, and 2.7% other groups. Low Income students amounted to 27.8% of the school population, while students with disabilities comprised 8.1% and English Learners 3.3%. The percentages of low-income students and students with disabilities declined from 2017-2018 while the percentage of English Learners grew slightly.
2. In 2018-2019 the population of students with disabilities varied relatively widely by campus: 10.3% at OAK-8, 12.3% at OA Independent Study, and 5.2% at OAHS.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  Yellow	
College/Career  Green		

Conclusions based on this data:

1. Due to school closure, CAASP testing was not administered in Spring 2020. Here is our analysis of the most recent California School Dashboard data:

In Academic Performance, OA earned a green rating in English/language arts even as E/LA achievement declined 15.5 points. Math has a green rating and reflects an improvement of 4.8 points. The College/Career indicator is green and has 59.7% prepared for postsecondary success, an increase of 5.8%.
2. In Academic Engagement, OA has a blue rating for its mark of 97.2% of students graduated (an increase of 4.2%). The Chronic Absenteeism indicator is green and reflects that 4.1% of students are chronically absent (absent > 10% of school days).
3. In Conditions & Climate, OA has a yellow rating for its Suspension Rate of 3.2% of students suspended at least once, an increase of 0.4%.

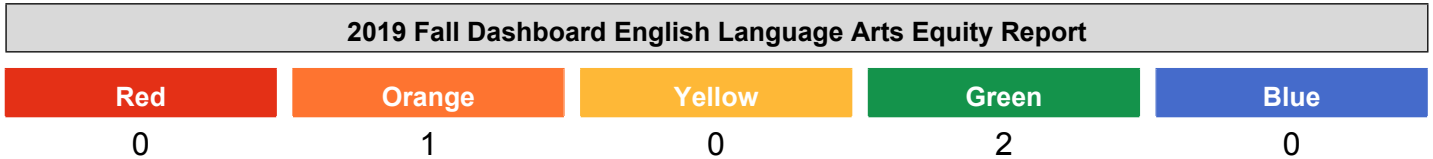
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>26.2 points above standard</p> <p>Maintained ++1.8 points</p> <p>235</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>55.5 points below standard</p> <p>Declined Significantly -18.6 points</p> <p>15</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>10.4 points below standard</p> <p>Declined -13.6 points</p> <p>76</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>62.3 points below standard</p> <p>Maintained -0.8 points</p> <p>28</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 0 Students	 No Performance Color 54 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2 points above standard Increased ++13.9 points 99	 No Performance Color 37.7 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 41.6 points above standard Maintained -2.4 points 101

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	28.6 points above standard Increased ++4.3 points 203

Conclusions based on this data:

- Due to school closure, CAASP testing was not administered in Spring 2020. Here is our analysis of the most recent CAASP English Data:

 Although the school received an overall green rating for English/language arts achievement, overall achievement declined by 15.5 points and achievement for all significant subgroups declined: Socioeconomically Disadvantaged, down 19.8 points; Hispanic students, down 20.7 points; and White students, down 12.2 points.
- Hispanic students show an equity gap with all students, as their rating is two colors lower than the overall E/LA rating and is 7.7 points below standard. The Hispanic subgroup merits additional attention in this content area.

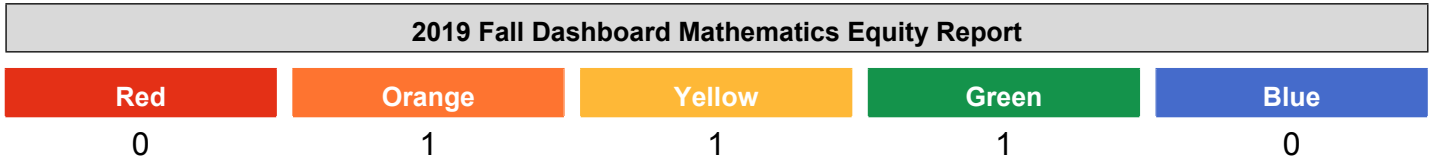
School and Student Performance Data

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>All Students</p>  <p>Yellow</p> <p>13.6 points below standard</p> <p>Declined -6 points</p> <p>236</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>83.9 points below standard</p> <p>Declined Significantly -38.4 points</p> <p>15</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>57.6 points below standard</p> <p>Declined Significantly -30.2 points</p> <p>76</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>103.9 points below standard</p> <p>Maintained -2.8 points</p> <p>28</p>

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 51.4 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.6 points below standard Increased ++5.6 points 99	 No Performance Color 22.8 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4 points above standard Declined -4.6 points 102

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
99.3 points below standard 12	Less than 11 Students - Data Not Displayed for Privacy 3	12.4 points below standard Declined -4.4 points 204

Conclusions based on this data:

- Due to school closure, CAASP testing was not administered in Spring 2020. Here is our analysis of the most recent CAASP Math Data:

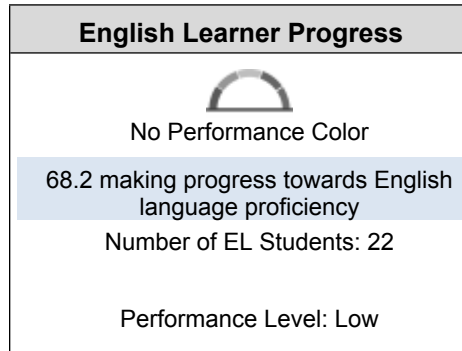
Math ratings show either improvement or maintenance of performance, not decreases. OA has an overall green rating and increased achievement by 4.8 points. The Hispanic subgroup increased 5.7 points and has a yellow rating.
- Socioeconomically Disadvantaged students show an equity gap with all students, as their rating is two colors lower than the overall E/LA rating and is 27.4 points below standard. This subgroup merits additional attention in this content area.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	18.1	18.1	

Conclusions based on this data:

- The vast majority of English Learners (86.5%) scored within Level 4 (Well Developed) and Level 3 (Moderately Developed). OA does not have a great number of English Learners, and the vast majority are at higher levels of language acquisition.

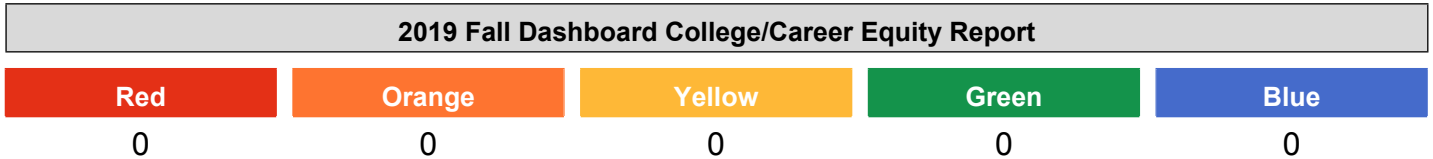
School and Student Performance Data

Academic Performance College/Career

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 on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>66</p> <p>Increased +6.3</p> <p>144</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
59.7 Prepared	59.7 Prepared	66 Prepared
24.5 Approaching Prepared	24.5 Approaching Prepared	20.1 Approaching Prepared
15.8 Not Prepared	15.8 Not Prepared	13.9 Not Prepared

Conclusions based on this data:

- The College/Career Ready indicator is green for OA students overall, with the mark of 66% prepared sufficient for a 6.3% increase. The Socioeconomically Disadvantaged (62.1% prepared) and White (68.8% prepared) subgroups increased significantly.
- Hispanic students made up the equity gap with all students, as their rating is the same as the overall College/Career Ready rating. Hispanic students are 59.6% prepared and this mark increased by 10.8% from the previous year. This subgroup still merits additional attention from guidance counselors and teachers who work with students on postsecondary preparation in order to increase their success.

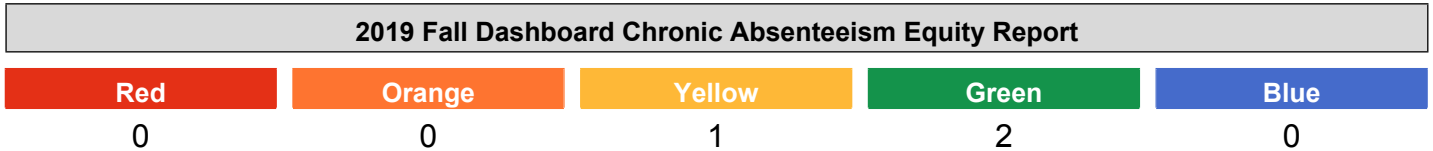
School and Student Performance Data

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>All Students</p>  <p>Yellow</p> <p>4.6</p> <p>Increased +0.5</p> <p>197</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.7</p> <p>Increased +6.7</p> <p>15</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.3</p> <p>Declined -0.8</p> <p>82</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>4.2</p> <p>Increased +0.6</p> <p>24</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 1	 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 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.1 Maintained +0.2 99	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.6 Maintained -0.4 76

Conclusions based on this data:

1. OA has a green rating for Chronic Absenteeism, with just 4.6% of students qualifying as chronically absent. The Socioeconomically Disadvantaged and White subgroups showed declines in chronic absenteeism and qualified for green ratings as well.
2. Hispanic students show an equity gap with all students, as their rating is one color lower than the overall Chronic Absenteeism rating. 6.1% of these students are chronically absent and this mark increased 0.2% from the previous year. Hispanic students merit additional attention from school administration and counselors with regard to school attendance.
3. No equity gap is shown on the dashboard, the fact that 7.3% of Socioeconomically Disadvantaged students are chronically absent is concerning (almost double the overall chronic absenteeism rate). This subgroup also merits additional attention.

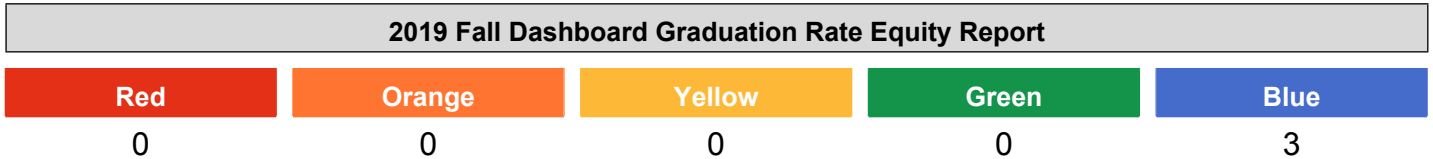
School and Student Performance Data

Academic Engagement Graduation 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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>97.2</p> <p>Maintained -0.6</p> <p>144</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>96.6</p> <p>Declined -3.5</p> <p>58</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.9 Declined -2.1 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 98.8 Increased +1.1 80

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.8	97.2

Conclusions based on this data:

- This is a strong category for OA. The Graduation Rate indicators for all students (97.2% of whom graduated) and for all subgroups are blue. All Hispanic and Socioeconomically Disadvantaged students graduated, and White students graduated at a 97.2%.

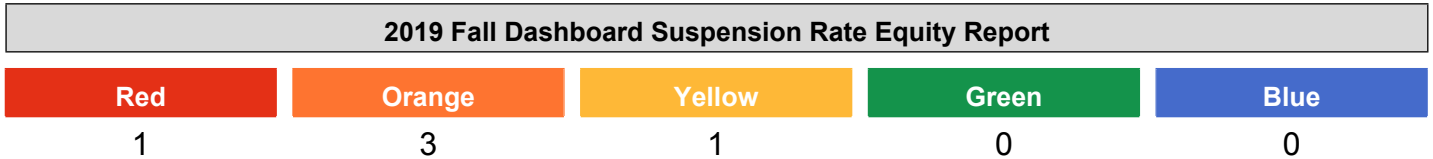
School and Student Performance Data

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>All Students</p>  Orange 3.2 Increased +1.4 833	<p>English Learners</p>  No Performance Color 7.1 Increased +3.1 28	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p>  Orange 4.4 Increased +1.2 251	<p>Students with Disabilities</p>  Red 8.6 Increased +4.8 70

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 3.4 Increased +3.4 29	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.2 Increased +0.8 316	 Yellow 2.1 Increased +2.1 47	 No Performance Color Less than 11 Students - Data 5	 Orange 3.4 Increased +1.6 410

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3.2

Conclusions based on this data:

1. The Dashboard does not accurately reflect the suspension rate and the effort of our the charter over the last year. The Suspension Rate indicator would likely be in the green with only 1.4% of students being suspended at least once. This represents a decrease of 1.8% from the previous year, the lowest rate of suspension in the last three years. Overall, only 11 students were suspended in the entire Charter.
2. Primarily, suspensions in 18-19 were related to tobacco use and vaping. As a response, the high school worked with a Fighting Back Santa Maria Valley Tobacco Preventionist to deliver presentations for all students and parent information nights. Furthermore, the schools implemented Positive Behavior Interventions and Supports as well as utilizing modules from the Stanford Tobacco Prevention Toolkit. These efforts proved to be beneficial for the students within the Charter.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All students and student groups will demonstrate growth on state and local measures in the area of English Language Arts with the goal of all students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in English/language arts	E/LA proficiency increased by 5% overall and in each subgroup	CAASPP testing was not administered in Spring 2020 due to school closure.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Instructional Materials</p> <p>In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, and Collections by Houghton Mifflin Harcourt for grades 6-8. Teachers will continue to explore online components and supplemental materials pertinent to English Learners, struggling students, and gifted students.</p> <p>At the high school, OAHS is looking to integrate the Expository Reading and Writing Course (ERWC) curriculum at the 11th and 12th grade level for the 2020-2021 school year. ERWC is a college preparatory, rhetoric-based E/LA course designed to develop</p>	<p>Teachers devoted time at weekly Tier 1 PLC meetings to review adopted curriculum in English/language arts and identify essential components for instruction. During distance learning, teachers collaborated on uses of online elements. OAHS English teacher met to review potential implementation of ERWC for 2020-2021 but have opted not to do so at this time.</p>	<p>Release time associated with vertical articulation efforts and ERWC training for OAHS English teachers 1000-1999: Certificated Personnel Salaries LCFF - Base 2,000</p>	<p>0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). Additionally, the department will be looking to add ERWC curriculum within 9th and 10th grade courses. English teachers will participate in professional development relative to implementing ERWC. Additionally, OAHS English teachers will take a day to collaborate around vertical articulation of curriculum and textbook usage.</p>			
<p>B. Academic Intervention</p> <p>PLC teams will identify, or be made aware of, students not proficient in English/language arts for additional targeted academic intervention. Assessments to help with this identification will include Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), the Preliminary Scholastic Aptitude Test (PSAT) in grades 9-11, and end-of-unit textbook assessments.</p> <p>PLC teams will plan reteaching, tutoring, and other intervention activities in support of this goal.</p> <p>OAK-8 will utilize hourly teachers to provide small-group and one-on-one instruction to students in need of academic support</p>	<p>At OAK-8 Acadience (formerly DIBELS) assessments were utilized to track student progress in reading. Teachers continued Focus Folders based on Acadience, Lexile, and other available data to monitor student progress in reading. Acadience results and Focus Folders were regularly reviewed, analyzed, and discussed at both Tier 1 and Tier 2 PLC meetings. Students identified as in need of academic support participated in the SIPPS intensive reading intervention up to the point of school closure in mid-March.</p> <p>OAHS continued its intervention activities, including before-school tutoring, after-school intervention, after-school peer tutoring, and SPIN. All of OAHS's interventions discontinued</p>	<p>Hourly support teaching positions, OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 21,000</p>	<p>Hourly support teaching positions, OAK-8 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 24,458</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>(or take large groups while the classroom teacher works with a small group or an individual student. OAK-8 will continue the SIPPS intensive reading intervention program for grades 1-8 along with Olga Reed School.</p> <p>OAHS will continue the following intervention activities:</p> <ul style="list-style-type: none"> • After-school homework assistance program three days a week • After-school Peer Tutoring four days a week • SPIN (Specialized Instruction) Program in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction. 	<p>at the point of school closure.</p>		
<p>C. Support, Planning, and Assessment</p> <p>All teachers will be supported in teaching the California State Standards, including the integration of technology and the analysis of assessment data, through the support of site-based Teachers on Special Assignment (TOSAs). In</p>	<p>Professional Learning Community (PLC)/Leadership Team Members received a stipend in exchange for attending leadership team meetings during the school day and after school, facilitating weekly leadership/PLC team meetings, the completion of regular reports to their site administrator, and</p>	<p>OAK-8 portion of a district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 24,000</p>	<p>OAK-8 portion of district Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 39,281</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>grades K-8, a district TOSA will support OAK-8 teachers as they collaborate on instructional pacing and identification of essential lessons. Much of this support will be provided through the during-school PLC period focused on Tier 1 (initial classroom instruction).</p> <p>District consultant Tina Pelletier will lead OAK-8 teachers in grades 3-8 on a deconstruction of SBAC testing in English/language arts and utilization of SBAC Focused IABs (Interim Assessment Blocks) as formative assessments.</p> <p>In grades K-8, a district TOSA will take charge of assessment efforts for Acadience Reading (formerly DIBELS) and the SIPPS intensive reading intervention program. The TOSA also will assist OA Independent Study teachers with E/LA instruction.</p> <p>The high school will implement the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students.</p> <p>As regards SBAC testing, the high school will work to minimize conflicts between SBAC testing and other tests such as Advanced Placement exams.</p>	<p>communicating information shared at leadership team meetings with the appropriate PLC/departmental team. At OAK-8, teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment). At OAHS, teachers met weekly by department for 60 minutes.</p> <p>TOSAs continued to play an integral role in the development of fellow teachers and in the implementation of academic interventions.</p> <p>TOSAs continued to support teachers with Tier 1 instruction and the SIPPS intervention program (Tier 2). During school closure, TOSAs helped with the preparation of enrichment learning packets for students and the implementation of online learning.</p> <p>In 2019-2020 PLC teams in grades 3-6 worked with district E/LA consultant Tina Pelletier on deconstruction of CAASPP/SBAC testing and use of Focused Interim Assessment Blocks (IABs) as formative assessments.</p> <p>The high school did implement the PSAT for all students in grades 9-11. Teachers were</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>pleased to have another data set to review, and many students appreciated the experience of taking a test similar to a college entrance exam.</p>		

Analysis

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

Prior to school closure each of these actions was implemented with the exception of the EWRC curriculum, which after research and discussion the OAHS English Department opted not to pursue. The contributions of the district's TOSAs were noteworthy, as the TOSAs transitioned during the year from supporting teachers with implementation of state standards and academic intervention to helping teachers with distance learning. SIPPS has continued to be a valuable intervention for struggling readers.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in English/language arts over the entirety of the school year. That said, SIPPS assessments show that students participating in the reading intervention program made notable progress to the point of school closure, with many students able to test out of SIPPS when reading screenings were done in September 2020.

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

No expenditure for EWRC occurred. The charter budget was charged more than expected for its share of a Teacher on Special Assignment who supported teachers at OAK-8 and OAIS.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. Reading screenings and SIPPS intervention will need to be launched earlier so students can make desired progress. Teachers also will need to implement the English/language arts curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to tackle grade-level standards at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All students and student groups will demonstrate growth on state and local measures in the area of Mathematics with the goal of all students achieving proficiency. We are going to continue this plan with the anticipation that we will be able to administer the CAASPP and measure our goals for the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessments in mathematics	Math proficiency increased by 5% overall and in each subgroup	CAASPP testing was not administered in Spring 2020 due to school closure.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. Instructional Materials</p> <p>In grades K-8, teachers will continue to fine-tune utilization of the adopted textbooks: Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8. OAK-8 will collaborate with neighboring Olga Reed School on an on-site Algebra class for qualifying students.</p> <p>At the high school, teachers will continue to rely on CPM in Algebra, Geometry, and Algebra 2.</p>	<p>In math, district TOSAs worked with district consultant Michele Douglass to help teachers be aware of what Douglass calls "hinge standards." These are essential skills and conceptual understandings that underpin math proficiency from grade level to grade level. OAK-8 has identified Number Sense as a focus area for Tier 1 instruction, and "hinge standards" aligned with this.</p> <p>School closure presented a challenge for math instruction, and TOSAs helped classroom teachers identify online components of district curriculum and other online activities that helped along student math achievement in the format of distance learning.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>B. Academic Intervention</p> <p>PLC teams will identify, or be made aware of, students not proficient in Math for additional targeted academic intervention. PLC teams will plan reteaching, tutoring, and other intervention activities in support of this goal. Assessments to help with this identification will include Acadience (formerly DIBELS) Math, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), the Preliminary Scholastic Aptitude Test (PSAT) in grades 9-11, and end-of-unit textbook assessments.</p> <p>OAK-8 will utilize hourly teachers to provide small-group and one-on-one instruction to students in need of academic support (or take large groups while the classroom teacher works with a small group or an individual student.</p> <p>As possible, OA Independent Study will schedule math support for grades 3-8. These will be done either during or after blended classes.</p> <p>OAHs will continue the following intervention activities:</p> <ul style="list-style-type: none"> • Two during-school support classes in Algebra • Before-school homework assistance 	<p>PLC teams tracked student math progress and identified students for extra support. Math intervention took the form of reteaching and extra practice with math facts.</p> <p>During the period of distance learning from March through June, teachers were available after initial math lessons to work individually with students who needed clarification, a second helping of instruction, or extra practice.</p> <p>OAHs implemented afterschool intervention in math and English/language arts.</p>	<p>OAHs afterschool intervention 1000-1999: Certificated Personnel Salaries LCFF - Base 22,000</p>	<p>OAHs afterschool intervention</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Base 21,962</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>program five days a week</p> <ul style="list-style-type: none"> • After-school homework assistance program three days a week • After-school support classes in Algebra, Geometry, and Algebra 2 • SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction. 			
<p>C. Support, Planning, and Assessment</p> <p>All teachers will be supported in teaching the Common Core State Standards, including the integration of technology and the analysis of assessment data, through the support of site-based Teachers on Special Assignment (TOSAs). In grades TK-8, a district TOSA will support OAK-8 with the third year of the math textbook adoption, including pacing and identification of essential lessons. Much of this support will be provided through a new during-school PLC period focused on Tier 1 (initial</p>	<p>At OAK-8, teachers participated in a 90-minute weekly PLC meeting focused on Tier 1 instruction and a 60-minute weekly PLC meeting focused on Tier 2 instruction (targeted intervention and enrichment). At OAHS, teachers participated in 60-minute weekly departmental PLC meetings focused on Tier 2.</p> <p>Tier 1 PLCs helped TK-8 teachers with analysis of data, collaborative planning, discussion of curriculum pacing, and sharing of best practices for math instruction. Some teams were able to</p>	<p>All expenses listed under Goal #1 with the exception of following:</p> <p>One section of Teacher on Special Assignment (TOSA) time in Math at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12,500</p>	<p>All expenses listed under Goal #1 with the exception of following:</p> <p>One section of TOSA time in Math at OAHS 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,680</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>classroom instruction). Grades TK-8 teachers also will participate in trainings by district consultant Michele Douglass, who is providing input on math skills and concepts that are most essential for students.</p> <p>At the high school, a site-based TOSA will continue to assist Math Department colleagues with curriculum, instruction, assessment, and intervention.</p> <p>The high school Math Department will continue to utilize a department-created common formative assessment to track progress in math in grades 9-12.</p> <p>The high school will implement the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students.</p>	<p>support the schoolwide emphasis on Number Sense by planning incentives and recognition based on student accomplishment of "hinge standards" for their grade level.</p>		

Analysis

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

Until school closure in mid-March these actions were implemented as planned. At OAK-8 identified students participated in classroom math interventions developed by teachers. OAHs continued to implement afterschool math intervention.

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

Because NWEA testing did not take place beyond Winter 2020 and no state CAASPP testing occurred in Spring 2020, staff have no norm-referenced measure of student progress in math over the entirety of the school year. Anecdotally, students did make progress with accomplishment of "hinge standards" and math facts. OAK-8 and OAHs staff would like to have a systematic math intervention program that fills a role similar to what SIPPS does for reading intervention; however, the challenges presented by COVID-19 likely will prevent that from happening in 2020-2021

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

The charter budget was charged less than projected for the section of TOSA time at OAHS.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will need to respond assertively to the learning loss suffered by many students during the school closure period from mid-March through early June. As possible, math screenings and NWEA math testing will need to be done earlier in the school year so teachers can assess where students are. Teachers also will need to implement the math curriculum with a focus on acceleration, not remediation. Students need to receive the support and background knowledge they need in order to accomplish grade-level standards through the school year at a typical pace.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students and student groups will demonstrate an increase in daily school attendance and decrease in chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Overall attendance rates Rates of chronic absenteeism	Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup	Overall attendance in 2019-2020 was 96.0% at OAK-8 and 96.1% at OAHS.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School-Home Communication</p> <p>Continue regular communication to parents on importance of school attendance. This needs to take multiple formats as described in Goal #4.</p>	<p>School administrators, teachers, and office staff continued to highlight the importance of school attendance in communication to parents. Students with strong attendance or improved attendance were given recognition and awards.</p>		
<p>B. School Programming</p> <p>Utilize truancy notification, parent letters, and the School Attendance Review Board process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences). Periodically screen attendance data to identify students with attendance issues.</p> <p>At the high school and K-8 campuses, utilize staff counselors and Fighting Back Santa Maria Valley</p>	<p>The Parent Square communication platform for school-home communication has been heavily utilized by office staff to facilitate regular communication on attendance. The school continued to utilize the truancy notification process, which included parent letters, parent meetings, Truancy Mediation Teams, and the School Attendance Review Board process. The principal and office staff also worked to address excessive tardies</p>	<p>Check, Connect, and Respect Program 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5,700</p>	<p>Check, Connect, and Respect Program 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 10,234</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Program Specialist (Check, Connect, and Respect Program) f to work directly with students and families on improved attendance.</p> <p>Utilize the community liaison to make phone calls to non-English-speaking families regarding attendance, especially those families with students who are chronic absentees.</p> <p>As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.</p> <p>School administrators and counselors will work on an improved protocol for students who need to miss school due to emotional/mental health issues. This likely would entail referrals to community agencies or providers as well as follow-up communication with the parent.</p>	<p>and excessive absenteeism (>10% excused absences).</p> <p>Staff counselors and the Check, Connect, and Respect Program from Fighting Back Santa Maria Valley were used to work directly with students and families on improved attendance. For the 2019-2020 school year this program was directed in support of students and families at OAHS.</p> <p>As needed, the community liaison made contact with families on attendance issues.</p>		

Analysis

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

All strategies listed in the plan were implemented up to the point of school closure. During the distance learning period of mid-March through the end of the year, the truancy process was put on hold because student participation was not compulsory.

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

While overall attendance is strong, the school continues to experience chronic absenteeism at percentages, both overall and with subgroups, that are unacceptable. The reasons for this vary by student, although staff have seen an increase in the percentage of students experiencing emotional/mental health issues that get in the way of regular school attendance. These cases typically involve lots of individual contact between school office staff and administrators and the parents/guardians of the students. And yet these issues continue, and need to be addressed.

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

The expenditure for the Check, Connect, and Respect Program came in considerably higher than budgeted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With school attendance during distance learning returning to compulsory/required status for 2020-2021, staff will need to do even more frequent screenings of attendance/engagement data to see issues of chronic attendance and work to address them. Schools will participate in a successive response to student disengagement starting with the teacher, continuing with involvement by a school team led by the principal, and if necessary continuing with involvement by the district Educational Services Department. The focus will be on problem-solving and addressing barriers to attendance. Resources such as WiFi hot spots, after-hours technology support, and after-hours support from a teacher will be utilized to overcome some of these barriers. The truancy process and School Attendance Review Board will be a last resort.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Parents will report experiencing positive communication with their child's school at an increased level with the goal of 100% reporting "Good" or "Excellent".

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Number of Parent Square Posts and Smart Alerts by site</p> <p>Percentage of parents registered for Parent Square</p> <p>Number of visitors on our new website as well as the online school newspaper</p>	<p>Smart Alerts and Posts via Parent Square to increase by 10 at each OA campus</p> <p>Percentage of parents registered for Parent Square to increase by 10%</p>	<p>During the 2019-2020, site totals for Parent Square posts and text alerts were as follows:</p> <p>OAHS: 203 posts, 7 alerts</p> <p>OAK-8: 306 posts, 57 alerts</p> <p>OAIS: 64 posts, 17 alerts</p>

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School-Home Communication</p> <p>Continue school-home communication in the following formats:</p> <ul style="list-style-type: none"> OAK-8: weekly email, periodic Parent Square Smart Alerts and posts, periodic PTSA Remind texts, Tuesday folders OA Independent Study: biweekly email, biweekly parent meetings, periodic Parent Square Smart Alerts and posts OAHS: weekly Spartan Oracle school newsletter, periodic Parent Square Smart Alerts and 	<p>Information on Parent Square was shared with incoming TK and kindergarten parents and new parents, and it was emphasized with all parents at Back to School Night and parent-teacher conferences. The office staff and the bilingual community liaison were available to assist parents/guardians personally with the process of enrolling in Parent Square and accessing posts. During school closure, Parent Square was a central venue of communication from school and teachers to parents and families.</p>	<p>Parent Square application 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2,700</p>	<p>Parent Square application 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2,700</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>posts, ASB Remind texts, Peachjar flyers</p> <p>Regular promote Parent Square and the importance of parents registering for it</p> <p>Explore uses of social media (Twitter, Facebook, and Instagram) as another venue for school-home communication</p> <p>As needed, utilize the services of district community liaison to provide communication in Spanish.</p>			
<p>B. Parent and Family Involvement</p> <p>Continue parent/family involvement efforts as follows:</p> <p>OAK-8:</p> <ul style="list-style-type: none"> • Continue to hold orientation events in August for new OAK-8 families and a welcoming event on the first day of school • Expand PTSA family events <p>OA Independent Study:</p> <ul style="list-style-type: none"> • Recast Staff/Parent Group into a "Donuts with the Principal" group that meets during blended classes • Focus on three school events 	<p>OAK-8 continued to hold orientation events, a welcoming event for new families, and numerous PTSA family events. OAIS changed the format of the staff/parent group into a principal-led group. OAHS continued its PTSA, Boosters, and Spartatroniks Foundation as venues for parent support. Several parents were involved in the Orcutt Academy School Advisory Council and SOAAR Foundation.</p> <p>During school closure, principals prioritized communication with parents/guardians on what was happening and why. Parents/guardians were invited to ask questions, share ideas, and express concerns.</p>		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>that both parents and staff can contribute to</p> <p>OAHS:</p> <ul style="list-style-type: none"> Continue PTSA, Boosters, the Spartatroniks Foundation, and SOAAR as venues for parent and family involvement 			
<p>C. Parent Education</p> <p>At K-8 campus, plan at least one parent education workshop on a topic of interest to parents</p> <p>At OAHS, plan at least two parent education workshop on a topic of interest to parents (i.e., vaping, social media, financial aid)</p> <p>At all three campuses, offer at least one workshop or structured opportunity for parents to learn how to register for Parent Square</p>	<p>Parents/guardians had the opportunity to attend any of a range of parent education events planned by the district's Educational Services Department. Topics included social/emotional wellness, parenting children who are on social media, and how to notice and prevent vaping.</p> <p>OAHS planned a tobacco use/vaping prevention presentation at its Freshman Parent Night in August. The presentation was well attended and well received.</p>	<p>Expenses associated with parent education event 4000-4999: Books And Supplies LCFF - Supplemental 200</p>	<p>0</p>

Analysis

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

All of the activities outlined in the plan were implemented School use of Parent Square went up dramatically in 2019-2020, as it became the primary platform for administrators, teachers, and office staff to communicate with parents during school closure.

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

Parent Square has continued to be a highly effective platform for school-home communication. Its ability to translate posts and text alerts into Spanish has proven extremely helpful for many families. All three OA campuses were blessed with strong parent involvement in a variety of venues. As for parent education, OAHS can be commended for scheduling a tobacco use/prevention presentation at its Freshman Parent Night. The presentation was well attended and may have helped with the huge reduction in suspensions due to vaping.

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

There is no significant difference between proposed and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Participation in parent education initiatives needs to improve. The district will look into using virtual platforms such as Zoom for parent education nights in 2020-2021.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

All students and student groups will demonstrate a decrease in the rate of suspension from school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension/Expulsion Rate	Maintain/decrease current suspension/expulsion rates for students and each student group	OAHS had 12 students suspended in 2019-2020. OAK-8 and OAIS each had no students suspended.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>A. School Expectations</p> <p>OAK-8 will implement Positive Behavioral Interventions and Supports (PBIS) in 2019-2020. From school rules/expectations assemblies in August onward, regularly communicate the school's expectations ("REACH") and utilize positive reinforcers (REACH tickets and classroom drawings) to encourage students to meet the expectations. Meantime, OAK-8 will continue its campus PBIS Leadership Team to develop a plan for Tier 2 behavioral support and to monitor the school's progress with PBIS.</p> <p>OAHS will engage in "Mindfulness" training in preparation for supporting students impacted by the Covid 19 pandemic and</p>	<p>OAK-8 has implemented Tier 1 of PBIS, which includes expectations, rules, and routines developed by school staff to minimize routine misbehavior. It is working on implementing Tier 2, which provides Check-in/Check-out and other interventions for students with chronic misbehavior who need additional teaching and positive reinforcement on a more frequent basis, but implementation halted with school closure in mid-March.</p> <p>OAHS met with PBIS representatives regarding best next steps for the high school. The outside PBIS experts recommended that OAHS focus on social/emotional wellness as opposed to a formal implementation of the PBIS tiers.</p>	<p>Release days/time for PBIS training 1000-1999: Certificated Personnel Salaries LCFF - Base 2,000</p>	<p>Release days/times for PBIS training 1000-1999: Certificated Personnel Salaries LCFF - Base 229</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
distance learning during the 2020-2021 school year.			
<p>B. School Culture</p> <p>OAK-8 to continue student "family groups" as a way to build students' connections with other students OAK-8 students also will join Olga Reed students at lunchtime and for special activities that enable students from the two schools to connect with each other.</p> <p>OAHS will continue encouraging participation in clubs, organizations, and athletics as a way to build students' connectedness with the school. Freshman Connect Crew will assist freshmen throughout the ninth-grade year. Spartan Homeroom will continue to be a venue for teachers to provide mentoring and informal counseling to students as well as the development of our staff core values teams. In collaboration with the Department of Psychological and Brain Sciences at the University of California Santa Barbara, OAHS will implement Mindfulness curriculum into Spartan Homeroom classes to support ways for students to deal with focus, anxiety and stress.</p>	<p>OAK-8 and OAHS continued to offer a range of activities and programs to give students an opportunity for personal growth as well as a deeper connection with peers, staff, and the school. The ASB/Student Council and the Students Leading Education (SLED) initiative for secondary schools involved students in planning school events and activities, school improvements, and service projects. Cocurricular opportunities included Lego League Robotics, FIRST Robotics, Battle of the Books, and the North County Math Super Bowl. Extracurricular activities included team sports, clubs, and organizations. Makerspace activities in the libraries continued to engage students with both low-tech and higher-tech activities.</p>		
<p>C. Counseling</p> <p>Staff counselors at OAK-8 and OAHS will be available to meet with</p>	<p>Staff counselors continued to play integral roles at OAK-8 and OAHS. Even prior to COVID-19, schools were</p>	<p>Salaries associated with social/emotional counseling at OAK-8, OAHS 1000-1999:</p>	<p>Salaries associated with social/emotional counseling at OAK-8, OAHS 1000-1999:</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students with issues (emotional, social, family, etc.) that impact the students' ability to exhibit satisfactory behavior at school. Teachers and support staff will have the ability to refer students as needed.</p> <p>Our psychologist, counselors, and teachers will continue to work to identify students who need Student Success Team meetings and/or intervention. This will also include possible communication with social service groups outside of the school.</p>	<p>seeing a higher rate of emotional and mental health concerns than in past years.</p>	<p>Certificated Personnel Salaries LCFF - Supplemental 113,000</p>	<p>Certificated Personnel Salaries LCFF - Supplemental 113,000</p>
<p>D. Analysis of Data</p> <p>Review available data on suspensions, Office Discipline Referrals, and incidents using both data spreadsheets and EduClimber. Identify trends for misbehavior and develop plans to address and prevent them.</p>			

Analysis

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

All of the activities stated here were implemented, although PBIS and most of the cocurricular/extracurricular activities came to a halt during school closure. Schools take pride in the many ways in which students can be involved outside of the classroom.

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

PBIS is making an impact on schools. School stakeholders have appreciated the opportunity to discuss what they want to see in students, come to consensus around common expectations, and articulate and teach those expectations to students. Schools are keeping and analyzing data on Office Discipline Referrals (ODRs). The PBIS in the Classroom series was well received by participating teachers. All of this being stated, suspensions districtwide are not decreasing. In 2019-2020 suspensions for vaping and tobacco/cannabis use declined, but suspensions for bullying (including cyberbullying) and damaging property climbed. So schools do need to continue their work on strategies/activities to accomplish the goal of reducing suspensions.

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

The amount for release time for PBIS training was lower than expected. Some of the OAK-8 teachers who had been participating in training during 2018-2019 were not able to participate this past year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities described in this section will need to be adjusted in 2020-2021 to fit the world of distance learning and blended learning (mix of in-person instruction and distance learning). Schools have made revisions in PBIS expectations to account for what they need from students in distance learning; meanwhile, those expectations will play an important role in retraining students to be on campus when schools are re-opened for blended learning. Schools are putting a greater emphasis on social/emotional learning in response to the stresses students and families are experiencing during the COVID-19 pandemic. Lessons in digital citizenship may help with cyberbullying.

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. Due to the Covid 19 shutdown the CAASPP was not administered.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of English/language arts.

Basis for this Goal

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their chosen career path. All students, particularly our English Learners, 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 Assessments in English/language arts	2019 CAASPP Results (% proficient or above, grades 3-8 and 11) 64.08% All Students 45.68% Low-income Students 25.00% Students with Disabilities 7.14% English Learners	E/LA proficiency increased by 5% overall and in each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in English/language arts -- Wonders by McGraw-Hill for grades K-5, the Wonderworks intervention program for grades K-5, Collections by Houghton Mifflin Harcourt for grades 6-8, and selected series for grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Tina Pelletier will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

Each site will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in E/LA. (Examples: academic vocabulary, citing evidence in writing, and close reading.)

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

One TOSA will specialize in English Language Development (ELD) for English Learners. During distance/blended learning, teachers will implement a designated ELD lesson for English Learners each Monday to be followed by daily Imagine Learning lesson Tuesday through Friday.

Students to be Served by this Strategy/Activity

All students, English Learners

Timeline

Ongoing

Person(s) Responsible

Classroom teachers, principals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In English/language arts, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, Acadience (formerly DIBELS) Reading, the NWEA reading test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, a district writing performance assessment, state CAASPP tests in E/LA, and results of the PSAT in English.

The high school will plan to resume administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Classroom teachers, principals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team. Additionally, hourly support teachers will continue the SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) program. A district TOSA will specialize in academic intervention and will oversee these efforts. OAHS will continue to offer afterschool support for students both virtually and in person (when in-person instruction resumes).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, TOSAs, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	24,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	OA portion of a district Teacher on Special Assignment
Amount	25,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries of hourly support teachers at OAK-8
Amount	12,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries of afterschool tutoring teachers at OAHS

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance: Math Achievement

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. Due to the Covid 19 shutdown the CAASPP was not administered.

LCAP Goal

Provide and support engaging and high quality instruction, which promotes active learning and maximizes student achievement in the area of Mathematics

Basis for this Goal

Students need to be equipped with mathematical skills to be able to 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 Assessments in mathematics	2019 CAASPP Results (% proficient or above, grades 3-8 and 11) 48.37% All Students 21.95% Low-income Students 14.28% Students with Disabilities 14.29% English Learners	Math proficiency increased by 5% overall and in each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Initial Classroom Instruction (Tier 1)

In grades TK-8, teachers will continue to refine their use of the adopted textbooks aligned with the California State Standards in mathematics -- Math Expressions in grades K-5 and College Preparatory Mathematics (CPM) in grades 6-8, and CPM and selected series in grades 9-12. Teachers will continue to refine use of online components and supplemental materials pertinent to English Learners, struggling students, and gifted students. District consultant Michele Douglass will continue to work with teachers to teach adopted curriculum with fidelity, to pace lessons appropriately, and to maintain a high level of rigor.

All teachers working with Title I students will be supported in implementing and teaching the standards, including the integration of technology to ensure all students have access to the curriculum, by Teachers on Special Assignment

(TOSAs). One TOSA will specialize in math instruction for grades K-8, while OAHS will have its own TOSA specializing in math instruction..

Each school will establish a focus area for initial classroom instruction (Tier 1) that contributes to student achievement in math. An example would be student accomplishment of "hinge standards" -- must-know skills and understandings that are foundational for math proficiency.

TOSAs will support teachers with distance/blended learning by presenting professional development each Monday afternoon. Topics will include both district curriculum and virtual/online applications that can help with distance learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. Progress Monitoring

Teachers will meet weekly in Professional Learning Communities (PLCs) with a dedicated time to discuss student learning. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards, design common formative assessments, complete PDSAs, and plan collaboratively for instruction.

In math, PLC teams will monitor student progress by regularly reviewing and analyzing assessment data. Metrics to help with this will include common formative assessments, the NWEA mathematics test, Focused Interim Assessment Blocks (IABs), end-of-unit textbook assessments, and state CAASPP tests in math.

At the high school, a site-based TOSA will continue to assist Math Department colleagues with curriculum, instruction, assessment, and intervention.

The high school Math Department will continue to utilize a department-created common formative assessment to track progress in math in grades 9-12.

The high school will plan to resume administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in English and Math for all 9th, 10th, and 11th grade students in 2021-2022.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for OAHS math TOSA All other expenses listed under Goal 1

Strategy/Activity 3

C. Academic Intervention (Tier 2)

Through the PLC process (see comment for B. Progress Monitoring), PLC teams will identify students in need of targeted academic intervention. Identified students will receive support through on-site interventions provided by the classroom teacher and the grade level team.

The district has in place supplementary online programs that can provide intervention as well as extra practice for students; as an example, teachers can utilize Zearn (grades K-5) and IXL (grades 6-8) to bolster students' skills in math.

As possible when in-person instruction resumes, OA Independent Study will schedule math support for grades 3-8. These will be done either during or after blended classes.

OAHS will continue the following intervention activities:

- Two during-school support classes in Algebra
- One during-school support class in Geometry
- Before-school homework assistance program five days a week
- After-school homework assistance program three days a week
- After-school support classes in Algebra, Geometry, and Algebra 2
- SPIN (Specialized Instruction) Program, in which students deemed by their teachers as in need of academic support have access to a weekly session of reteaching, extra help, or other special instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Expenses associated with OAHS Math Department assessment All other expenses listed elsewhere in this section or 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 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
Overall attendance rates Rates of chronic absenteeism	2018-2019 Overall attendance: OAK-8, 95.8%; OAHS, 97.4%. Chronic absenteeism All students: OAK-8, 5.07%; OAHS, 10% English Learners: OAK-8; not statistically significant; OAHS, 19.05% Low-income: OAK-8, 8.77%; OAHS, 12.6% Students with disabilities: OAK-8, 6.25%; OAHS, 27.03%	Overall attendance maintained at 97% or higher Rates of chronic absenteeism reduced by 2% overall and for each subgroup

Planned Strategies/Activities

Strategy/Activity 1

A. Communication with Students and Families

Continue communication with students and parents/guardians on the importance of school attendance. Continue to build a culture at the school that celebrates school attendance and recognizes attendance through incentives and recognition.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff, and all those involved with school-home communication

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

B. School Programming

Regularly screen attendance data to identify students with attendance issues. Make regular contact with parents/guardians of these students.

As possible, work with students on health and hygiene so as to limit the spread of illness to students and ultimately reduce absences due to illness.

Utilize staff counselor, community liaison, and district Educational Services personnel to work with students and families on improved attendance. During distance learning and hybrid learning, focus on reducing barriers that keep students from engaging in online/virtual instruction.

Utilize parent letters, district referrals, and the School Attendance Review Board (SARB) process to address truancy, excessive tardies, and excessive absenteeism (>10% excused absences).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Supportive Learning Environments

Goal Statement

Students and parents/guardians will experience caring relationships with teachers and school staff, with the goal of 100% reporting they experience caring relationships with school staff all or most of the time.

LCAP Goal

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

Basis for this Goal

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. According to the National Center on Safe Supportive Learning Environments, the relationships formed between students and school staff members are at the heart of school connectedness. Students who perceive their teachers and school administrators as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to be connected to school. Additionally, parents/guardians need support and responsiveness from their children's schools, especially in a challenging time like the present.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Survey Parent Survey California Healthy Kids Survey	October 2020 Students and parents were surveyed on items pertaining to the caring, responsiveness, and communication they experience at school. Results follow by campus: OAHS The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (71%), notice when they are not there (68%), listen to them when they have something to say (77%), are there for them when they have a problem or concern (78%), and believe they will be a success (75%). The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at	Increase % of students and parents/guardians reporting they experience caring relationships with school staff all or most of the time

Metric/Indicator	Baseline	Expected Outcome
	<p>the school (87%), teachers communicate with parents about what students are expected to learn (57%), parents feel welcome to be involved in the school (68%), there is someone at school to talk to about a problem or concern (79%), and school staff take parent concerns seriously (68%).</p> <p>OAK-8</p> <p>The student survey showed the percentage of students who indicated it was "pretty much true" or "very much true" that there were adults at school who really care about them (85%), notice when they are not there (65%), listen to them when they have something to say (81%), are there for them when they have a problem or concern (85%), and believe they will be a success (88%).</p> <p>The parent survey showed the percentage of parents who indicated they "agree" or "strongly agree" that school staff communicate with parents about what is happening at the school (84%), teachers communicate with parents about what students are expected to learn (77%), parents feel welcome to be involved in the school (77%), there is someone at school to talk to about a problem or concern (78%), and school staff take parent concerns seriously (81%).</p>	

Planned Strategies/Activities

Strategy/Activity 1

A. Focus on Relationships and Social/Emotional Learning

Teachers and schools will emphasize teacher-student relationships at the outset of the 2020-2021 school year.

Regular lessons in social/emotional learning will be planned for Monday mornings.

In grades TK-6, parent-teacher conferences will be moved up so teachers and parents/guardians can touch base earlier in the school year.

Teachers will have regular office hours and availability during distance and blended learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, office staff, OAHS Journalism class

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2****B. Support for Families**

The principal, teachers, and office staff will communicate regularly with families via Parent Square, email, newsletters, and/or online (website and social media) posts.

The district will distribute a technology device to all students for use in distance and blended learning. As needed families will be able to check out hot spots that provide WiFi access. The Technology Department will provide after-hours support to families.

An hourly support teacher will be available after hours on Monday through Thursday nights to help students and parents/guardians with assignments and any issues pertaining to distance/blended learning.

The district will provide a range of parent education offerings via Zoom and other virtual platforms.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Office Staff, Technology Department

Proposed Expenditures for this Strategy/Activity

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 effect on student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension/Expulsion Rate	2018-2019 1.8% Overall Suspension Rate 0% Filipino 0% Asian 2.4% Hispanic/Latino 1.8% White 0% Two or more races 4% English Learners 3.1% Socioeconomically Disadvantaged 3.8% Special Education 2018-2019 0% Expulsion	Maintain/decrease current suspension/expulsion rates for students and each student group

Planned Strategies/Activities

Strategy/Activity 1

A. School Culture

At the outset of the school year during distance learning, teachers will focus on establishing relationships and rapport with students. The distance/blended learning schedule will be structured so teachers have time to be available for students who desire one-on-one support.

As possible during distance learning and ultimately blended learning, OAK-8 will continue implementation of Positive Behavioral Interventions and Supports (PBIS) in 2020-2021. The school will recast its rules/expectations to fit a time when students are learning both in person and virtually. The school will continue to utilize positive reinforcers (raffle tickets and classroom drawings) to encourage students to meet the expectations. The school will continue to track Office Discipline Referrals (ODRs) to monitor trends and needs.

As possible during distance and blended learning, all OA sites will continue to provide cocurricular and extracurricular activities that build community, teamwork, and leadership skills in students. Activities possible during COVID-19 include Student Council/ASB and many clubs and organizations.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Incentives for PBIS

Strategy/Activity 2

B. Social/Emotional Learning and Support

Throughout the school year, teachers will devote a whole-class lesson on Monday mornings to social/emotional curriculum. Lessons will explore social/emotional competencies such as self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As possible, teacher also will share curriculum on digital citizenship.

Teachers will focus on maintaining a close rapport with their students. If needed, teachers can refer students with any struggles to the staff counselor or district psychologist.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Principals, teachers, counselors

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	73,400.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	73,200.00
Site Formula Funds	200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,000.00
5000-5999: Services And Other Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	73,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	200.00

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:

- 2 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Joe Dana	Principal
Rhett Carter	Principal
Anthony Cangelosi	Parent or Community Member
Kenneth Cardona	Parent or Community Member
Julia Colon	Parent or Community Member
Rebecca Fanshier	Parent or Community Member
Lori Speer	Parent or Community Member
Dana Alford	Other School Staff
Josh Ostini	Other School Staff
Genevieve Millin	Classroom Teacher
Isabel Riggs	Classroom Teacher
Alana Yamamoto	Classroom Teacher
Alyssa Carrier	Secondary Student
Jack Hinkle	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

Other: School Advisory Council

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 21, 2019.

Attested:

Principal, TK-8: Joe Dana 9-12: Rhett Carter on November 9, 2020

SSC Chairperson, Kenneth Cardona on November 9, 2020

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.

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
Holly Edds, Ed.D.

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Local Control Funding Formula (LCFF) Budget Overview for Parents

BACKGROUND: In association with the state's Local Control Funding Formula (LCFF) for funding education, school districts and charter schools are required to develop a **Local Control and Accountability Plan (LCAP)**. Education Code 52060 requires school districts to develop the plan which must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including students with disabilities, for each of the state priorities and any locally identified priorities. The LCAP is a 3-year plan spanning 2017-2020.

Senate Bill 98 requires districts to adopt and submit the Budget Overview for Parents in conjunction with the LEA's first interim budget report. Senate Bill 820 requires the following information to be included: Federal Funds allocated to the LEA under the Coronavirus Aid, Relief, and Economic Security (CARES) Act; Expenditures in the Learning Continuity Plan; and budgeted expenditures that contribute to increasing or improving services for unduplicated pupils in the Learning Continuity Plan.

RECOMMENDATION: Staff recommends the Board of Trustees approve the Local Control Funding Formula (LCFF) Budget Overview for Parents.

FUNDING: The District has received \$2,631,355 in CARES funding.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District

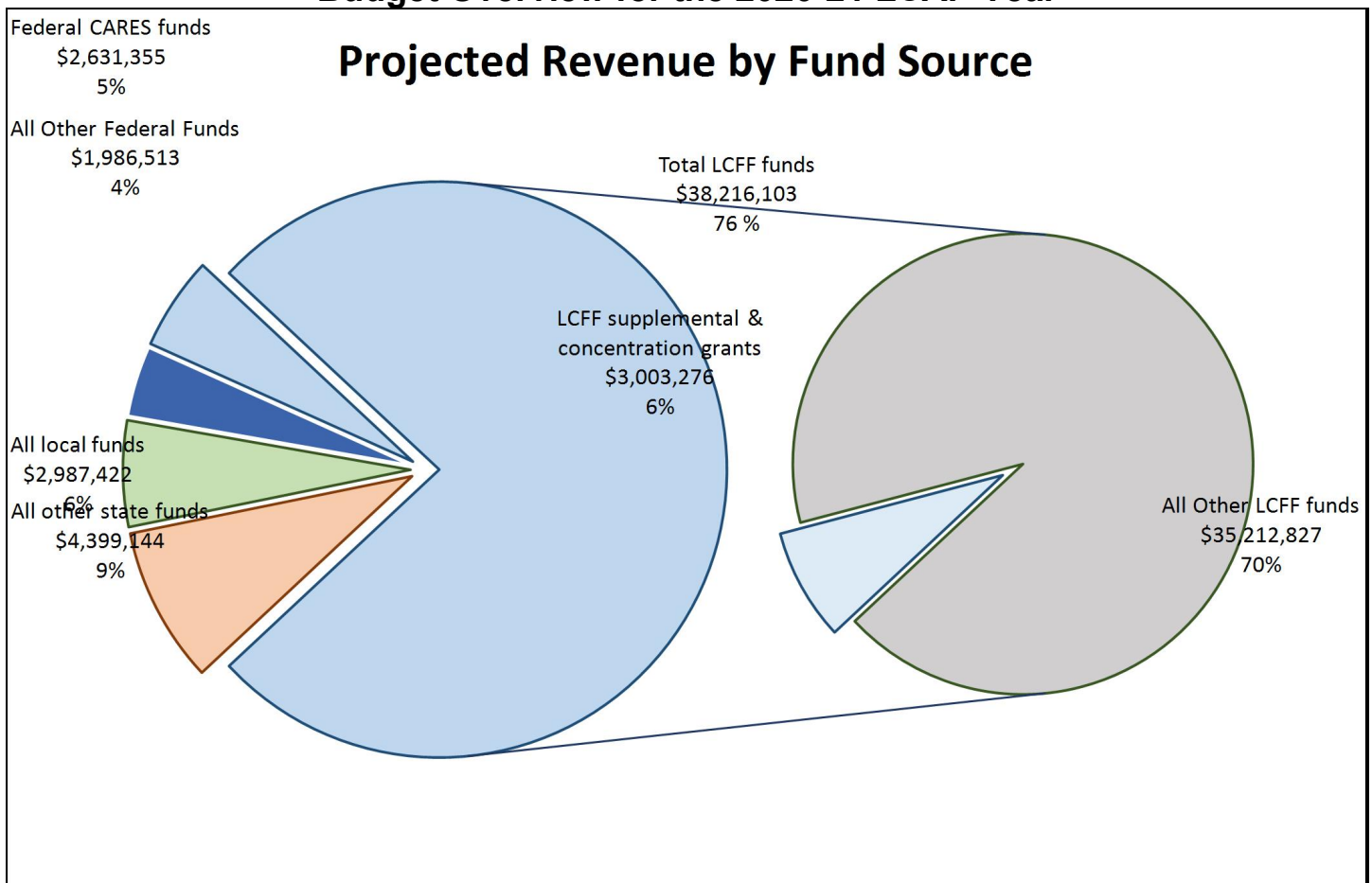
CDS Code: 42-69260-school code

School Year: 2020-2021

LEA contact information: Janet Bertoldi, Interim Assistant Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

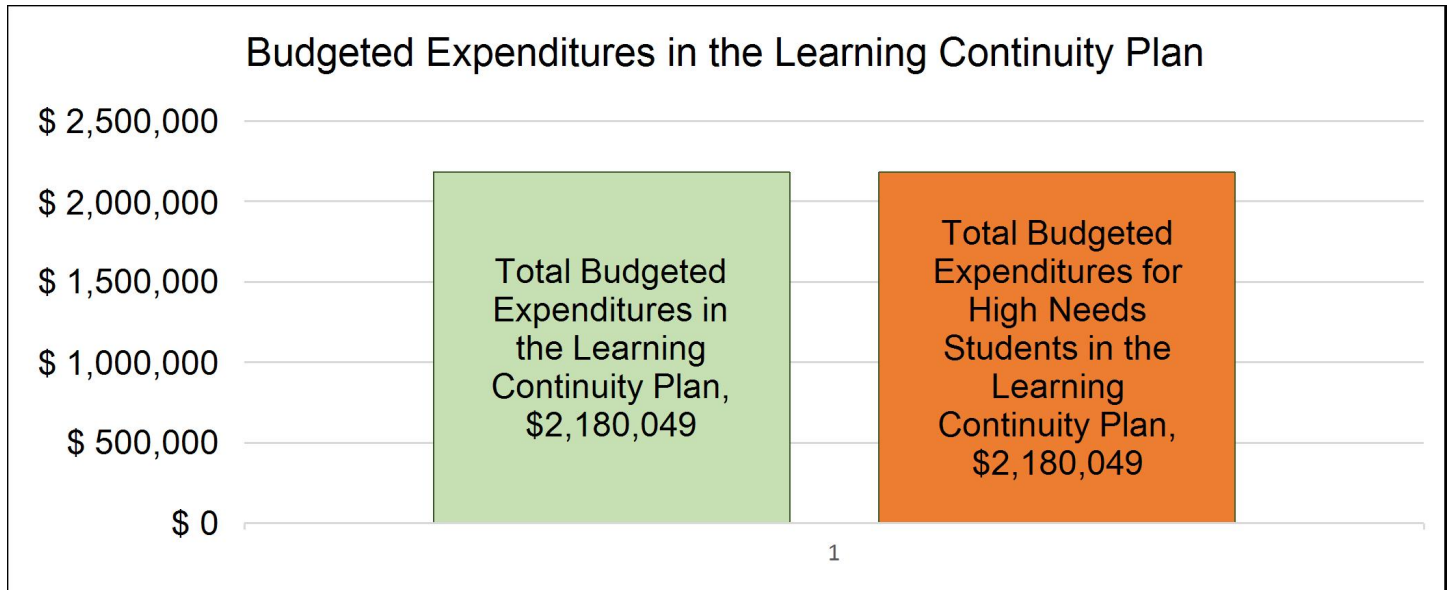


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The total revenue projected for Orcutt Union School District is \$50,220,537, of which \$38,216,103 is Local Control Funding Formula (LCFF), \$4,399,144 is other state funds, \$2,987,422 is local funds, and \$4,617,868 is federal funds. Of the \$4,617,868 in federal funds, \$2,631,355 are federal CARES Act funds. Of the \$38,216,103 in LCFF Funds, \$3,003,276 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Orcutt Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Orcutt Union School District plans to spend \$49835628 for the 2020-21 school year. Of that amount, \$2180049 is tied to actions/services in the Learning Continuity Plan and \$47,655,579 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Many of our general fund expenditures are not in the Learning Continuity Plan. The LCP only includes expenditures paid for my Federal CARES funds.

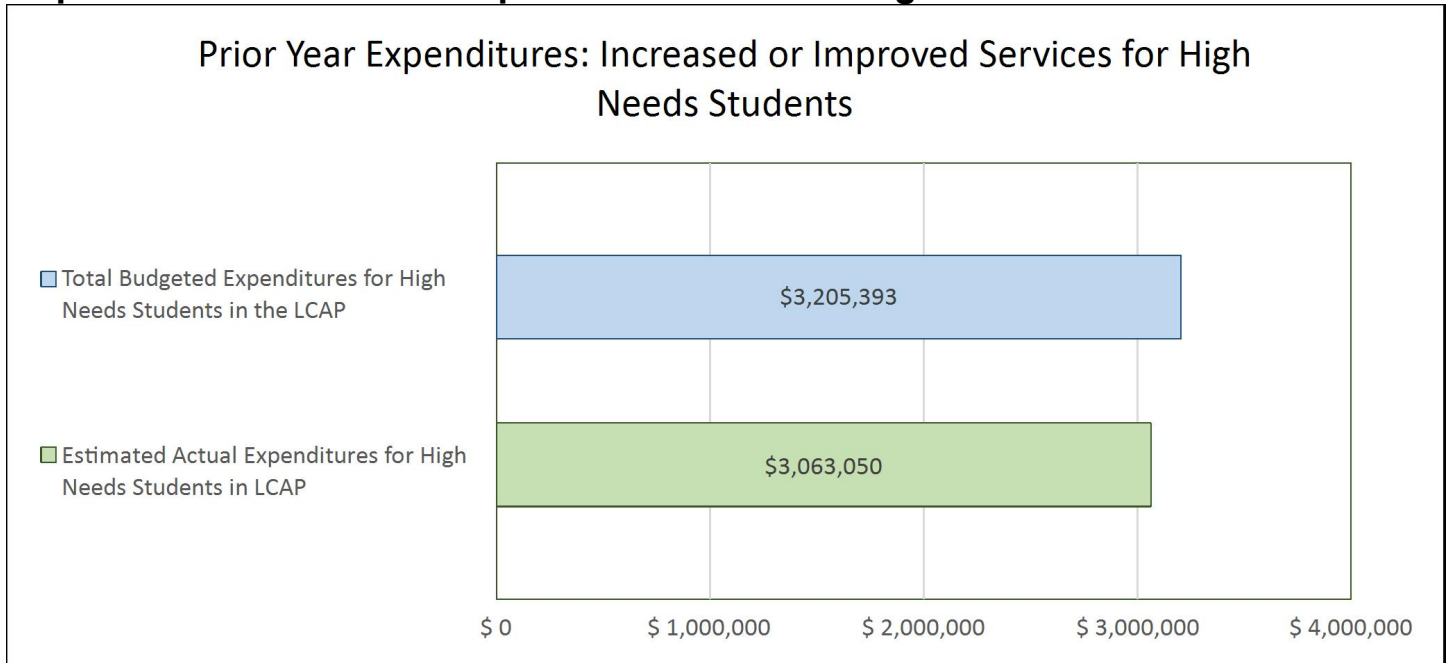
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Orcutt Union School District is projecting it will receive \$3003276 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Orcutt Union School District plans to spend \$2180049 towards meeting this requirement, as described in the Learning Continuity Plan.

Examples of actions for high needs students: We are having students come to school to work with teachers, even though we are in distance learning. We are providing at-home tutoring. School counselors are meeting with students to make sure they know how to connect and schedule their day. Also, school and district administrators along with liaisons are making home visits.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Orcutt Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Orcutt Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Orcutt Union School District's LCAP budgeted \$3,205,393 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent \$3,063,050 for actions to increase or improve services for high needs students in 2019-20.

In person instruction ended in mid-March of 2020, which negatively impacted all students. We were not able to provide all services that were planned for our high needs students due to the move to distance learning. For example, we were not able to implement intervention in the spring. Also, our ELA and math consultants were not able to complete their contract due to school closure. The funds will be carried over to the next year and spent on high needs students.



EDUCATIONAL SERVICES MEMORANDUM

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

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: December 9, 2020

BOARD AGENDA ITEM: Local Control Funding Formula (LCFF) Budget Overview for Parents

BACKGROUND: In association with the state's Local Control Funding Formula (LCFF) for funding education, school districts and charter schools are required to develop a **Local Control and Accountability Plan (LCAP)**. Education Code 52060 requires school districts to develop the plan which must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including students with disabilities, for each of the state priorities and any locally identified priorities. The LCAP is a 3-year plan spanning 2017-2020.

Senate Bill 98 requires districts to adopt and submit the Budget Overview for Parents in conjunction with the LEA's first interim budget report. Senate Bill 820 requires the following information to be included: Federal Funds allocated to the LEA under the Coronavirus Aid, Relief, and Economic Security (CARES) Act; Expenditures in the Learning Continuity Plan; and budgeted expenditures that contribute to increasing or improving services for unduplicated pupils in the Learning Continuity Plan.

RECOMMENDATION: Staff recommends the Board of Trustees approve the Local Control Funding Formula (LCFF) Budget Overview for Parents.

FUNDING: The Charter has received \$303,311 in CARES funding.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orcutt Union School District

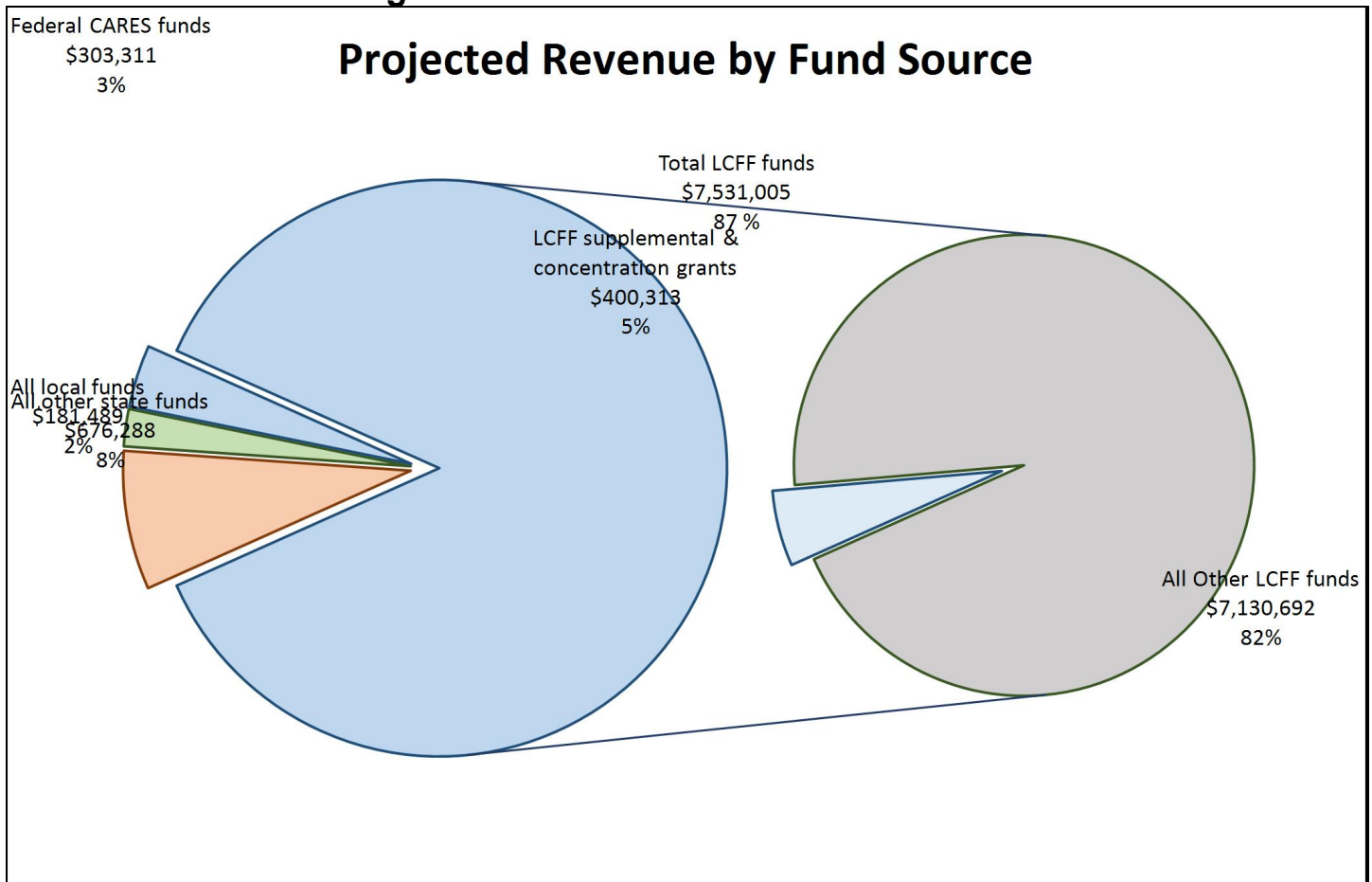
CDS Code: 4269260 0116434

School Year: 2020-2021

LEA contact information: Joe Dana, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

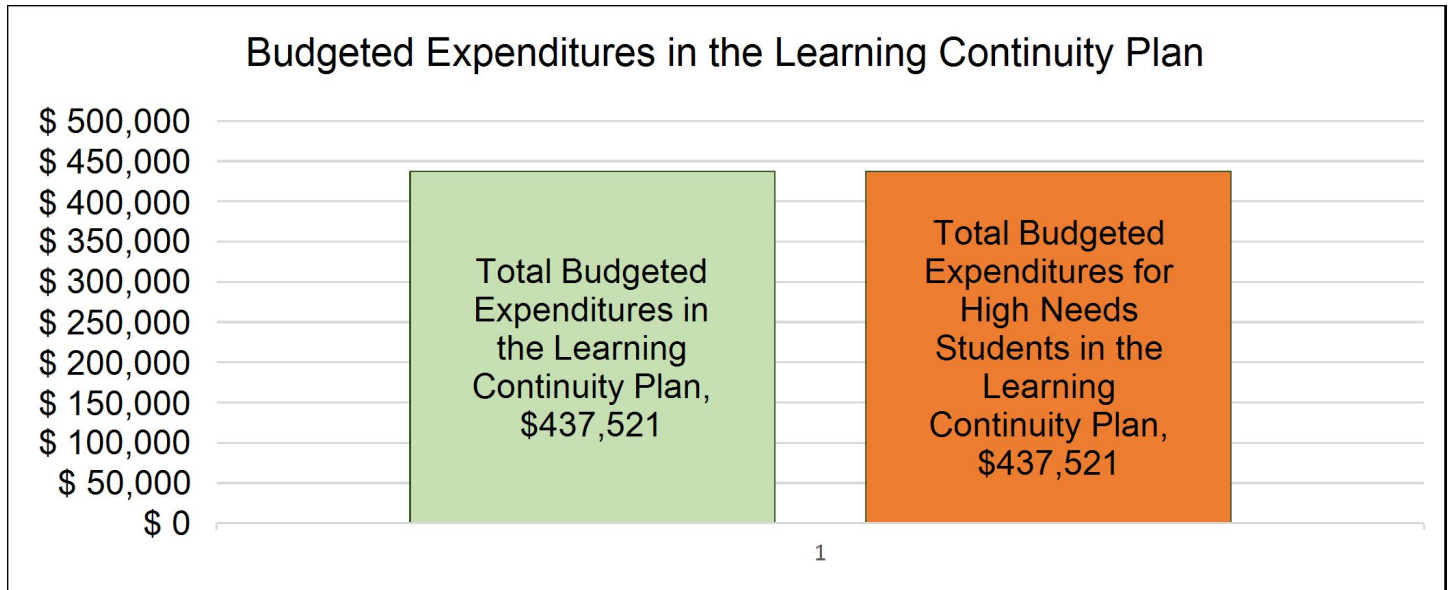


This chart shows the total general purpose revenue Orcutt Union School District expects to receive in the coming year from all sources.

The total revenue projected for Orcutt Union School District is \$8,692,093, of which \$7531005 is Local Control Funding Formula (LCFF), \$676288 is other state funds, \$181489 is local funds, and \$303311 is federal funds. Of the \$303311 in federal funds, \$303311 are federal CARES Act funds. Of the \$7531005 in LCFF Funds, \$400313 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Orcutt Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Orcutt Union School District plans to spend \$8758481 for the 2020-21 school year. Of that amount, \$437521 is tied to actions/services in the Learning Continuity Plan and \$8,320,960 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

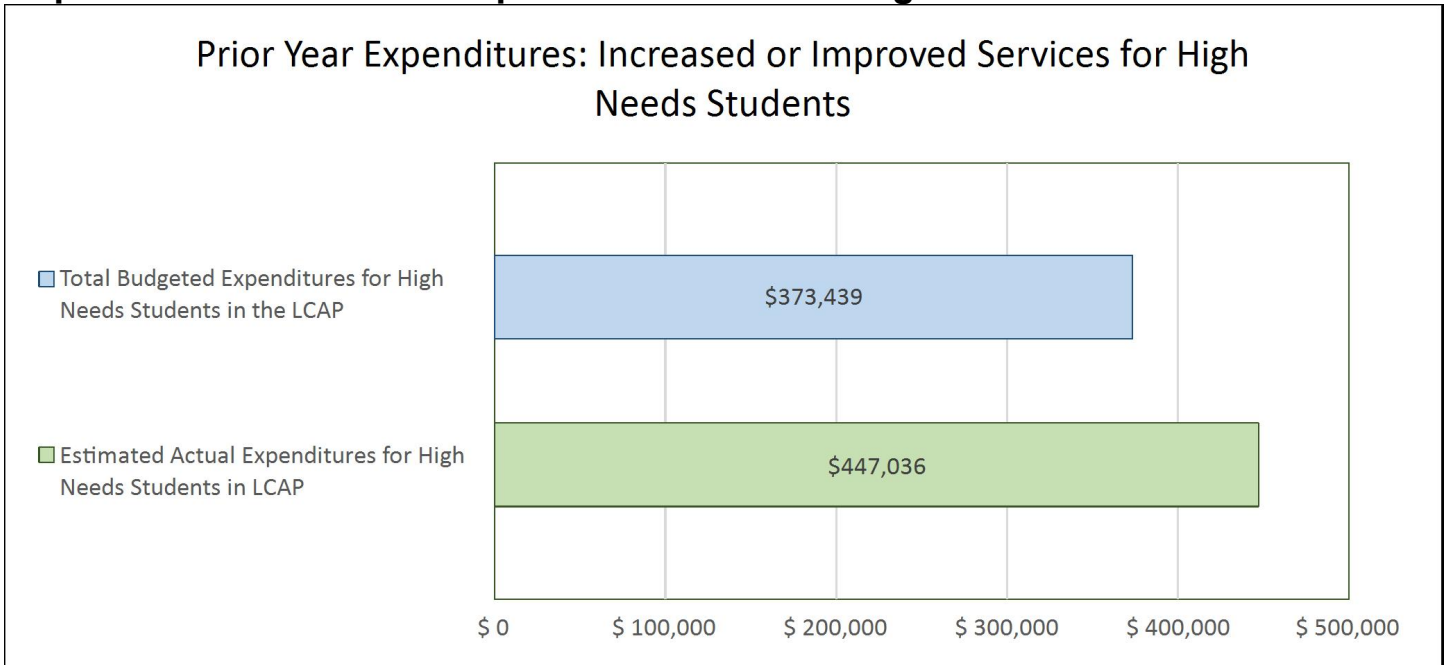
The only expenditures included in the LCP plan were those paid for with CARES funds, and some supplemental dollars. The vast majority of our expenditures were not included in the LCP.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Orcutt Union School District is projecting it will receive \$400313 based on the enrollment of foster youth, English learner, and low-income students. Orcutt Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Orcutt Union School District plans to spend \$437521 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Orcutt Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Orcutt Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Orcutt Union School District's LCAP budgeted \$373,439 for planned actions to increase or improve services for high needs students. Orcutt Union School District actually spent \$447,036 for actions to increase or improve services for high needs students in 2019-20.