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HUENEME ELEMENTARY SCHOOL DISTRICT

"Inspiring and empowering every student to thrive every day."

205 North Ventura Road *Port Hueneme, California 93041* *(805) 488-3588*

Regular Meeting **Monday, November 9, 2020**

FY 2020-2021

AGENDA OUTLINE

CALL TO ORDER AND OPEN SESSION:	**6:00 P.M.**
	Virtual Public Meeting via Teleconference
LOCATION:	**205 N. Ventura Road** **Port Hueneme, CA 93041**

We welcome visitors to public meetings of the Governing Board and encourage suggestions and comments. ***However, in order to minimize the spread of the COVID-19 virus, all meetings are closed to the public until further notice.***

In Accordance with Governor Newsom's Executive Orders N-29-20 in regards to the COVID-19 Virus, members of the public will continue to have the right to observe the public meeting via https://bit.ly/hesd_youtube.

Pursuant to Education Code 35145.5, the Board cannot enter into formal discussion or make a decision on any matter not on the agenda. However, they may refer a topic to a later meeting or ask the Superintendent or staff to follow up.

Pursuant to Government Code 54954.1, any person with a disability who needs reasonable accommodations to participate may request assistance in advance of the meeting. Contact the Superintendent's secretary at the District Office, 205 North Ventura Road, Port Hueneme, California 93041 / Telephone: 805-488-3588, Ext. 9100.

Public comments are welcome, and can be submitted in writing prior to the start of the meeting at public.comment@hueneme.org, or provided in-person via live video. A summary of written public comments received will be given by the Superintendent either during the public comment, or just prior to discussing the item. The written public comment will also be made part of the minutes of the Board meeting. No public comment will be read in its entirety during the meeting. If you would like to make your comment in person, please submit your request to Cynthia Rojas, Executive Assistant to the Superintendent, at crojas@hueneme.org and she will provide you a link to the meeting. Written public comments and requests to comment in person (virtually) will be accepted until 5:30 p.m. on November 9, 2020.

All public comments received via the designated email address, referenced above, will be provided to the Board of Education at the time of public comment or at the time of consideration of an agenda item as requested by the speaker.

Documents for regular meetings customarily are available no later than the Thursday preceding a regularly scheduled Monday meeting. Meeting documents are also posted in the Board area of the District website.

1. 6:00 P.M. CALL TO ORDER AND FLAG SALUTE

2. ADOPTION OF THE REGULAR AGENDA

Pursuant to Government Code Section 54954.2, items may be added to the agenda if (1) an "emergency situation" exists as defined by Government Code 54956.5 (majority vote required); (2) the need to take action arose after posting of the agenda (two-thirds vote of the Board or a unanimous vote of those present if less than the full Board); or (3) an item from a posted meeting that occurred not more than five calendar days prior to the current meeting must be continued at this meeting in order for action to be taken.

It is recommended that the Governing Board adopt the agenda, as submitted, or consider any request from an individual board member to revise the proposed agenda before adoption.

Motion:_____ Second: _____ Vote: _____

3. COMMUNICATIONS

Education Code 54954.3 requires that every agenda for a regular meeting provide an opportunity for the public to directly address the Governing Board on any item of interest to the public before the Governing Board's consideration of the item.

3.1 Oral Communications

(1) General Speakers
(2) Hueneme Education Association
(3) California School Employees Association Chapter 273

3.2 Written Communications

4. APPROVAL OF BOARD MINUTES

If there is more than one set of minutes presented, the Board may approve multiple sets of minutes in a single motion or vote on each set of minutes in separate motions.

4.1 *It is recommended that the Governing Board approve the minutes of the regular meeting of October 26, 2020.*

Motion: _____ Second: _____ Vote: _____

5. ADOPTION OF THE CONSENT AGENDA

All matters on the Consent Agenda are considered by the Board to be routine and will be acted upon in a single motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or the public request that specific items be discussed and/or removed from the Consent Agenda.

Consideration to remove an item or transfer it from the Consent Agenda to the Action Agenda:

Item(s) Removed/Transferred: _____

Except for any item(s) removed upon majority agreement, it is recommended that the Governing Board use a single motion and vote regarding the following items on the Consent Agenda:

Motion:_____ Second: _____ Vote: _____

5.1 *Approval of Personnel Report*

5.2 Ratification of October 2020 Financial Reports:

(1) *Expenditures* (Commercial Payments and Payroll)
(2) *Purchase Orders and Checks*
(3) *Miscellaneous Income Report*

6. OTHER BOARD BUSINESS

6.1 *Update on COVID-19 Impact on HESD Schools*

For discussion only.

7. EDUCATIONAL SERVICES

7.1 *Approval of 2020-2021 School Plans for Student Achievement*

It is recommended that the Governing Board approve the 2020-2021 School Plans for Student Achievement for Bard, Blackstock, Green, Hathaway, Haycox, Hueneme, Larsen, Parkview, Sunkist and Williams.

Motion:_____ Second: _____ Vote: _____

8. BUSINESS SERVICES

8.1 *Resolution B20-21-06 for Authorization to Purchase Air Purifiers to Improve Air Quality at All District Sites due to COVID-19*

It is recommended that the Governing Board approve resolution B20-21-06 to purchase air purifiers to increase ventilation and air quality at all District sites to combat the spread of COVID-19.

Motion:_____ Second: _____ Vote: _____

9. POLICIES

9.1 *Second Reading and Approval of Proposed Revisions to the District Policy Manual*

It is recommended that, after completing a second reading of the proposed policy revisions, the Governing Board approve all revisions as submitted and authorize immediate dissemination and implementation.

Series 0000: Philosophy, Goals, Objectives and Comprehensive Plans
- BP 0430, Comprehensive Local Plan for Special Education

Series 1000: Community Relations
- BP 1312.3, Uniform Complaint Procedures
- BP 1340, Access to District Records

Series 4000: Personnel
- BP 4113, Assignment
- BP 4119.42/4219.42/4319.42, Exposure Control Plan for Bloodborne Pathogens
- BP 4119.43/4219.43/4319.43, Universal Precautions
- BP 4151/4251/4351, Employee Compensation

Series 5000: Students

- BP 5141.22, Infectious Diseases
- BP 5141.5, Mental Health
- BP 5145.3, Nondiscrimination/Harassment
- BP 5145.6, Parental Notifications

Series 6000: Instruction

- BP 6020, Parent/Guardian Involvement
- BP 6115, Ceremonies and Observances

Motion:_____ Second: _____ Vote: _____

9.2 *Acceptance and First Reading of Proposed Revisions to the District Policy Manual*

It is recommended that the Governing Board and administrative staff:

(1) accept for a first reading proposed revisions to various board policies; and
(2) provide input for additional modifications that may be needed before a second reading and recommendation for approval at the next regular board meeting.

Series 3000: Business and Noninstructional Operations

- BP 3555, Nutrition Program Compliance

Series 4000: Personnel

- BP 4119.11/4219.11/4319.11, Sexual Harassment

Series 5000: Students

- BP 5145.7, Sexual Harassment

Series 6000: Instruction

- BP 6142.7, Physical Education and Activity

Motion:_____ Second: _____ Vote: _____

10. MONTHLY REPORTS & ADVANCED PLANNING

10.1 Trustees
10.2 Superintendent
10.3 Suggested Future Agenda Items
10.4 Board Feedback on Meeting

11. CLOSED SESSION

11.1 COLLECTIVE BARGAINING: LABOR NEGOTIATIONS
(Pursuant to Government Code 54957.6)

- Dr. Carlos Dominguez, Deputy Superintendent

12. RECONVENE IN OPEN SESSION

13. ADJOURNMENT

UPCOMING MEETINGS

- A regular meeting will be held at 6:00 P.M. on Monday, December 14, 2020, via virtual teleconference

DISTRICT FRAUD HOTLINE

Acts of fraud against the Hueneme Elementary School District are expensive. In addition, the actions of perpetrators of fraud often create a hostile and/or fearful environment for others. Anyone who witnesses a fraudulent act against the District is encouraged to report it, using the District's Fraud Hotline. Reports may be called in to (805) 946-0171. All reports will be investigated. The reporter's identity will be kept confidential and, in fact, any person who reports a fraudulent act may choose to remain anonymous. *(Ref: Board Policy and Administrative Regulation 3400, rev. 08/13)*

HUENEME ELEMENTARY SCHOOL DISTRICT
MINUTES OF A REGULAR MEETING OF THE GOVERNING BOARD

Monday, October 26, 2020, 6:00 P.M.

PROPOSED

INTRODUCTORY INFORMATION

In accordance with Brown Act rules governing regulatory bodies, the Hueneme Elementary School District (HESD) posts agendas for regularly scheduled meetings of the Governing Board a minimum of 72 hours in advance. Agendas for special meetings (i.e., meetings not on the regular schedule called for a specific purpose) are posted a minimum of 24 hours in advance. Agendas are available for the public to view at all hours of every day through glass at the front of the District Office or on the District website.

In order to minimize the spread of COVID-19 virus, and in accordance with Governor Newsom's Executive Orders N-29-20 in regards to the virus, this meeting was held virtually via Zoom teleconference. The public was able to view the meeting online at https://bit.ly/hesd_youtube and submit comments via email to public.comment@hueneme.org prior to the start of the meeting. The agenda and full meeting packet were posted and made available to the public on October 22nd.

ATTENDANCE

Trustees: At the 6:00 P.M. Call to Order, four trustees were present: Board President, Darlene A. Bruno; Board Clerk, Siugen Constanza; and Members Scott Swenson, and Charles Weis, Ph.D. Board Member Bexy Gomez arrived at 6:01 P.M.

Administrators and Others: Dr. Christine Walker (Superintendent); Dr. Carlos Dominguez (Deputy Superintendent); Helen Cosgrove (Assistant Superintendent-Educational Services); David Ragsdale (Assistant Superintendent-Technology & Strategic Operation); Patricia Marshall (Chief Business Official); and Cynthia Rojas, Executive Assistant to the Superintendent.

CALL TO ORDER AND FLAG SALUTE – Item 1

Ms. Bruno called the meeting to order at 6:00 P.M. and led the Pledge of Allegiance.

ADOPTION OF THE REGULAR AGENDA – Item 2

Motion 031: Trustee Weis motioned to adopt the agenda, as submitted. Trustee Constanza seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

COMMUNICATIONS – Item 3

3.1 Oral Communications

(1) General Speakers
Dr. Walker announced that there were no general speaker requests.

(2) California School Employees Association Chapter 273

Paul Robinson, CSEA President, reported on the new contract and stated that there were updates to the constitution and bylaws. Also, he shared that CSEA is going through nominations for elected officers. Mr. Robinson concluded by thanking the district for addressing the needs of CSEA members during this time.

(3) Hueneme Education Association

Vince Gomez, HEA Representative, shared information on Prop 15. He also discussed how the district addressed some of the concerns that teachers had expressed and how the flexibility has made a big difference. Mr. Gomez thanked the Board and district for listening and hearing the concerns of HEA members.

3.2 Written Communications

Dr. Walker reported that three written communications were received.

(1) The first letter, which Dr. Walker summarized, was submitted by Krista Verardo, a district teacher. Dr. Walker shared that Ms. Verardo expressed gratitude to district leadership and the Board for being cautious, as data has driven decisions and discussions. She respectfully requested for leadership to continue this trend of caution. Ms. Verardo concluded by asking district leadership and the Board to consider the Hueneme family and not rush to reopen.

(2) Sarah Brown, Michele De La Rosa, and Jeanne Licea, teachers from Julien Hathaway Elementary School, submitted the second letter that Dr. Walker summarized. Dr. Walker shared that they expressed appreciation to the Board for hearing concerns regarding workload, and also thanked the Board for not applying for a waiver to reopen early in order to keep students and staff safe. They talked about Ventura County being in the red tier, as well as the zip code data rate for schools in the district. The teachers concluded by suggesting to the Board that they survey parents and teachers prior to finalizing any plans, and to put off reopening until the new year.

(3) Dr. Walker summarized the final letter, which was signed by various certificated and classified staff members from Hollywood Beach Elementary School. They shared that they were grateful to address the Board and expressed their appreciation for the Board's decision to not apply for a waiver to reopen early. They stated their concerns about switching to a hybrid model at this time, and explained how it would be counterproductive for students to return for a handful of days before winter break. The staff also talked about how they are hearing from parents on both sides, and offered a potential solution. The letter concludes with the request that the Board consider keeping classes intact when in person instruction resumes.

APPROVAL OF BOARD MINUTES – Item 4

4.1 It is recommended that the Governing Board approve the minutes of the special meeting of September 28, 2020.

Motion 032: Trustee Constanza motioned to approve the minutes of the special meeting of September 28, 2020. Trustee Gomez seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

PROPOSED

4.2 It is recommended that the Governing Board approve the minutes of the special meeting of October 19, 2020.

Motion 033: Trustee Weis motioned to approve the minutes of the special meeting of October 19, 2020. Trustee Swenson seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

ADOPTION OF CONSENT AGENDA – Item 5

Motion 034: Trustee Swenson motioned to adopt the Consent Agenda as submitted. Trustee Constanza seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

The following reports were accepted and approved:

5.1 Approval of Personnel Report

5.2 Ratification of September 2020 Financial Reports:

(1) Expenditures (Commercial Payments and Payroll)
(2) Purchase Orders and Checks
(3) Miscellaneous Income Report

5.3 Receive and File General Obligation Bonds, 2018 Election Series B – Costs of Issuance Statement

5.4 Approval of a 2020/2021 Licensing Agreement with Document Tracking Services

OTHER BOARD BUSINESS – Item 6

6.1 Update on COVID-19 Impact on HESD Schools (Presented by Dr. Walker)

No action was required on this item. Dr. Walker presented slides showing the local COVID-19 case rate data. She highlighted the zip codes that are directly impacted in our district and talked about how the information compares to the rest of the county. Dr. Walker also presented some next steps for the District to take.

HUMAN RESOURCES – Item 7

7.1 Quarterly Report on Williams Uniform Complaints (Presented by Dr. Dominguez)

No action was required on this item. Dr. Dominguez reported that the District did not receive any complaints for the period of July 1, 2020, through September 30, 2020.

7.2 Public Hearing Regarding Initial (Sunshine) Bargaining Proposals for 2020-21 Re-Opener Collective Bargaining Agreement Presented by the Hueneme Education Association (HEA) and the Hueneme Elementary School District (Presented by Dr. Dominguez)

Public Hearing

At 6:46 P.M., Mrs. Bruno opened a public hearing to solicit community input regarding the 2020-21 Re-Opener Collective Bargaining Initial (Sunshine) Proposals submitted by the Hueneme Elementary

PROPOSED

School District and the Hueneme Education Association (HEA). No community input was offered and the public hearing closed at 6:47 P.M.

7.3 Approval of Initial (Sunshine) Bargaining Proposal for 2020-21 Re-Opener Collective Bargaining Agreement Presented by the Hueneme Elementary School District to the Hueneme Education Association (HEA) (Presented by Dr. Dominguez)

Motion 035: Trustee Swenson motioned to approve the Initial Bargaining Proposal presented by the Hueneme Elementary School District to the Hueneme Education Association (HEA) for the 2020-21 Re-Opener Collective Bargaining Agreement. Trustee Gomez seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

BUSINESS SERVICES – Item 8

8.1 Approval to Request Proposals Related to the E-Rate Program (Presented by Mr. Ragsdale)

Motion 036: Trustee Weis motioned to approve staff to begin the process of seeking proposals and quotations for the upcoming Year 24 round of the E-Rate program. Trustee Swenson seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

OTHER BOARD BUSINESS – Item 9

9.1 Acceptance and First Reading of Proposed Revisions to the District Policy Manual (Presented by Dr. Walker)

Motion 037: Trustee Weis motioned to accept for a first reading proposed revisions to various board policies; and provide input for additional modifications that may be needed before a second reading and recommendation for approval at the next regular board meeting. Trustee Swenson seconded and the motion passed upon a roll call vote of 5 – 0.

Ayes: Swenson, Weis, Gomez, Constanza, Bruno
Noes: None Absent: None Abstain: None

The following policies were accepted for a first reading:

Series 0000: Philosophy, Goals, Objectives and Comprehensive Plans
- BP 0430, Comprehensive Local Plan for Special Education

Series 1000: Community Relations
- BP 1312.3, Uniform Complaint Procedures
- BP 1340, Access to District Records

Series 4000: Personnel
- BP 4113, Assignment
- BP 4119.42/4219.42/4319.42, Exposure Control Plan for Bloodborne Pathogens
- BP 4119.43/4219.43/4319.43, Universal Precautions
- BP 4151/4251/4351, Employee Compensation

PROPOSED

Series 5000: Students

- BP 5141.22, Infectious Diseases
- BP 5141.5, Mental Health
- BP 5145.3, Nondiscrimination/Harassment
- BP 5145.6, Parental Notifications

Series 6000: Instruction

- BP 6020, Parent/Guardian Involvement
- BP 6115, Ceremonies and Observances

MONTHLY REPORT & ADVANCED PLANNING – Item 10

10.1 Trustees

Mr. Swenson had nothing to report.

Dr. Weis had nothing to report.

Ms. Gomez had nothing to report.

Ms. Constanza had nothing to report.

Mrs. Bruno had nothing to report.

10.2 Superintendent

Dr. Walker shared how she was invited to participate in student classes and welcomes any other invitations.

10.3 Suggested Future Agenda Items

For future agenda items, Dr. Weis would like to schedule a date for an equity assessment and a date for the Board self-evaluation.

CLOSED SESSION – Item 11

At 7:01 P.M., all members of the Board convened in a virtual closed session with the Superintendent, Deputy Superintendent, and Assistant Superintendents to discuss labor negotiations.

ADJOURNMENT – Item 12

The Board reconvened at 7:26 P.M. There being no further regular business before the Governing Board, Ms. Bruno announced that no actions were taken in closed session and adjourned the meeting at 7:26 P.M.

Christine Walker, Ed.D.
Secretary to the Governing Board

Board member signatures appear on the following page.

PROPOSED

By our signatures given below on this 9th day of November, 2020, the Governing Board of the Hueneme Elementary School District approves the foregoing Minutes of the Regular Meeting of October 26, 2020.

Darlene A. Bruno
President, Board of Trustees

Siugen Constanza
Clerk, Board of Trustees

Bexy I. Gomez
Member, Board of Trustees

Scott Swenson
Member, Board of Trustees

Charles Weis, Ph.D.
Member, Board of Trustees

PROPOSED

October 22, 2020

Dear HESD School Board Members,

Many years ago I attended a job fair fresh out of CLU teacher credential program. After a lengthy and interesting interview, in which I had Ed Jones blushing and Jennifer Tissler-Carr laughing hysterically I was told "We have the perfect match for you. Welcome to the Hueneme family". This phrase "the Hueneme family" was repeated at the new teacher breakfast at the Bard Mansion hosted by Nicki Davis. At the under the tent event, (a.k.a, the first teacher work day) Nicki wearing her signature red glasses welcomed the new hires to the Hueneme family. (Side note, I am delighted to see that Helen has picked up Nikki's fashion trend with her own signature pink and turquoise glasses). The theme of family was further reinforced during my time at EO Green working for Dolores Carn. It didn't matter if you were a student, new teacher, or veteran teacher you were all her lovebugs. It was clear we were all part of the Hueneme family.

During this unique time in which all human beings on Earth are faced with the coronavirus pandemic, I've been reminded of the Hueneme family. Watching every live streamed HESD school board meeting, I've listened to board members empathize with the challenges HESD staff, students, and families are facing. I have repeatedly heard board members express appreciation for the hard work of HESD employees. I have heard the voice of my fellow HESD colleagues in the letters they have written to the school board. At past meetings my colleagues have shared data regarding COVID cases in Ventura County, specific to families in our zip code and their imminent concern regarding the reopening of schools.

I am very grateful that our district leadership and school board have been exceedingly cautious and methodical when discussing reopening our HESD schools. Data has driven your discussions and decisions. Facts and science have mattered to you. As Ventura County moves to a lower tier, signalling a drop in cases, I am very concerned about reopening our schools. If highly qualified and experienced medical experts such as Dr. Francis Collins, Director of the National Institutes of Health, and Dr. Anthony Fauci, Director of National institute of Allergy and Infectious Disease, urge us to NOT gather with our immediate family this November for Thanksgiving, I don't understand why you would even consider opening schools.

If the leader of our nation and his family, with daily access to COVID tests, medical advice, treatment, and precautions at their fingertips, contracted this virus what's to say it won't happen to our Hueneme family who have drastically different medical access. HESD students, their family members and HESD employees have tested positive for COVID-19 in the past seven months. The likelihood it will happen to more of the HESD family when we reopen a school seems inevitable. I respectfully ask our district leadership and school board continue the pattern and trend of caution. Please consider the Hueneme family and do not rush to reopen schools. Of course HESD teachers want to be back in the classroom and see the eager faces of our scholars, but there is no reason to reopen a school until the safety of all students and staff can be assured.

Sincerely,
Krista Verardo

October 26, 2020

To the Hueneme Elementary School District Board of Trustees:

Good evening. We would like to start by first thanking you for listening and taking teacher concerns regarding our workload so seriously. The MOU negotiated by the district and HEA has allowed us to combine our two groups. We now all meet together for two hours and we have additional time each day to help small groups of students who need more support completing their asynchronous work or who need more targeted instruction in reading or math. It is still a lot of work, but it is more manageable and we feel like everything is finally starting to come together for all of us. We would also like to thank you for not applying for a waiver to reopen early and for keeping staff and student safety first and foremost in your decisions.

We are aware that Ventura County is in the red tier and that several school districts in the county are contemplating reopening sometime in November. We have absolutely no idea what our district is proposing we do in regard to this, but we would like to offer our thoughts. We think it would be a mistake for us to open this soon for several reasons. To begin with, although the numbers in our county and even our zip codes have gone down, they are still not good and the nationwide and statewide trends are not going in the right direction at all. We are not in a bubble, so unfortunately I think it is just a very short matter of time before we find ourselves heading in the wrong direction again. Experts are predicting that colder weather, more indoor activities, and gatherings with extended family over Thanksgiving will cause COVID numbers everywhere to spike again. Many of our schools are in the 93033 zip code which still represents over 10% of the new cases in the whole county.

Not only is starting right after Thanksgiving scary from a health perspective, but it doesn't make much sense to us when it comes to making the most of our instructional time. Students will need to be trained in all the new procedures as well as the usual classroom routines. This will not happen overnight. Time that would have been spent learning in daily live sessions will be used for a lot of training in safety procedures. Added to this is the fact that there are only 3 weeks between Thanksgiving and the winter break. Since students will only be attending school 2 days a week in the hybrid model, this would add up to only 6 in person sessions for the students in that time period. That hardly seems worth it for all of the disruption it will cause. Consistency is more important than ever right now.

We would also strongly suggest surveying the teachers and parents again before any reopening plans are finalized. We know of several parents who selected the hybrid model but do not feel ready to send their children back if we were to reopen now. Remember, staff and students were asked to commit to a model in July and we had a very short window to do so. Selecting a model was an extremely difficult decision for us and we still are not sure we made the right decision. There were numerous factors to weigh and consider. We do know for a fact that many parents and teachers who selected the hybrid model did not imagine returning in person under these circumstances.

Because of all of these factors, we feel that the best course of action for everyone involved would be to put off any reopening plans until the new year. At that point, we should know how the holidays have influenced our COVID numbers and whether our zip codes and county were able to sustain the lower numbers we currently have. This would also give teachers and students a chance to focus solely on learning and not disrupt any of the progress we have made until after a natural break in our school year anyway. In addition, it would give the district time to survey parents and teachers again and make any adjustments that are necessary. Thank you so much for your time and consideration.

Sincerely,
Sarah Brown
Third Grade Teacher
Hathaway Elementary School

Michele De La Rosa
Third Grade Teacher
Hathaway Elementary School

Jeanne Licea
Second Grade Teacher
Hathaway Elementary School

October 26, 2020

Dear Hueneme Elementary School District Board and Trustees,

We hope this evening finds you all well, and are grateful for the opportunity to directly address you. Thank you all for doing your best to put the interests of students, families, and staff in the Hueneme Elementary School District at the center of your thoughts. Now that we are over eight weeks into this very unique school year, many of the stressors that have negatively impacted staff when we began the school year are diminishing and/or resolving. We are appreciative of the support you showed in not applying for a waiver to initiate an early return to school during the time the County initially began to turn in a more positive direction with regards to Covid-19 numbers and testing. As well, we appreciate the flexibility given to us in the revised teaching directives. We adore our students, are adjusting to the "new normal" of distance learning teaching, and are becoming more fluent with acquiring resources and using technology to deliver high quality academic instruction while attending to the social emotional needs of our students and ourselves. Like never before, we are leaning on our professional family, sharing, and supporting each other!

Regardless, please understand that these positive occurrences are tenuous, because timing is everything. Many classes are *just now* finding the rhythm to forge ahead on the path of success. Some students had such tech hurdles to overcome, waiting for weeks for their issues to be addressed, that it is almost as if they have just begun. Compounding this, many students require help throughout the day on questions about asynchronous work. Teachers are *just now* finding more windows of time to assist the kids who were not completing asynchronous daily assignments. As the fear and stress of an imminent change is whispered around us, many of us are concerned that the changes required to implement the Hybrid model in person will be detrimental to both students and staff *at this point in time*. Having seen all kids daily, and having seen the varied levels of support between households, we are deeply concerned about what it will be like for the students to only see their teacher two days a week, and be largely on their own the rest of the time. Particularly with the younger children, unless they have strong home support, they cannot sustain a 240 minute schedule on their own, without starting the workday with their teacher.

We raise our concerns to you, as the governing board, to take them into consideration when you begin deliberating about our schools reopening for in person instruction. While our momentum is rising, it seems counterproductive for students to return to school for a few handfuls of days, before the winter break, as opposed to working with their teachers on-line multiple hours a day, every day. If we were to return in 2020, those initial days are going to be spent training students how to be in class with the new social distancing, recess, lunch, and PE norms. There is always a degree to which teachers have to "re-train" their classes after an extensive school break. It seems like there will be a lot of missed instructional opportunities if we were to have to make these adjustments *both* before break and after.

Another huge concern is how we will deal with potential movement in and out of the hybrid model as parents who chose it in July prefer *at this point in time* to keep their kids safe at home while Oxnard zip codes continue to take the lead in Covid-19 positive cases, and the health experts project a difficult winter. This may hold true for many of the students who were placed in hybrid as the "default" when no family response was received by the district.

Teachers and school staff are the natural liaison between parents and the district. We are hearing from parents who are 100% ready to return to school. Conversely, we are hearing from families that have already stated to their teachers that they are NOT going to return to in person instruction *in the near future*. Some expressed that they didn't really understand what the commitment was, and some hoped the pandemic would have turned around by the time schools began considering reopening. We are hearing from as many parents, in some classes more, who are *hesitant to express* that they are not comfortable returning their children to in person instruction at this time because they are worried about the ramifications. Some have openly inquired as to what that would mean for their child, and are being

informed that their child will be removed from their current hybrid classroom and placed into the Hueneme at Home program. This is a huge concern. Parents are expressing the difficulty in having to decide whether to risk the health and safety of their child by keeping their July commitment to the hybrid model, or to risk the emotional upset and loss of time if their child is moved to a new class and has to learn the new routines and get to know a new teacher and classmates. Parents and teachers both are expressing that this kind of disruption would set us back in a year where we have already dealt with unprecedented complications to the start of the school year.

We are presenting you with a very real problem, one which may not just be limited to our school site at Beach. Many of us feel that the feasible solution, which would cause the least disruption for students, families, and teachers, is to allow the families who are uncomfortable with sending their child back in person to continue to Zoom from home for the same two hour block, while their teacher does live instruction from the classroom *at a future point in time*. Cameras could be purchased to video the live instruction. This way, students would be receiving instruction daily, regardless of which group they were in, or if parents decided to stay completely remote. Teachers would have less of a burden as well. The idea that a teacher plans for the same amount of instruction for Groups A and B by repeating it twice does not actually equate into less time spent. In reality, teachers are connecting with kids about the asynchronous work for way more hours than even in a normal pre-pandemic school day. Doing live instruction on campus and then answering the Q's and connecting with the kids that were in asynchronous all day, seems to be setting us back to the unsustainable work load that was sending many teachers to the breaking point.

So, we ask you to consider these questions in your decision making process. Are you going to hold parents to a commitment made in summer? If we were to reopen, and parents of a hybrid model child want to stay remote, can they have the option of remaining with their classroom teacher, and the teacher using a web camera so students at home could watch live instruction? Or, is the plan to reshuffle classes, even between schools? Is that kind of a disruption going to have a positive impact on a child's progress? Is that process going to have a positive impact on teachers? How will that process affect students receiving Special Education Services? Would it be appropriate, during this exceptionally different time of our lives, to survey parents again, *without mandating a commitment*, and see how they are feeling? They are reaching out to their teachers, and all we can tell them is we will share their perspectives, as we are not the decision makers. When in fact we return to in person instruction, please consider supporting classes staying intact, whatever it takes. We are established, we are invested, and we are just beginning to thrive.

Thank you for your time and consideration!

Sincerely,

Kat Russell, Seychelle Ernst, Cris Kildee, Gina Veatch, Lisa Wallet, Doraluz Garcia, Jill Ekman, Ashley Thompson, Stacy Hixon, Darlene Abeson, Barbara Homokay, and Cathy Womack from Hollywood Beach School

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF PERSONNEL REPORT

BOARD MEETING DATE: October 26, 2020

FROM: Melissa Rufai, Director of Personnel Services
Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve personnel actions in employee categories that are listed below. Identification of specific employees affected by the actions will be shared confidentially with the Governing Board and certain members of management in advance of the meeting.

BACKGROUND

(1) Certificated Services
- Employment
- Resignation
- Retirement

(2) Classified Services
- Employment
- Change of Classification, Location and/or Hours
- Resignation
- Retirement
- Termination – Abandonment of Position
- Request for Unpaid Personal Leave of Absence

Employee's Name	Effective Date	Personnel Action
EMPLOYMENT: Certificated Services		
Abeson, Shaynie	09-14-20	Teacher, Temporary
Blough, Sue	09-14-20	Teacher, Temporary
Corado, Nancy	10-05-20	Teacher, Probationary 1
Decker, Jocasta	09-21-20	Teacher, Temporary
DeLeon, Cristina	09-14-20	Teacher, Temporary
Davenport, Taylor	10-01-20	Teacher, Temporary
Dominguez, Maria	09-14-20	Teacher, Temporary
Garcia-Martinez, Belinda	10-01-20	Teacher, Temporary
Garcia, Clarissa	09-14-20	Teacher, Temporary
Gonzales, Hector	09-14-20	Teacher, Temporary
Hernandez, Blanca	09-14-20	Teacher, Temporary
Ibarra, Evelyn	09-14-20	Teacher, Temporary
Martinez, Karina	09-14-20	Teacher, Temporary
Melgoza, Marissa	09-14-20	Teacher, Temporary
Miguel, Amanda	10-01-20	Teacher, Temporary
Minjares, Kevin	09-14-20	Teacher, Temporary
Montes, Gladys	09-29-20	Substitute Teacher
Moore, Taylor	09-14-20	Teacher, Temporary
Murillo, Nancy	09-14-20	Teacher, Temporary

Employee's Name	Effective Date	Personnel Action
Nguyen, Nancy	10-14-20	Substitute Teacher
Novoa, Katy	09-14-20	Teacher, Temporary
Ramos, Mark	09-14-20	Substitute Teacher
Robles, Betsy	09-14-20	Teacher, Temporary
Sanchez, Monica	09-14-20	Teacher, Temporary
Vaca, Anthony	09-29-20	Substitute Teacher
Vazquez, Olivia	09-14-20	Teacher, Temporary
Zane, Julie	10-01-20	Teacher, Temporary
Zendejas, Ambar	09-14-20	Teacher, Temporary

RESIGNATION: Certificated Services

Walker, Megan	10-02-20	Psychologist, resigning

RETIREMENT: Certificated Services

Johnsonbaugh, Sydney	02-01-21	School Nurse, PSS, changing retirement date from 10-05-20 to 02-01-21
Perez, Shirley	09-11-20	Speech Teacher, E.O. Green Junior High School, retiring

EMPLOYMENT: Classified Services

Juarez Ana	10-01-20	3.0-hr. Bilingual Paraprofessional, Haycox School, replacing Aracely Garcia who resigned
Lamberson, Thomas	10-05-20	8.0-hr. PC Technician, District Office, new position

Employee's Name	Effective Date	Personnel Action
Martinez, Katalina	11-03-19	Substitute After School Girls Basketball Coach, Districtwide
CHANGE OF CLASSIFICATION, LOCATION AND/OR HOURS: Classified Services		
Alarcon, Isaac	09-03-20	3.50-hr. Paraprofessional/Special Education, E.O. Green Junior High School to 3.50-hr. Paraprofessional/Special Education, Hathaway School, new assignment
Alarcon, Isaac	10-01-20	3.50-hr. Paraprofessional/Special Education, Hathaway School to 3.50-hr. Paraprofessional/Special Education, Blackstock Junior High School, new assignment
Anaya, Alfred	09-03-20	6.70-hr. Paraprofessional/Physically Handicapped, Bard School to 6.70-hr. Paraprofessional/Physically Handicapped, E.O. Green Junior High School, for the good of the District
Arredondo Anaya, Cristobal	10-06-20	8.0-hr Custodian, Haycox School to 8.0-hr. Custodian, Parkview School, replacing Ignacio Diaz-Tena who retired
Arriaga, Alicia	09-21-20	4.0-hr. Food Service Worker I, Hollywood Beach School to 6.0-hr. Food Service Worker I, Haycox School replacing Maria Arredondo who transferred
Astillero, Jessica	09-03-20	3.60-hr. Paraprofessional/Physically Handicapped, Larsen School to 3.60-hr. Paraprofessional/Physically Handicapped, Blackstock Junior High School, for the good of the District
Ceja, Daniel	09-14-20	3.50-hr. Paraprofessional/Physically Handicapped, Sunkist School to 3.50-hr. Bilingual Paraprofessional, Williams School, replacing Gisel Robles who resigned
Farias, Zitlali	09-14-20	3.50-hr. Health Clerk, Hathaway School to 3.0-hr. School Clerk, Hathaway School, replacing Nancy Camarena who transferred
Gonzalez, Geronimo	10-19-20	8.0-hr. Custodian, Blackstock Junior High School to 8.0-hr. Custodian, Haycox School, replacing Cristobal Arredondo Anaya who transferred
Gutierrez, Matthew	10-13-20	4.0-hr. Custodian, Hathaway School to 4.0-hr. Custodian, Haycox School, replacing Maria Perez who transferred

Employee's Name	Effective Date	Personnel Action
Houston, Nicholas	09-21-20	8.0-hr. Custodian, E.O. Green Junior High School to 8.0-hr. PC Technician, Districtwide, new assignment
Morales, Juan	09-03-20	4.0-hr. Paraprofessional/Physically Handicapped, Larsen School to 4.0-hr. Paraprofessional/Physically Handicapped, Blackstock Junior High School, for the good of the District
Novak, Gemma	11-02-20	3.50-hr. Paraprofessional/Special Education, Haycox School to 3.50-hr. Food Service Worker I, Hueneme School, replacing Alicia Arriaga who transferred
Perez, Maria	10-05-20	4.0-hr. Custodian, Haycox School to 8.0-hr. Custodian, E.O. Green Junior High School, replacing Nicholas Houston who transferred
Zaragoza, Alan	09-03-20	3.25-hr. Paraprofessional/Physically Handicapped, Sunkist School to 3.25-hr. Paraprofessional/Physically Handicapped, Parkview School, for the good of the District

RESIGNATION: Classified Servies

Gamboa, Stephanie	09-18-20	3.50-hr. Paraprofessional/Special Education, Hathaway School, resigning
Gray, Zane	09-25-20	3.50-hr. Paraprofessional/Special Education, Blackstock Junior High School, resigning
Knox, Monica	09-08-20	3.0-hr. Campus Assistant, Hollywood Beach School, resigning
Reveles, Ernest	10-12-20	7.0-hr. Library Clerk, Haycox School, resigning
Sanchez, Javier	10-14-20	5.0-hr. Mini Bus Driver, F.O.T., resigning
Solorio-Torres, Moises	09-02-20	3.23-hr. Paraprofessional/Physically Handicapped, E.O. Green Junior High School, resigning

RETIREMENT: Classified Services

Employee's Name	Effective Date	Personnel Action
Carrillo, Margarita	09-09-20	3.50-hr. Bilingual Paraprofessional, Sunkist School, retiring
Diaz Tena, Ignacio	08-27-20	8.0-hr. Custodian, Parkview School, retiring

TERMINATION: Classified Services

Diaz, Juan	08-28-20	3.90-hr. Paraprofessional/Physically Handicapped terminated for abandonment of position

REQUEST FOR UNPAID PERSONAL LEAVE OF ABSENCE: Classified Services

Diaz, Maria	09-01-20 thru 12-01-20	2.55-hr. Campus Assistant, Bard School, requesting an unpaid personal leave of absence pursuant to C.S.E.A. Agreement
Flores, Yesenia	08-28-20 thru 01-29-21	4.0-hr. Food Service Worker I, Larsen School, requesting an unpaid personal leave of absence pursuant to C.S.E.A. Agreement

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RATIFICATION OF EXPENDITURE REPORTS FOR SEPTEMBER 2020
BOARD MEETING DATE:	October 26, 2020
FROM:	Patricia Marshall, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify the attached Expenditure Reports for September 2020, as follows:

(1) Commercial Payments
(2) Payroll

September 2020

ISSUE DATE	CHECK NUMBERS	TOTAL AMOUNT	Unrestricted 010 FUND	Cafeteria 130 FUND	Measure T 215/216 FUND	Dev. Fees 250 FUND	Bond Int. 510 FUND	ASB/USB 951-952-953 FUND	*Accrued Sales Taxes*
September 1, 2020	5002045743-5002045766	$ 14,977.21	$ 14,477.21				$ 500.00		
September 3, 2020	5002045767-5002045801	$ 182,629.03	$ 182,629.03						*$ 143.71*
September 8, 2020	5002045802-5002045825	$ 189,100.60	$ 106,145.88		$ 82,954.72				*$ 56.26*
September 10, 2020	5002045826-5002045859	$ 223,904.56	$ 222,898.66					$ 1,005.90	*$ 44.75*
September 14, 2020	5002045860-5002045865	$ 851,247.80	$ 851,247.80						*$ 3,952.11*
September 17, 2020	5002045866-5002045918	$ 165,109.15	$ 88,160.87	$ 21,934.78	$ 55,013.50				*$ 91.99*
September 22, 2020	5002045919-5002045941	$ 160,022.46	$ 112,238.82	$ 18,163.64	$ 29,620.00				*$ 227.85*
September 24, 2020	5002045942-5002045972	$ 526,969.91	$ 487,830.98	$ 39,138.93					*$ 367.03*
September 29, 2020	5002045973-5002045997	$ 341,928.97	$ 335,970.72	$ 5,958.25					*$ 0.20*
TOTAL PAYMENTS		**$ 2,655,889.69**	**$ 2,401,599.97**	**$ 85,195.60**	**$ 167,588.22**	**$ -**	**$ 500.00**	**$ 1,005.90**	***$ 4,883.90***

PAYROLL SUMMARY - SEP 2020

ISSUE DATE	GROSS EARNINGS	FRINGE BENEFITS	TOTAL PAYROLL	010 FUND General	130 FUND Cafeteria
09/03/20	$5,180.81	$749.19	$5,930.00	$5,930.00	$0.00
09/11/20	$1,086.40	$108.31	$1,194.71	$1,194.71	$0.00
9/23/2020	$2,683.00	$267.50	$2,950.50	$2,950.50	$0.00
9/30/2020	$5,741,503.57	$2,244,398.02	$7,985,901.59	$7,713,356.26	$272,545.33
			$0.00		
Total	**$5,750,453.78**	**$2,245,523.02**	**$7,995,976.80**	**$7,723,431.47**	**$272,545.33**

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: RATIFICATION OF PURCHASE ORDERS AND CHECKS FOR SEPTEMBER 2020

BOARD MEETING DATE: October 26, 2020

FROM: Patricia Marshall, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify purchase orders and checks generated in September 2020.

BACKGROUND

The monthly purchase order listing is a summary of all purchase orders issued in one calendar month. It is provided to the Governing Board for ratification of district purchases. The purchase order numbering system is described below:

1. B20-0000……..“B” series purchase orders are for “blanket” orders issued to vendors used on a monthly basis.
2. H20-0000……..“H” series purchase orders are for “Hueneme Elementary School District” regularly issued orders.

For the period of September 1-30, 2020, purchase orders totaled **$915,957.49** and $25,614.41 in change notices. The attached report reflects September 2020 totals by site:

00/01	District wide	18	Hathaway
02	Educational Services	18N	Neighborhood for Learning
03	Pupil Support Services	20	Haycox
04	Migrant Education	22	Hueneme
05	Educational Media Center	24	Larsen
08	Food Service	26	Parkview
09	Summer School	28	Sunkist
10	Bard	30	Williams
12	Beach	34	Print Shop
14	Blackstock	99	After School Program
16	E.O. Green	FOT	Facilities, Operations and Transportation

These numerical listings provide an internal system of checks and balances in the Business Office.

Reimbursement/direct pay orders are listed in the second part of the attached reports. Checks issued between September 1 and September 30, 2020 totaled **$2,655,889.69**.

Includes 09/01/2020 - 09/30/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
B21-00185	Verizon California	01	District / Technology / Supplies / Prof Services	010-4300	15,000.00
				010-5800	135,000.00
B21-00186	Rotary Club of Oxnard Sunrise	01	District/Rotary Dues/H.R.	010-5300	450.00
B21-00187	ReadyRefresh by Nestle	37	Tech Lab/Water	010-4300	750.00
B21-00188	MJP Technologies	00	technology/supplies	010-4300	2,000.00
B21-00189	Crown Castle	01	Disrtict/Phone/Service	010-5903	28,000.00
B21-00190	Time Warner Cable	01	Disrict/CTF Data Fiber/Service	010-5903	14,000.00
B21-00191	MJP Technologies	01	District / Technology / Supplies	010-4300	3,000.00
H21-00325	JUNO TOPCO Inc. DBA Jamf Soft ware	01	DO/Licenses	010-5800	35,748.00
H21-00367	Staple Technology Solution	16	Green/Printer/Room 36	010-4300	198.99
H21-00368	Centralwide Supplies	14	Blackstock/LCFF/Supplies COVID	010-4300	429.56
H21-00369	Amplified IT, LLC	00	District / Technology / Prof Services	010-5800	1,916.60
H21-00370	VCOE	01	DO/GASB 68 Reports	010-5800	350.00
H21-00371	EdClub Inc.	14	Blackstock/LCFF/Subscription	010-5800	335.00
H21-00372	Office Depot School Division	14	Blackstock/LCFF/Supply	010-4300	130.49
H21-00373	Office Depot School Division	99	ASES/ Supplies	010-4300	2,369.12
H21-00374	Markerboard People	14	Blackstock/LCFF/Supplies COVID-19	010-4300	5,167.80
H21-00375	Dell Computer Corp	24	Larsen/ LCFF/ Supplies/ Goal 1 Action 10	010-4300	607.40
H21-00376	VCOE	02	Ed Services/LCFF/Registration	010-5200	30.00
H21-00377	Office Depot School Division	12	Mat'ls/Supplies Instructional	010-4300	645.45
H21-00378	OverDrive Inc.	02	Ed Services/LCFF/Subscription	010-5800	250,000.00
H21-00379	School Health Corporation	01	Store	010-9320	1,613.56
H21-00380	Jordano's	08	Food Service/Equipment	130-6500	5,502.53
H21-00381	Upstaging Inc.	01	PSS/Kids Face shield/Supplies	010-4300	11,250.00
H21-00382	MyDoorSign.com	FOT	Beach/FOT/Sign	010-4300	1,510.54
H21-00383	MyDoorSign.com	FOT	FOT/Supplies	010-4300	1,510.54
H21-00384	Winsor Learning Inc	03	PSS/Sp Ed Supplies	010-4300	3,795.38
H21-00385	COMPanion Corporation	02	Ed Services/Library Subscription	010-5800	18,191.00
H21-00386	VCOE	03	PSS/ Registration	010-5200	50.00
H21-00387	CDW-G (Vernon Hills)	03	PSS/Equipment	010-5800	207.47
H21-00388	Office Depot School Division	02	Ed. Services/LCFF/Supplies	010-4300	35.43
H21-00389	VCOE	26	Parkview/Teacher Training	010-5200	90.00
H21-00390	Starfall Education	26	Parkview/Licensing	010-5800	270.00
H21-00391	hand2mind, Inc.	12	Mat'ls/Supplies Instructional COVID	010-4300	66.79
H21-00392	Quill Corporation	02	Ed. Projects/Title III/Supplies	010-4300	701.97
H21-00393	Kami	26	Parkview/License/Kami	010-5800	2,400.00
H21-00394	VCOE	24	Larsen/ LCFF/ Training	010-5200	80.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Includes 09/01/2020 - 09/30/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00395	Office of the District Attorne y	02	Ed. Services/Title I/THRIVE Program SARB	010-5800	2,666.66
H21-00396	VCOE	22	Hueneme/LCFF/Training	010-5200	40.00
H21-00397	Danmar Products	03	PSS/Materials	010-4300	168.50
H21-00398	Staples Advantage	16	COVID - 19	010-4300	6,825.15
H21-00399	ENASCO.COM	16	COVID-19	010-4300	4,255.44
H21-00400	n2y LLC	03	PSS/Curriculum/CC/Subscripti on	010-5800	7,340.17
H21-00401	Learning Rights Law Center	03	Settlement Agreement	010-5800	4,000.00
H21-00402	e3 Audiometrics	03	PSS/SERVICE	010-5600	527.44
H21-00403	CSNO c/o Rosenberg and Risinge r	03	PSS/Conference	010-5200	600.00
H21-00404	Psychological Corporation Orde r Service Center	03	PSS/Supplies	010-4300	20,715.35
H21-00405	Psychological Corporation Orde r Service Center	03	PSS/Supplies	010-4300	2,550.40
H21-00406	Western Psychological Services	03	PSS/Protocols	010-4300	11,543.69
H21-00407	Foundation For Educational Adm inistration c/o Marianne	01	District / H.R. / Travel-Conference	010-5200	259.00
H21-00408	Multi Health Systems Inc	03	PSS/PROTOCOLS	010-4300	1,701.56
H21-00409	Riverside Insights	03	PSS/Protocols	010-4300	3,551.38
H21-00410	PAR Inc	03	PSS/Protocols	010-4300	717.12
H21-00412	Pro-Ed	03	PSS/Protocols	010-4300	1,117.95
H21-00413	Canela Software Inc.	03	PSS/Nurses/On-Line Software	010-5800	1,287.00
H21-00414	Fagen Friedman & Fulfrost	03	PSS/Registrations	010-5200	345.00
H21-00415	Uline	12	Mat'ls/Supplies/Custodial	010-4300	322.99
H21-00416	hand2mind, Inc.	12	Mat'ls/Supplies Instructional	010-4300	179.37
H21-00417	S & S Worldwide	12	Mat'ls/Supplies Instructional	010-4300	78.28
H21-00418	School Specialty	14	Blackstock/LCFF/Supplies COVID 19	010-4300	1,865.28
H21-00419	Office Depot School Division	14	Blackstock/LCFF/Supplies COVID 19	010-4300	2,916.68
H21-00420	School Specialty	16	COVID - 19 Fund	010-4300	4,541.66
H21-00421	Happy Numbers Inc.	02	Distance Learinng/Supplies	010-5800	13,050.00
H21-00422	Judith Kathryn Stanton DBA App arel Plus Logos	01	District/COVID	010-4300	81,741.84
H21-00423	Nasco	14	Blackstock/LCFF/Supplies	010-4300	374.34
H21-00424	Activate Learning	02	Ed Service/LCFF/Adoption Materials	010-4100	2,366.12
H21-00425	Quill Corporation	FOT	FOT/Supplies	010-4300	245.21
H21-00426	Office Depot School Division	01	Stores	010-9320	9,917.43
H21-00427	Staples Advantage	01	Store	010-9320	24,808.93
H21-00428	Staples Advantage	24	Larsen/GF/Supplies	010-4300	1,601.34
H21-00429	Staples Advantage	01	Stores	010-9320	11,152.91
H21-00430	Committee for Children	02	Ed. Services/LCFF/Inst. Materials	010-4100	8,789.00
H21-00431	Aramsco Inc.	01	stores	010-9320	3,947.63

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes 09/01/2020 - 09/30/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00432	Nick Rail Music Inc	26	Parkview/GF/Professional Service	010-5800	623.70
H21-00433	VCOE	118	Hathaway/ LCFF/Training	010-5200	40.00
H21-00434	Scripps National Spelling Bee	18	Hathaway/LCFF/Spelling Bee Fee	010-5800	164.50
H21-00435	Office Depot School Division	18	Hathaway/LCFF/supplies	010-4300	201.79
H21-00436	VCOE	02	Ed. Services/SOEM/Registration	010-5200	550.00
H21-00437	Office Depot School Division	26	Parkview/LCFF/Classroom Supplies	010-4300	2,342.50
H21-00438	Uline	26	Parkview/LCFF/Canopy Weights	010-4300	60.24
H21-00439	Accurate Label Design Inc	118	Hathaway/COVID 19- "Screened Labels"	010-4300	150.95
H21-00440	PeeBee & Jay's	22	Hueneme/Prof Service	010-4300	188.35
H21-00441	Container Alliance	01	District / Supplies	010-4400	3,070.63
H21-00442	Jordano's	08	Food Service/ Supplies	130-4300	71.45
H21-00443	Orange County Department of Education	02	Ed. Services/Title III/Registration	010-5200	1,500.00
H21-00444	Office Depot School Division	12	Mat'ls/Supplies COVID	010-4300	455.23
H21-00445	Staples Advantage	30	LCFF/ supplies	010-4300	55.98
H21-00446	VCOE	10	Bard/LCFF/Training	010-5200	40.00
H21-00447	Mystery Science Inc.	12	LCFF/Books instructional/Online subscription	010-5800	1,249.00
H21-00448	Full Source LLC	24	Larsen/ GF/ Supplies	010-4300	91.28
H21-00449	Staples Advantage	01	Disrtict/Supplies	010-4300	125.52
H21-00450	Staples Advantage	01	District/Toner/Scupplies	010-4300	611.52
H21-00451	Staples Advantage	01	Stores	010-9320	2,052.82
H21-00452	Quill Corporation	01	Stores	010-9320	3,052.83
H21-00453	Aramsco Inc.	FOT	Disrtict/Covid-19/Blue mask	010-4300	5,730.04
H21-00454	S&P Global Market Intelligence	01	GO Bond Rating Services	215-5800	28,750.00
H21-00455	S & S Worldwide	12	Mat'ls/Supplies Instructional	010-4300	47.74
H21-00456	BDJtech	01	District / Technology Services / Supplies	010-4300	17,400.00
H21-00457	Dell Computer Corp	03	PSS/Equipment	010-4400	5,653.79
H21-00458	Quill Corporation	FOT	FOT/Supplies	010-4300	553.85
H21-00459	Laminator.com	26	Parkview/LCFF/Laminating Stand	010-4300	643.40
H21-00460	Staple Technology Solution	16	Green/Printer/Room 12	010-4300	189.84
H21-00461	School Services of California	01	DO/Registration	010-5200	480.00
H21-00462	Savvas Learning Company LLC	02	Ed Services/COVID/Math	010-4300	8,713.39
H21-00463	McGraw-Hill Companies Inc	02	Ed Services/COVID/Teacher materials	010-4300	9,311.83
H21-00464	Aswell Trophy	01	District/Professional Services	010-4300	21.75
H21-00465	Office Depot School Division	90	H@H/Supplies	010-4300	469.92

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Includes 09/01/2020 - 09/30/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00466	Intervention Solutions Group A HMH Company	02	Ed. Services/Title III LEP/Lic. Subscription	010-5800	1,480.50
H21-00467	MJP Technologies	01	District / Technology / Prof Services	010-5800	17,860.00
H21-00468	Savvas Learning Company LLC	02	Ed Services/COVID/MATH	010-4100	5,813.89
H21-00469	CDW-G (Vernon Hills)	01	DIstrict / Technology / Supplies	010-4300	1,763.12
H21-00470	Heartland Payment Systems	08	Food Service/Professional Services	130-5800	3,101.00
H21-00471	Aramsco Inc.	FOT	Disrtict/Covid-19/youth masks	010-4300	1,527.94
H21-00472	Office Depot School Division	20	Haycox/LCFF/Matls Supplies Administrative	010-4300	114.12
H21-00473	PeeBee & Jay's	20	Haycox/GF/Admin Materials/Supplies	010-4300	476.10
H21-00474	VCOE	28	Sunkist/LCFF/Conf.	010-5200	54.38
H21-00475	Gold Coast CUE	28	Sunkist/LCFF/Conf.	010-5200	30.00
H21-00476	VCOE	02	Ed Services/PD/Registration	010-5200	340.00
H21-00477	CUE Inc	02	ED SERV/LCFF/REGISTRATIONS	010-5200	2,370.00
H21-00478	VCOE	02	Ed. Services/SOEM/Registration	010-5200	100.00
H21-00479	Dominique Franz	99	ASES/ PL	010-4300	599.00
H21-00480	Savvas Learning Company LLC	02	Ed Services/COVID/MATH PD	010-5800	3,300.00
H21-00481	Starfall Education	90	Starfall Membership SY 2020-2021	010-4300	270.00
H21-00483	Tri County Office Furniture	01	Hataway/Ergonomic/Ivette Posada	010-4300	579.16
			Total Number of POs **123**	**Total**	**915,957.49**

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B21-00105	2,500.00	010-4300	General Fund/Materials and Supplies	2,000.00
H21-00044	2,053.28	010-4300	General Fund/Materials and Supplies	484.79
H21-00101	1,249.00	010-5800	General Fund/Professnl/Consult Serv & Opera	250.00
H21-00206	444.57	010-4300	General Fund/Materials and Supplies	52.20
H21-00224	6,089.24	010-4300	General Fund/Materials and Supplies	1,522.50
H21-00281	4,723.83	010-4300	General Fund/Materials and Supplies	1,461.33
H21-00283	139,763.30	010-5600	General Fund/Repairs	18,891.10
H21-00294	2,001.35	010-4300	General Fund/Materials and Supplies	748.55
H21-00306	195.10	010-4300	General Fund/Materials and Supplies	203.94
			Total PO Changes	**25,614.41**

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Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045743	09/01/2020	Nava-Lozano, Kim	010-5800		96.00
5002045744	09/01/2020	Seto, Ada	010-5200		13.50
5002045745	09/01/2020	Johnson, Erica	010-5800		96.00
5002045746	09/01/2020	Chavez, Valdina S	010-4300		103.41
5002045747	09/01/2020	Berini, Gregory	010-5800		96.00
5002045748	09/01/2020	Skinner, Norma A	010-9201		400.00
5002045749	09/01/2020	Mahoney-Earnest, Carol A	010-4300		60.77
5002045750	09/01/2020	Strohman, Olivia K	010-5800		96.00
5002045751	09/01/2020	Martinez, Courtney M	010-5800		96.00
5002045752	09/01/2020	Smiley, Jennifer A	010-4300		39.67
5002045753	09/01/2020	Amazon Capital Service	010-4300		3,200.00
5002045754	09/01/2020	Aramsco Inc.	010-4300		1,527.94
5002045755	09/01/2020	Blick Art Materials	010-4300		809.10
5002045756	09/01/2020	Demco Inc	010-4300		2,033.39
5002045757	09/01/2020	hand2mind, Inc.	010-4300		478.33
5002045758	09/01/2020	Intermountain Lock & Security	010-4300		454.58
5002045759	09/01/2020	Mystery Science Inc.	010-5800		999.00
5002045760	09/01/2020	Office Depot	010-4300		197.41
5002045761	09/01/2020	PeeBee & Jay's	010-4300		85.98
5002045762	09/01/2020	Really Good Stuff	010-4300		176.90
5002045763	09/01/2020	School Specialty Inc.	010-4300		483.00
5002045764	09/01/2020	Staples Advantage	010-4300		2,584.23
5002045765	09/01/2020	MUFG Union Bank N.A Trust Dept-Fees	510-7434		500.00
5002045766	09/01/2020	VCOE	010-5800		350.00
5002045767	09/03/2020	Whitmer, Karen	010-5200		30.00
5002045768	09/03/2020	Granado, Rosa	010-4300		439.92
5002045769	09/03/2020	Gonzalez, Flor	010-8699		374.08
5002045770	09/03/2020	Activate Learning	010-4100	65,302.50	
			Unpaid Tax	120.50-	65,182.00
5002045771	09/03/2020	Amazon Capital Service	010-4300		192.36
5002045772	09/03/2020	Aramsco Inc.	010-4300		7,813.69
5002045773	09/03/2020	Channel Isl Beach Community Services District	010-5502		2,647.92
5002045774	09/03/2020	City Of Pt Hueneme	010-5502		19,720.83
5002045775	09/03/2020	Diamond A Equipment	010-4300	256.20	
			Unpaid Tax	2.35-	253.85
5002045776	09/03/2020	Dunn-Edwards Corp	010-4300	379.20	
			Unpaid Tax	3.47-	375.73
5002045777	09/03/2020	Federal Express	010-5900		40.82
5002045778	09/03/2020	FG Wilcox Inc	010-4300	18.27	
			Unpaid Tax	.17-	18.10
5002045779	09/03/2020	Frontier Communications	010-5903		1,746.50
5002045780	09/03/2020	Integrated Fire & Safety	010-5600	2,516.85	
			Unpaid Tax	6.04-	2,510.81
5002045781	09/03/2020	Intermountain Lock & Security	010-4300		188.61
5002045782	09/03/2020	Jive Communications Inc	010-5903		7,825.78

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Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045783	09/03/2020	Kwang Sung Lee DBA K & S Lawnmower	010-4300	570.85	
			010-5600	559.20	
			Unpaid Tax	8.50-	1,121.55
5002045784	09/03/2020	Lito Galang DBA Lito's Auto Repair	010-5600		1,780.19
5002045785	09/03/2020	Live Scan Ventura	010-5800		80.00
5002045786	09/03/2020	McCarty & Sons Towing	010-5600		187.50
5002045787	09/03/2020	Office Depot	010-4300	2,045.78	
			010-9320	11,531.91	13,577.69
5002045788	09/03/2020	Paradise Chevrolet	010-4300	264.85	
			Unpaid Tax	2.42-	262.43
5002045789	09/03/2020	Purchase Power	010-5900		5,042.36
5002045790	09/03/2020	ReadyRefresh by Nestle	010-4300		394.11
5002045791	09/03/2020	Scholastic (book Club)	010-4300		10,637.91
5002045792	09/03/2020	So Ca Edison Co	010-5506		79.09
5002045793	09/03/2020	So Ca Gas Company	010-5507		17.68
5002045794	09/03/2020	Staples Technology Solution	010-4300		948.48
5002045795	09/03/2020	Staples Advantage	010-4300		2,445.92
5002045796	09/03/2020	Starfall Education	010-4300		518.16
5002045797	09/03/2020	STS education	010-9510		28,775.00
5002045798	09/03/2020	Superior Sanitary Supplies	010-5600		72.13
5002045799	09/03/2020	Traffic Technologies	010-4300	28.28	
			Unpaid Tax	.26-	28.02
5002045800	09/03/2020	Upstaging Inc.	010-4300		1,380.00
5002045801	09/03/2020	Verizon California	010-4300	591.98	
			010-5800	5,327.83	5,919.81
5002045802	09/08/2020	A-1 Truck & Equipment	010-5600	322.84	
			Unpaid Tax	.21-	322.63
5002045803	09/08/2020	Advantage Telecom	010-5903		81.60
5002045804	09/08/2020	Ardalan Construction Co., Inc.	216-6200		82,954.72
5002045805	09/08/2020	Barnes & Noble Inc	010-4200	1,784.13	
			010-4300		
			Unpaid Tax	17.43-	1,766.70
5002045806	09/08/2020	California Wood Recycling dba Agromin Hort. Products	010-5501		188.43
5002045807	09/08/2020	Castle Air Inc	010-5600		58,857.95
5002045808	09/08/2020	City Of Oxnard	010-5502		299.85
5002045809	09/08/2020	Coastal Pipco	010-4300	123.61	
			Unpaid Tax	1.14-	122.47
5002045810	09/08/2020	Container Alliance	010-4400	2,690.04	
			010-5800	176.52	
			Unpaid Tax	24.75-	2,841.81
5002045811	09/08/2020	Office of the District Attorney	010-5800		2,666.66
5002045812	09/08/2020	Harris Water Conditioning DBA Culligan of Ventura County	010-5699		30.00
5002045813	09/08/2020	CyberCopy Inc.	010-4300		75.00
5002045814	09/08/2020	Diamond A Equipment	010-4300	152.80	
			Unpaid Tax	1.41-	151.39

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Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045815	09/08/2020	Dugmore & Duncan Of California	010-4300		1,691.95
5002045816	09/08/2020	Federal Express	010-5900		44.51
5002045817	09/08/2020	Standard Plumbing Supply Co	010-4300	5.48	
			Unpaid Tax	.05-	5.43
5002045818	09/08/2020	Mobile Mini Inc	010-5699		317.68
5002045819	09/08/2020	Office Depot	010-4300		729.06
5002045820	09/08/2020	Oriental Trading Co Inc	010-4300		90.14
5002045821	09/08/2020	Silvas Oil Company Inc	010-4300		1,788.32
5002045822	09/08/2020	So Ca Gas Company	010-4300		19.18
5002045823	09/08/2020	Upstaging Inc.	010-4300		32,750.00
5002045824	09/08/2020	VCOE	010-5200		90.00
5002045825	09/08/2020	Ventura County Auto Suppy	010-4300	1,226.39	
			Unpaid Tax	11.27-	1,215.12
5002045826	09/10/2020	Burke, Maria	010-4300		1,014.04
5002045827	09/10/2020	Granado, Maria	010-4300		590.79
5002045828	09/10/2020	Valdez, Jose	010-4300		1,139.84
5002045829	09/10/2020	Robertson, Jerilyn	010-5200		149.04
5002045830	09/10/2020	Castellano, David	010-4200		267.75
5002045831	09/10/2020	Norvell, Kristina	010-4300		126.29
5002045832	09/10/2020	Fernandez, Mary	010-4300		42.88
5002045833	09/10/2020	Johnsen, Betty C	010-4300		154.07
5002045834	09/10/2020	Vazquez, Jennifer V	010-4300		37.17
5002045835	09/10/2020	Perez, Felicitas	010-4300		1,604.92
5002045836	09/10/2020	Dominguez, Devra	010-5200		30.00
5002045837	09/10/2020	Stella, Meghann A	010-4300		51.78
5002045838	09/10/2020	Ucan, Seidy	010-4300		329.65
5002045839	09/10/2020	McCabe, Nicole	010-5200		81.50
5002045840	09/10/2020	Judith Kathryn Stanton DBA Apparel Plus Logos	010-4300		37,000.00
5002045841	09/10/2020	Beauty Kiss Carpet	010-5600		120,872.20
5002045842	09/10/2020	CMH Centers for Family Health	010-5800		240.00
5002045843	09/10/2020	Connected Solutions Group	010-4300		25,340.00
5002045844	09/10/2020	CSF/CJSF	951-9510		80.00
5002045845	09/10/2020	Discount School Supply	010-4300		270.86
5002045846	09/10/2020	Frontier Communications	010-5903		606.08
5002045847	09/10/2020	Learning Without Tears	010-4300		697.03
5002045848	09/10/2020	Mark-It Place	951-4300	137.03	
			Unpaid Tax	1.89-	135.14
5002045849	09/10/2020	MJP Technologies	010-4300		4,570.00
5002045850	09/10/2020	Chemsearchfe	010-4300		1,177.48
5002045851	09/10/2020	Office Depot	010-4300	8,582.17	
			Unpaid Tax	37.20-	8,544.97
5002045852	09/10/2020	Quill Corporation	010-4300		3,286.97
5002045853	09/10/2020	Sams Club	010-4300	1,864.30	
			Unpaid Tax	5.66-	1,858.64
5002045854	09/10/2020	School Specialty Inc.	010-9320		4,403.59
5002045855	09/10/2020	Staples Advantage	010-9320		5,947.72

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Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045856	09/10/2020	Time Warner Cable	010-5903		1,089.78
5002045857	09/10/2020	VCOE	010-5200		440.00
5002045858	09/10/2020	World Wildlife Fund	951-4300		790.76
5002045859	09/10/2020	Worthington Direct	010-4400		933.62
5002045860	09/14/2020	AT&T Mobility	010-5909		344.19
5002045861	09/14/2020	E.J.Harrison & Sons Inc.	010-5501		529.29
5002045862	09/14/2020	Mobile Mini Inc	010-5699		95.98
5002045863	09/14/2020	Savvas Learning Company LLC	010-4100	854,109.44	
			Unpaid Tax	3,952.11-	850,157.33
5002045864	09/14/2020	VCOE	010-5200		120.00
5002045865	09/14/2020	Verizon Business	010-5903		1.01
5002045866	09/17/2020	Sandford, Tina	130-4300		221.36
5002045867	09/17/2020	Burke, Maria	010-4300		169.67
5002045868	09/17/2020	Haines, Heidi	010-5800		157.00
5002045869	09/17/2020	Gomez, Maricela	010-4300		53.86
5002045870	09/17/2020	Satterberg, David	010-4300		451.07
5002045871	09/17/2020	Granado, Maria	010-5900		88.00
5002045872	09/17/2020	Granado, Rosa	010-4300		34.30
5002045873	09/17/2020	Shallenberger, Monica	010-4300		389.02
5002045874	09/17/2020	Fullmer, Angie	010-4300		67.26
5002045875	09/17/2020	Aipa, Raven G	010-4300		9.99
5002045876	09/17/2020	Carino, Joanna S	130-4300		134.28
5002045877	09/17/2020	Ekman, Jill	010-4300		24.71
5002045878	09/17/2020	Ceja, Maria	130-4300		72.09
5002045879	09/17/2020	Espinoza, Claudia	130-4300		155.79
5002045880	09/17/2020	Keelan, Diane	010-5200		30.00
5002045881	09/17/2020	Rodriguez, Lizette	010-5200		51.50
5002045882	09/17/2020	Rains, Tait	010-4300		142.00
5002045883	09/17/2020	Hernandez, Azucena	010-4300		97.51
5002045884	09/17/2020	Airgas West	010-5699		50.04
5002045885	09/17/2020	All Phase Electric	010-4300	296.64	
			Unpaid Tax	2.72-	293.92
5002045886	09/17/2020	Wilivaldo Izazaga DBA ALWI Pest Control	010-5500		1,200.00
5002045887	09/17/2020	The Berry Man Inc	130-9321		2,423.78
5002045888	09/17/2020	Cal Coast Machinery	010-4300	632.80	
			Unpaid Tax	5.79-	627.01
5002045889	09/17/2020	Castle Air Inc	010-5600		10,250.00
5002045890	09/17/2020	City Of Oxnard	010-5502		9,890.07
5002045891	09/17/2020	Coastal Pipco	010-4300	1,128.61	
			Unpaid Tax	10.37-	1,118.24
5002045892	09/17/2020	Crown Castle Fiber LLC	010-5903		3,145.05
5002045893	09/17/2020	City Of Oxnard/Treasurer Del Norte Regional Recycling	010-5501		46.14
5002045894	09/17/2020	Diamond A Equipment	010-4300	375.35	
			Unpaid Tax	3.46-	371.89
5002045895	09/17/2020	Dugmore & Duncan Of California	010-4300		3,472.47

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5002045896	09/17/2020	EdClub Inc.	010-5800		335.00
5002045897	09/17/2020	Foundation Building Materials	010-4300	1,011.38	
			Unpaid Tax	9.30-	1,002.08
5002045898	09/17/2020	Frontier Communications	010-5903		316.97
5002045899	09/17/2020	Happy Numbers Inc.	010-5800		13,050.00
5002045900	09/17/2020	Standard Plumbing Supply Co	010-4300	158.21	
			Unpaid Tax	1.45-	156.76
5002045901	09/17/2020	Jordano's	130-9321		14,402.67
5002045902	09/17/2020	Kwang Sung Lee DBA K & S Lawnmower	010-4300	195.49	
			010-4400	640.54	
			010-5600	121.54	
			Unpaid Tax	8.07-	949.50
5002045903	09/17/2020	Kelly Paper Store	010-4300		1,429.55
5002045904	09/17/2020	Learning Rights Law Center	010-5800		4,000.00
5002045905	09/17/2020	Lito Galang DBA Lito's Auto Repair	010-5600	827.02	
			Unpaid Tax	2.83-	824.19
5002045906	09/17/2020	Nick Rail Music Inc	010-5800		623.70
5002045907	09/17/2020	Office Depot	010-4300		3,191.38
5002045908	09/17/2020	Oxnard Pipe & Supply	010-4300	5,220.78	
			Unpaid Tax	48.00-	5,172.78
5002045909	09/17/2020	P & R Paper Supply Inc.	130-9329		4,524.81
5002045910	09/17/2020	PeeBee & Jay's	010-4300		188.35
5002045911	09/17/2020	19six Architects	216-6200		55,013.50
5002045912	09/17/2020	Rotary Club of Oxnard Sunrise	010-5300		280.00
5002045913	09/17/2020	Shred-It USA	010-5800		73.93
5002045914	09/17/2020	Silvas Oil Company Inc	010-4300		2,095.58
5002045915	09/17/2020	So Ca Gas Company	010-5507		427.97
5002045916	09/17/2020	Turf Star Inc	010-4300		662.41
5002045917	09/17/2020	Upstaging Inc.	010-4300		11,250.00
5002045918	09/17/2020	Ventura County Arts Council	010-9510		9,900.00
5002045919	09/22/2020	Beauty Kiss Carpet	010-5600		18,891.10
5002045920	09/22/2020	Canela Software Inc.	010-5800		1,287.00
5002045921	09/22/2020	Canon Financial Services	010-5600	58,645.83	
			130-5600	409.59	59,055.42
5002045922	09/22/2020	City Of Oxnard	010-5502		351.87
5002045923	09/22/2020	Dell Marketing LP	010-4300	607.40	
			010-9510	1,403.92	2,011.32
5002045924	09/22/2020	Dex Imaging	010-4300		3,056.28
5002045925	09/22/2020	E.J.Harrison & Sons Inc.	010-5501		9,632.25
5002045926	09/22/2020	Home Depot	010-4300	9,128.26	
			Unpaid Tax	95.46-	9,032.80
5002045927	09/22/2020	Jordano's	130-4300	71.45	
			130-4400	6,782.94	
			130-6400	5,502.26	
			130-6500	5,502.26	
			Unpaid Tax	132.39-	17,726.52

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Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045928	09/22/2020	Lakeshore Learning Materials	010-4300		29.60
5002045929	09/22/2020	Mobile Mini Inc	010-5699		92.62
5002045930	09/22/2020	Mystery Science Inc.	010-5800		1,249.00
5002045931	09/22/2020	Orange County Department of Education	010-5200		1,500.00
5002045932	09/22/2020	19six Architects	216-6200		870.00
5002045933	09/22/2020	Quill Corporation	010-9320		1,026.82
5002045934	09/22/2020	ReadyRefresh by Nestle	130-4300		27.53
5002045935	09/22/2020	S&P Global Ratings	215-5800		28,750.00
5002045936	09/22/2020	Scholastic (book Club)	010-9510		2,232.29
5002045937	09/22/2020	Scripps National Spelling Bee	010-5800		164.50
5002045938	09/22/2020	So Ca Gas Company	010-5507		308.07
5002045939	09/22/2020	Staples Advantage	010-4300		2,339.21
5002045940	09/22/2020	Starfall Education	010-5800		270.00
5002045941	09/22/2020	Verizon California	010-5900		118.26
5002045942	09/24/2020	Amazon Capital Service	010-4300	4,244.33	
			Unpaid Tax	7.77-	4,236.56
5002045943	09/24/2020	Barnes Fleet Service Inc.	010-5600	1,820.97	
			Unpaid Tax	3.95-	1,817.02
5002045944	09/24/2020	Castle Air Inc	010-5600		20,991.25
5002045945	09/24/2020	Coastal Pipco	010-4300	48.73	
			Unpaid Tax	.45-	48.28
5002045946	09/24/2020	COMPanion Corporation	010-5800		18,191.00
5002045947	09/24/2020	Daniels Tire Service	010-5600		79.50
5002045948	09/24/2020	Ellevation Inc.	010-5800		50,400.00
5002045949	09/24/2020	Farmer Brothers	010-4300		1,106.90
5002045950	09/24/2020	Foundation Building Materials	010-4300	451.32	
			Unpaid Tax	4.15-	447.17
5002045951	09/24/2020	Gold Star Foods Inc	130-9321		39,138.93
5002045952	09/24/2020	Harbor Freight Tools	010-4300	20.65	
			Unpaid Tax	.19-	20.46
5002045953	09/24/2020	Standard Plumbing Supply Co	010-4300	74.93	
			Unpaid Tax	.69-	74.24
5002045954	09/24/2020	Houghton Mifflin Co	010-4200		36,043.25
5002045955	09/24/2020	Integrated Fire & Safety	010-5600	5,406.00	
			Unpaid Tax	8.10-	5,397.90
5002045956	09/24/2020	Intermountain Lock & Security	010-4300		110.97
5002045957	09/24/2020	Kwang Sung Lee DBA K & S Lawnmower	010-4300	468.01	
			Unpaid Tax	4.31-	463.70
5002045958	09/24/2020	MJP Technologies	010-4300		34.58
5002045959	09/24/2020	Office Depot	010-4300	18,782.48	
			010-9320	17,660.20	
			Unpaid Tax	265.88-	36,176.80
5002045960	09/24/2020	PeeBee & Jay's	010-4300		176.45
5002045961	09/24/2020	Silvas Oil Company Inc	010-4300		1,569.10
5002045962	09/24/2020	Sinclair Sanitary Supply Inc	010-4300		63.08

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045963	09/24/2020	So Ca Edison Co	010-5506		39,696.32
5002045964	09/24/2020	State Of California (DOJ) Dept of Justice Acctg Office	010-5800		128.00
5002045965	09/24/2020	STS education	010-4300	97,287.75	
			010-5800	69,498.00	166,785.75
5002045966	09/24/2020	Time Warner Cable	010-5903		7,152.06
5002045967	09/24/2020	Uline	010-4300	7,687.76	
			Unpaid Tax	64.62-	7,623.14
5002045968	09/24/2020	United Parcel Service	010-5900		124.00
5002045969	09/24/2020	VCOE	010-5200	750.00	
			010-5800	76,905.20	77,655.20
5002045970	09/24/2020	Ventura County Auto Suppy	010-4300	733.05	
			Unpaid Tax	6.92-	726.13
5002045971	09/24/2020	Vortex Industries Inc File 1095	010-5600		10,284.17
5002045972	09/24/2020	Western Exterminator	010-5500		208.00
5002045973	09/29/2020	A-Z Bus Sales	010-4300	535.12	
			010-5600	569.88	1,105.00
5002045974	09/29/2020	Daniel Fowler DBA Acorn Appliance Service	130-5600		1,537.00
5002045975	09/29/2020	Activate Learning	010-4100		2,366.12
5002045976	09/29/2020	Alpenspruce Software Inc.	010-5800		9,500.00
5002045977	09/29/2020	Amplified IT, LLC	010-5800		1,916.60
5002045978	09/29/2020	Aramsco Inc.	010-4300	5,730.04	
			010-9320	3,947.63	9,677.67
5002045979	09/29/2020	Aswell Trophy	010-4300	21.75	
			Unpaid Tax	.20-	21.55
5002045980	09/29/2020	Bay Alarm	010-5800		1,196.25
5002045981	09/29/2020	BDJtech	010-4300		11,317.81
5002045982	09/29/2020	Castle Air Inc	130-5600		4,421.25
5002045983	09/29/2020	City Of Oxnard	010-5502		9,604.88
5002045984	09/29/2020	CSNO	010-5200		600.00
5002045985	09/29/2020	Dell Marketing LP	010-4300	12,302.21	
			010-4400	64,614.24	76,916.45
5002045986	09/29/2020	Fagen Friedman & Fulfrost	010-5200		345.00
5002045987	09/29/2020	Fence Factory Rentals	010-5699		233.40
5002045988	09/29/2020	Foundation For Educational Administration c/o Marianne	010-5200		259.00
5002045989	09/29/2020	hand2mind, Inc.	010-4300		66.79
5002045990	09/29/2020	MCI Comm Service	010-5903		34.88
5002045991	09/29/2020	MJP Technologies	010-4300	3,746.00	
			010-5800	17,860.00	21,606.00
5002045992	09/29/2020	Mobile Mini Inc	010-5699		158.49
5002045993	09/29/2020	Cengage Learning	010-4300		6,549.54
5002045994	09/29/2020	PAR Inc	010-4300		717.12
5002045995	09/29/2020	Rochester 100 Inc	010-4300		703.25
5002045996	09/29/2020	Scholastic (book Club)	010-5800		4,385.16
5002045997	09/29/2020	Tax Deferred Services	010-9533		176,689.76

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	**255**		**2,655,889.69**

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	235	2,406,349.59
130	Cafeteria Fund	13	85,327.99
215	Measure T Building Fund	1	28,750.00
216	Measure B Building Fund	3	138,838.22
510	Bond Interest and Redemption F	1	500.00
951	Blackstock ASB Fund	3	1,007.79
	Total Number of Checks	**255**	2,660,773.59
	Less Unpaid Tax Liability		4,883.90-
	Net (Check Amount)		**2,655,889.69**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: REPORT OF MISCELLANEOUS INCOME FOR SEPTEMBER 2020

BOARD MEETING DATE: October 26, 2020

FROM: Patricia Marshall, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only

BACKGROUND

The monthly miscellaneous income report is a summary of funds received in the district office and transmitted to the Ventura County Office of Education for deposit into the various funds of the district at the County Treasury.

The September report reflects the receipt of $235,518.34 as follows:

	Description	Amount
	General Fund	$235,518.34
	Cafeteria Fund	$0
	Measure B Bldg. Fund	$0
	Developer Fee Fund	$0
	Student Funds	$0
	Totals	$235,518.34

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000207	Posted	(711611) Darlyne Schott	1323	Check	09/01/20	2555	AR21-00108	01	CR138085	JULY - SEPT 2020	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000208	Posted	(003901) Linda Krahenbuhl	1323	Check	09/01/20	840	AR21-00020	01	CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000209	Posted	(711733) Allen Krahenbuhl	1323	Check	09/01/20	3930	AR21-00067		CR138085	JULY - SEPT 2020	2,490.00
(022204) 010- 9537- - - - - - - - -						2,490.00					
DP21-0000210	Posted	(711828) Sharon Stewart	1323	Check	09/01/20	523	AR21-00117	01	CR138085	JULY - SEPT 2020	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000211	Posted	(710606) Bernabe Simon	1323	Check	09/01/20	0009408375	AR21-00084	01	CR138085	JULY - SEPT 2020	192.00
(022204) 010- 9537- - - - - - - - -						192.00					
DP21-0000212	Posted	(004727) Barbara Kendall-Wood	1323	Check	09/01/20	3442	AR21-00018		CR138085	JULY - SEPT 2020	1,533.00
(022204) 010- 9537- - - - - - - - -						1,533.00					
DP21-0000213	Posted	(005463) Carlo Logan	1323	Check	09/01/20	8001	AR21-00023	01	CR138085	JULY - SEPT 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000214	Posted	(005349) Shirley Brown	1323	Check	09/01/20	0038046383	AR21-00035		CR138085	JULY - SEPT 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000215	Posted	(700520) Sandra Schiffner	1323	Check	09/01/20	0038459363	AR21-00199	01	CR138085	OCT - DEC 2020	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000216	Posted	(703048) John Klopfstein	1323	Check	09/01/20	0026075363	AR21-00182	01	CR138085	JULY - SEPT 2020	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000217	Posted	(000098) Deborah Owens	1323	Check	09/01/20	2239	AR21-00099		CR138085	JULY - SEPT 2020	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000218	Posted	(700983) Susan Knupp	1323	Check	09/01/20	1789	AR21-00019	01	CR138085	JULY - SEPT 2020	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000219	Posted	(000162) Patricia Arriaga	1326	Check	09/01/20	2908	AR21-00051		CR138085	JULY - SEPT 2020	537.00
(022204) 010- 9537- - - - - - - - -						537.00					
DP21-0000220	Posted	(000184) Darlinda Wanderer	1323	Check	09/01/20	1166	AR21-00173	01	CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000221	Posted	(710574) Renee Callahan	1323	Check	09/01/20	12735	AR21-00037		CR138085	JULY - SEPT 2020	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000222	Posted	(713339) Dennis Held	1323	Check	09/01/20	4445	AR21-00010	00	CR138085	JULY - SEPT 2020	511.00
(022204) 010- 9537- - - - - - - - -						511.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 9/1/2020, Ending Receipt Date = 9/30/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000223	Posted	(005567) Carolyn Zimring	1323	Check	09/01/20	2540	AR21-00130		CR138085	JULY - SEPT 2020	1,533.00
(022204) 010- 9537- - - - - - - - -						1,533.00					
DP21-0000224	Posted	(000176) Lorice Lambert	1323	Check	09/01/20	6431	AR21-00068		CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000225	Posted	(713059) Victoria Martinez	1323	Check	09/01/20	1952	AR21-00073	01	CR138085	JULY - SEPT 2020	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000226	Posted	(000182) Carol Short	1323	Check	09/01/20	2208	AR21-00156		CR138085	JULY - SEPT 2020	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000227	Posted	(000151) Patricia Griffin	1323	Check	09/01/20	17636	AR21-00006		CR138085	JULY - SEPT 2020	192.00
(022204) 010- 9537- - - - - - - - -						192.00					
DP21-0000228	Posted	(701097) Chereda Hamilton	1323	Check	09/01/20	8648	AR21-00008	01	CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000229	Posted	(711613) Sharon Meyer	1323	Check	09/01/20	1081	AR21-00093	01	CR138085	JULY - SEPT 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000230	Posted	(000028) Richard Calzada	1323	Check	09/01/20	2557	AR21-00038		CR138085	JULY - SEPT 2020	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000231	Posted	(711776) Sally Keevy	1323	Check	09/01/20	2604697533	AR21-00017	01	CR138085	JULY - SEPT 2020	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000232	Posted	(002603) Delores Walker	1323	Check	09/01/20	0026833506	AR21-00126	01	CR138085	JULY - SEPT 2020	1,710.00
(022204) 010- 9537- - - - - - - - -						1,710.00					
DP21-0000234	Posted	(000080) Maria Onate-Martin	1325	Check	09/01/20	1606	AR21-00076	01	CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000235	Posted	(000157) Becky Trujillo	1323	Check	09/01/20	921	AR21-00158		CR138085	JULY - SEPT 2020	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP21-0000236	Posted	(000091) Cheryl Davidson-Fitzgera	1323	Check	09/01/20	0039086370	AR21-00178		CR138085	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000237	Posted	(710570) Hilda Valenzuela	1323	Check	09/01/20	0038595509	AR21-00087		CR138085	JULY - SEPT 2020	185.00
(022204) 010- 9537- - - - - - - - -						185.00					
DP21-0000238	Posted	(703123) Rosanne Mesa	1323	Check	09/01/20	679622787	AR21-00168		CR138085	JULY - SEPT 2020	321.50
(022204) 010- 9537- - - - - - - - -						321.50					
DP21-0000239	Posted	(000156) Marcia Saklad	1323	Check	09/01/20	5941	AR21-00107	01	CR138085	JULY - SEPT 2020	576.00
(022204) 010- 9537- - - - - - - - -						576.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000240	Posted	(713797) Rosanna Kissinger	1323	Check	09/01/20	1708	AR21-00066		CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000241	Posted	(004717) Marilyn Holyoak	1323	Check	09/01/20	1003	AR21-00012		CR138085	JULY - SEPT 2020	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000242	Posted	(711605) Rosie Garcia	1323	Check	09/01/20	9463	AR21-00060	01	CR138085	JULY - SEPT 2020	136.00
(022204)	010- 9537-	- - - - - - -				136.00					
DP21-0000243	Posted	(703358) Donna Montgomery	1323	Check	09/01/20	9100	AR21-00095		CR138085	JULY - SEPT 2020	287.00
(022204)	010- 9537-	- - - - - - -				287.00					
DP21-0000244	Posted	(701564) Lorraine Bowles	1323	Check	09/01/20	0000030196	AR21-00033		CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000245	Posted	(000127) Mary Ellen Alvarado	1323	Check	09/01/20	6538	AR21-00131	01	CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000246	Posted	(701654) Delight Slaughter	1327	Check	09/01/20	2776	AR21-00113		CR138085	JULY - SEPT 2020	4,440.00
(022204)	010- 9537-	- - - - - - -				4,440.00					
DP21-0000247	Posted	(712635) Sally Nava	1327	Check	09/01/20	2752	AR21-00075	01	CR138085	JULY - SEPT 2020	108.00
(022204)	010- 9537-	- - - - - - -				108.00					
DP21-0000248	Posted	(701405) Ventura County Schools	1323	Check	09/01/20	28043			CR138085	W/C - D. JIMENEZ 07/17/20-0	2,111.60
(007265)	010- 2200- 0000- 0- 0000- 7500- 000- 535- 0000- 0					2,111.60					
DP21-0000249	Posted	(711618) Barbara Stone	1323	Check	09/01/20	7140	AR21-00118	01	CR138085	JULY - SEPT 2020	216.00
(022204)	010- 9537-	- - - - - - -				216.00					
DP21-0000250	Posted	(000189) Rosa Garcia	1323	Check	09/01/20	7701	AR21-00164	01	CR138085	JULY - SEPT 2020	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000251	Posted	(000188) Francisco Montanez	1323	Check	09/01/20	6245	AR21-00169		CR138085	JULY - SEPT 2020	200.00
(022204)	010- 9537-	- - - - - - -				200.00					
DP21-0000252	Posted	(000188) Francisco Montanez	1323	Check	09/01/20	2429	AR21-00169		CR138085	JULY - SEPT 2020	223.00
(022204)	010- 9537-	- - - - - - -				223.00					
DP21-0000253	Posted	(000136) Aurora Garcia	1323	Check	09/01/20	266	AR21-00163	01	CR138085	JULY - SEPT 2020	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000254	Posted	(701625) Dennis Powers	1323	Check	09/01/20	1789	AR21-00102		CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000255	Posted	(700289) Maria Lopez	1323	Check	09/01/20	2820	AR21-00071		CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000256	Posted	(700877) Evangeline Urias	1323	Check	09/01/20	2413	AR21-00086	01	CR138085	JULY - SEPT 2020	140.00
(022204) 010-9537- - - - - - - - -						140.00					
DP21-0000257	Posted	(003011) Rose Messina	1323	Check	09/01/20	2003	AR21-00092	01	CR138085	JULY - SEPT 2020	27.00
(022204) 010-9537- - - - - - - - -						27.00					
DP21-0000258	Posted	(711021) Maria Chian Clifton	1323	Check	09/01/20	1442	AR21-00134		CR138085	JULY - SEPT 2020	27.00
(022204) 010-9537- - - - - - - - -						27.00					
DP21-0000259	Posted	(000148) Cheryl Crutcher	1323	Check	09/01/20	223			CR138085	PAYMENT FOR CLOSED RE	204.00
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						204.00					
DP21-0000260	Posted	(000148) Cheryl Crutcher	1323	Check	09/01/20	224			CR138085	PAYMENT FOR CLOSED RE	204.00
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						204.00					
DP21-0000261	Posted	(000159) Betty Angulo	1323	Check	09/01/20	257	AR21-00161		CR138085	JULY - SEPT 2020	195.00
(022204) 010-9537- - - - - - - - -						195.00					
DP21-0000262	Posted	(712974) Adrian Laveaga	1323	Check	09/01/20	179	AR21-00069		CR138085	JULY - SEPT 2020	423.00
(022204) 010-9537- - - - - - - - -						423.00					
DP21-0000263	Posted	(000128) Ruth Ecklund	1323	Check	09/01/20	6449	AR21-00139	01	CR138085	JULY - SEPT 2020	423.00
(022204) 010-9537- - - - - - - - -						423.00					
DP21-0000264	Posted	(711111) Child Development Resou	1323	Check	09/01/20	687017	AR20-00821	01	CR138085	UTILITIES FOR Q4 2019/20 S	99.50
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						.00					
(012582) 010-9200-0000-0- - - - - - -						99.50					
DP21-0000265	Posted	(711111) Child Development Resou	1323	Check	09/01/20	687017	AR20-00822	01	CR138085	UTILITIES FOR Q4 2019/20 S	306.87
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						.00					
(012582) 010-9200-0000-0- - - - - - -						306.87					
DP21-0000266	Posted	(701220) Elaine B. Simmons	1323	Check	09/01/20	3061	AR21-00110	01	CR138085	JULY - SEPT 2020	71.00
(022204) 010-9537- - - - - - - - -						71.00					
DP21-0000267	Posted	(701503) State Of California	1323	Check	09/01/20	30-183360			CR138085	HEALTH CARE DEPOSIT 08/	7,811.24
(011099) 010-8290-5640-0-0000-0000-000-000-0000-0						7,811.24					
DP21-0000268	Posted	(711594) Elna Ranson	1323	Check	09/01/20	5137	AR21-00080	01	CR138085	JULY - SEPT 2020	213.00
(022204) 010-9537- - - - - - - - -						213.00					
DP21-0000269	Posted	(002705) Allyson Solorzano	1323	Check	09/01/20	1599	AR21-00115		CR138085	JULY - SEPT 2020	423.00
(022204) 010-9537- - - - - - - - -						423.00					
DP21-0000270	Posted	(701588) Linda Bell	1323	Check	09/01/20	3578	AR21-00029		CR138085	JULY - SEPT 2020	213.00
(022204) 010-9537- - - - - - - - -						213.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 9/1/2020, Ending Receipt Date = 9/30/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000271	Posted	(000172) Winnie Dean	1323	Check	09/01/20	168	AR21-00137		CR138085	JULY - SEPT 2020	213.00
(022204) 010-9537- - - - - - - -						213.00					
DP21-0000272	Posted	(701575) VCOE	1323	Check	09/01/20	5071914931	AR20-00824		CR138085	overpayment on SPED transp	3,676.53
(046680) 010-7141-0000-0-0000-9200-000-310-0000-0						.00					
(012582) 010-9200-0000-0- - - - - -						3,676.53					
DP21-0000273	Posted	(000162) Patricia Arriaga	1323	Check	09/01/20	2908	AR21-00200		CR138085	OCT - DEC 2020	261.00
(022204) 010-9537- - - - - - - -						261.00					
DP21-0000274	Posted	(711726) Phillip Silva	1328	Check	09/02/20	4387	AR21-00083	01	CR138085	JULY - SEPT 2020	186.00
(022204) 010-9537- - - - - - - -						186.00					
DP21-0000275	Posted	(000147) Linda Apodaca	1328	Check	09/02/20	5261	AR21-00050		CR138085	JULY - SEPT 2020	54.00
(022204) 010-9537- - - - - - - -						54.00					
DP21-0000276	Posted	(703369) Elisa Taylor-Goodwin	1328	Check	09/02/20	2154	AR21-00119		CR138085	JULY - SEPT 2020	369.00
(022204) 010-9537- - - - - - - -						369.00					
DP21-0000277	Posted	(711597) Vi Escobedo	1328	Check	09/02/20	04145127	AR21-00044	01	CR138085	JULY - SEPT 2020	135.00
(022204) 010-9537- - - - - - - -						135.00					
DP21-0000278	Posted	(711597) Vi Escobedo	1328	Check	09/02/20	0042400732	AR21-00044	01	CR138085	JULY - SEPT 2020	135.00
(022204) 010-9537- - - - - - - -						135.00					
DP21-0000279	Posted	(701405) Ventura County Schools	1328	Check	09/02/20	28487			CR138085	W/C - D. JIMENEZ 08/06/20-0	1,478.12
(007265) 010-2200-0000-0-0000-7500-000-535-0000-0						1,478.12					
DP21-0000280	Posted	(701405) Ventura County Schools	1328	Check	09/02/20	5097805884	AR20-00820		CR138085	2019-20 SAFETY CREDITS &	187,582.25
(011139) 010-8699-0000-0-0000-0000-000-000-0660-0						.00					
(047580) 010-8699-0000-0-0000-0000-000-000-0664-0						.00					
(012582) 010-9200-0000-0- - - - - -						187,582.25					
DP21-0000281	Posted	(711338) Parkview Elementary Sch	1328	Check	09/02/20	0280005815			CR138085	USPS REFUND 0003862140(	280.65
(011150) 010-8699-0000-0-0000-0000-260-000-D000-0						280.65					
DP21-0000282	Posted	(000175) Lydia Hernandez	1328	Check	09/02/20	128	AR21-00062	00	CR138085	JULY - SEPT 2020	378.00
(022204) 010-9537- - - - - - - -						378.00					
DP21-0000283	Posted	(703307) Nancy Velasquez	1328	Check	09/02/20	199	AR21-00159		CR138085	JULY - SEPT 2020	423.00
(022204) 010-9537- - - - - - - -						423.00					
DP21-0000284	Posted	(710694) Cliff Morgan	1328	Check	09/02/20	1421	AR21-00096	01	CR138085	JULY - SEPT 2020	195.00
(022204) 010-9537- - - - - - - -						195.00					
DP21-0000285	Posted	(000106) ACSA	1328	Check	09/02/20	2983002535			CR138085	REFUND DUES D. FRIEDMA	67.33
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						67.33					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 9/1/2020, Ending Receipt Date = 9/30/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000286	Posted	(713338) Marsha Brumana	1328	Check	09/02/20	2174	AR21-00036		CR138085	JULY - SEPT 2020	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000287	Posted	(710525) Frances Hruska	1328	Check	09/02/20	241	AR21-00063	01	CR138085	JULY - SEPT 2020	124.00
(022204)	010- 9537-	- - - - - - -				124.00					
DP21-0000288	Posted	(712929) Lorenzo Ramirez	1328	Check	09/02/20	4719	AR21-00079		CR138085	JULY - SEPT 2020	261.00
(022204)	010- 9537-	- - - - - - -				261.00					
DP21-0000289	Posted	(711524) Dennis Recker	1328	Check	09/02/20	3757	AR21-00081	01	CR138085	JULY - SEPT 2020	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000290	Posted	(000093) Ruth Ayala	1328	Check	09/02/20	682322051	AR21-00198	01	CR138085	OCT -DEC 2020	266.00
(022204)	010- 9537-	- - - - - - -				266.00					
DP21-0000291	Posted	(000174) Evangelina Fajardo	1328	Cash	09/02/20	08/28/20	AR21-00141		CR138085	JULY - SEPT 2020	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000292	Posted	(712362) Continuing Development,	1328	Check	09/02/20	1127640	AR21-00189	01	CR138085	SEPT 2020 Pre-School Classı	300.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					300.00					
DP21-0000293	Posted	(712260) County of Ventura/Restitu	1328	Check	09/02/20	001970480			CR138085	RESTITUTION CASE 201300	5.00
(011136)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0					5.00					
DP21-0000294	Posted	(711333) E.O. Green Jr High Schoc	1328	Cash	09/02/20	09/01/20			CR138085	DONATION - KK53971931	1,635.00
(011144)	010- 8699- 0000- 0- 0000- 0000- 160- 000- D000- 0					1,635.00					
DP21-0000295	Posted	(711333) E.O. Green Jr High Schoc	1328	Cash	09/02/20	08/28/20			CR138085	DONATION - KK53971932	705.75
(011144)	010- 8699- 0000- 0- 0000- 0000- 160- 000- D000- 0					705.75					

Total for Hueneme Elementary School District **235,518.34**

Fund-Object Recap

010-2200	Classified Support Salaries	3,589.72
010-7141	Other Tuition/Excess Costs to	.00
010-8290	All Other Federal Revenue	7,811.24
010-8650	Leases and Rentals	300.00
010-8699	All Other Local Revenue	3,101.73
010-9200	Accounts Receivable	191,665.15
010-9537	Retiree Benefits Liability	29,050.50
	Fund 010 - General Fund	**235,518.34**
	Total for Hueneme Elementary School District	**235,518.34**

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 9/1/2020, Ending Receipt Date = 9/30/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount

Org Recap

Hueneme Elementary School District

$ - Cash	2,763.75
C - Check	232,754.59
Total Receipts	**235,518.34**
Report Total	**235,518.34**

* On Hold

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RECEIVE AND FILE GENERAL OBLIGATION BONDS, 2018 ELECTION SERIES B-COSTS OF ISSUANCE STATEMENT
BOARD MEETING DATE:	October 26, 2020
FROM:	Patricia Marshall, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board receive and file the statement of the final costs involved in the issuance, sale and delivery of the General Obligation Bonds, 2018 Election Series B.

BACKGROUND

The California Legislature previously revised the provisions of California law concerning the issuance of general obligation bonds and related securities for school districts. The legislative intent was that for general obligation bonds, and related securities, that the legislative body of the issuing school district would receive information concerning the cost of issuance of such securities. On August 24, 2020, the Board of Trustees adopted Resolution No. B20-21-02, authorizing the issuance and sale of the General Obligation Bonds 2018 Election, Series B. Within the provisions of Resolution No. B20-21-02, and pursuant to the requirements of the State law, the Board directed that, following the sale and delivery of the Bonds (which occurred on September 30, 2020), the Board would be presented with a statement.

ATTACHMENTS

Statement of Cost of Issuance

COSTS OF ISSUANCE

$20,200,000 HUENEME ELEMENTARY SCHOOL DISTRICT GENERAL OBLIGATION BONDS, 2018 ELECTION, SERIES B	$6,795,000 HUENEME ELEMENTARY SCHOOL DISTRICT 2020 GENERAL OBLIGATION REFUNDING BONDS

ESTIMATED COSTS OF ISSUANCE

Assured Guaranty Municipal. Corp.	Bond Insurance Premium	$77,979.01	$21,335.96	$99,314.97
Stifel, Nicolaus & Company, Incorporated	Underwriter's Discount	101,000.00	27,180.00	128,180.00
Atkinson, Andelson, Loya, Ruud & Romo	Bond Counsel Fees & Expenses	46,019.63	15,480.37	61,500.00
Stradling Yocca Carlson & Rauth	Disclosure Counsel Fees & Expenses	22,448.60	7,551.40	30,000.00
Isom Advisors	Financial Advisors	74,828.67	25,171.33	100,000.00
S&P	Rating Fee	21,513.24	7,236.76	28,750.00
Avia	OS Printing Costs	1,496.57	503.43	2,000.00
MUFG Union Bank, N.A.	Paying Agent/Escrow Agent Costs	2,000.00	2,250.00	4,250.00
Causey	Verification	-	2,500.00	2,500.00
	Contingency	1,693.28	7,215.08	8,908.36

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	APPROVAL OF A 2020/2021 LICENSING AGREEMENT WITH DOCUMENT TRACKING SERVICES
BOARD MEETING DATE:	October 26, 2020
FROM:	Patricia Marshall, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve a one-year agreement with Document Tracking Services for Web-based accountability reports and support services from December 15, 2020 to December 15, 2021.

BACKGROUND

There are many legal requirements for school districts to produce accountability reports that have mandated timelines. Examples of district accountability reports are the School Accountability Report Card (SARC), School Single Plans, and School Safety Plans.

A SARC is required for each of the district's eleven schools. SARCs must also be provided in Spanish for ten schools in which more than 15% of the student population is a native Spanish speaker. SARCs must be made available to the public every year by February 1. Data that is reported in the SARCs is available in databases maintained by the California Department of Education (CDE), but mining the data is cumbersome. Several years ago, the district contracted with Document Tracking Services (DTS) to prepare SARCs for our eleven schools at a cost lower than staff costs to prepare these reports. At no additional cost, DTS also provides support for the required annual School Single Plans and School Safety Plans.

For 2020/2021, per invoice #9304111, the district will pay DTS $3,000 for English language documents for all eleven schools, plus $1,750 for Spanish translation services.

DTS publishes district reports on the Web, hosted on their servers, and provides district staff with logons to make revisions as needed. DTS routinely updates documents as new data becomes available. Members of the public can find links to our accountability reports on the district and school websites, and the documents can easily be opened, read and/or printed.

LICENSING AGREEMENT

This Agreement effective **December 15, 2020**, is made and entered into by **Hueneme Elementary School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

   (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.

   (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.

C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.

D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.

F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.

   (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.

H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.

I. License Fee. Licensee shall pay a fee of **$3,000**.

J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **$0**.

K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.

L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.

M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.

N. Definitions.

(i) Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

(ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

O. Document Setup Fee. DTS will charge a one-time setup fee of $200 per standard document up to a maximum of $850 for customized documents.

P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is $39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.

Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.

The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: October 15, 2020

Licensee

By: _____

Date: _____

Hueneme Elementary School District

Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2020 School Accountability Report Card, English & Spanish (CDE Template)
2. 2020 School Plan for Student Achievement (CDE Template)
3. 2020 School Safety Plan (Custom Template)
4. Others to be identified as needed.

October 15, 2020

Hueneme Elementary School District
205 N. Ventura Road
Port Hueneme, CA 93041

Re: Document Tracking Services

INVOICE #9304111

Pursuant to the licensing agreement between Hueneme Elementary School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [12/15/20 to 12/15/21]: **11 schools and District = 12 sites** **License Agreement includes up to 5 documents**	$3,000

Translation Services

2020 Spanish School Accountability Report Card: **$150 x 11 School Accountability Report Cards**	$1,750
Total Balance Due:	**$4,750**

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature)

Name/Role (Printed)

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

► Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Document Tracking Service, LLC

2 Business name/disregarded entity name, if different from above
Document Tracking Services

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☒ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► C

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ►

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
10225 Barnes Canyon Road, Suite A200

Requester's name and address (optional)

6 City, state, and ZIP code
San Diego, CA 92121

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
___ - ___ - ____

or

Employer identification number
20 - 3469254

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ► [signature] Date ► 1/1/19

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF PERSONNEL REPORT

BOARD MEETING DATE: November 9, 2020

FROM: Melissa Rufai, Director of Personnel Services MR
Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve personnel actions in employee categories that are listed below. Identification of specific employees affected by the actions will be shared confidentially with the Governing Board and certain members of management in advance of the meeting.

BACKGROUND

(1) Classified Services
- Employment
- Change of Classification, Location and/or Hours
- Resignation
- Request for Unpaid Personal Leave of Absence

Employee's Name	Effective Date	Personnel Action
EMPLOYMENT: Classified Services		
Castro Ramos, Erika	11-04-20	3.50-hr. Health Clerk, Hathaway School, replacing Zitlali Farias who transferred
Gaviria Torres, Gabriela	11-04-20	3.0-hr. Campus Assistant, Haycox School, replacing Candy Abundis who resigned
Gaviria Espinoza, Luis	11-02-20	3.0-hr. Campus Assistant, Parkview School, replacing Maria Valdovinos who transferred
Lopez, Arianna	11-02-20	3.0-hr. Food Service Worker I, Parkview School, replacing Alicia Arriaga who transferred
Lopez, Itzel	11-02-20	3.50-hr. Paraprofessional/Special Education, Hathaway School, replacing Isaac Alarcon who transferred
Ramirez Lopez, Kennya	10-26-20	3.50-hr. Paraprofessional/Special Education, Parkview School, new position
Torres Villanueva, Elisa	11-02-20	3.50-hr. Campus Assistant, Parkview School, replacing Maria Valdovinos who transferred
CHANGE OF CLASSIFICATION, LOCATION AND/OR HOURS: Classified Services		
Alva, Rogelio	11-02-20	3.0-hr. Custodian, Haycox School to 4.0-hr. Custodian, Hathaway School replacing Matthew Gutierrez who transferred
Arredondo Anaya, Cristobal	11-02-20	8.0-hr. Custodian, Parkview School to 8.0-hr. Custodian, Blackstock Junior High School replacing Geronimo Gonzalez who transferred
Gomez, Gerardo	11-02-20	3.0-hr. Food Service Worker I, Williams School to 3.50-hr. Food Service Worker I, Hathaway School replacing Alia Miggantz who resigned

Employee's Name	Effective Date	Personnel Action

RESIGNATION: Classified Services

Cunanan, Tabitha	10-30-20	3.50-hr. Paraprofessional/Special Education, Parkview School, resigning
Naranjo, Cristina	11-06-20	3.25-hr. Paraprofessional/Special Education, Larsen School, resigning
Ramirez, Barbi	11-06-20	1.55-hr. Campus Assistant, Hueneme School, resiging
Reyes, Itzel	10-23-20	3.50-hr. Paraprofessional/Special Education, Parkview School, resigning

REQUEST FOR UNPAID PERSONAL LEAVE OF ABSENCE: Classified Services

Diaz, Maria	12-01-20 thru 01-01-21	2.55-hr. Campus Assistant, Bard School, requesting to extend her unpaid leave of absence
Jara Lopez, Alejandra	11-02-20 thru 02-01-21	6.0-hr. Health Clerk, Haycox School, requesting an unpaid personal leave of absence pursuant to C.S.E.A. Agreement

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RATIFICATION OF EXPENDITURE REPORTS FOR OCTOBER 2020
BOARD MEETING DATE:	November 9, 2020
FROM:	Patricia Marshall, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify the attached Expenditure Reports for October 2020, as follows:

(1) Commercial Payments
(2) Payroll

October 2020

ISSUE DATE	CHECK NUMBERS	TOTAL AMOUNT	Unrestricted 010 FUND	Cafeteria 130 FUND	Measure T 215/216 FUND	Dev. Fees 250 FUND	Bond Int. 510 FUND	ASB/USB 951-952-953 FUND	*Accrued Sales Taxes*
Oct. 1, 2020	5002045998-5002046033	$ 109,794.55	$ 50,369.99	$ 205.47	$ 59,219.09				*$ 31.00*
October 6, 2020	5002046034-5002046069	$ 167,101.77	$ 160,562.86	$ 6,538.91					*$ 12.06*
October 8, 2020	5002046070-5002046103	$ 84,478.75	$ 73,526.17	$ 9,563.91		$ 1,388.67			*$ 101.68*
October 13, 2020	5002046104-5002046137	$ 59,346.50	$ 58,023.68	$ 1,322.82					*$ 23.60*
October 15, 2020	5002046138-5002046186	$ 664,877.95	$ 524,634.91	$ 120,966.89	$ 19,276.15				*$ 115.91*
October 19, 2020	5002046187-5002046203	$ 243,801.22	$ 238,349.56	$ 5,451.66					*$ 108.97*
October 22, 2020	5002046204-5002046246	$ 187,128.33	$ 171,861.66	$ 536.67	$ 14,730.00				*$ 10.75*
October 27, 2020	5002046247-5002046269	$ 287,777.89	$ 213,679.09		$ 74,098.80				*$ 15.26*
October 29, 2020	5002046270-5002046321	$ 332,753.53	$ 329,668.53	$ 3,085.00					*$ 154.58*
TOTAL PAYMENTS		**$ 2,137,060.49**	**$ 1,820,676.45**	**$ 147,671.33**	**$ 167,324.04**	**$ 1,388.67**	**$ -**	**$ -**	***$ 573.81***

PAYROLL SUMMARY - OCT 2020

ISSUE DATE	GROSS EARNINGS	FRINGE BENEFITS	TOTAL PAYROLL	010 FUND General	130 FUND Cafeteria
10/07/20	$1,907.05	$521.85	$2,428.90	$2,428.90	$0.00
10/30/20	$5,571,898.78	$2,217,225.36	$7,789,124.14	$7,519,466.84	$269,657.30
	$0.00	$0.00	$0.00	$0.00	$0.00
			$0.00		
			$0.00		
Total	**$5,573,805.83**	**$2,217,747.21**	**$7,791,553.04**	**$7,521,895.74**	**$269,657.30**

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: RATIFICATION OF PURCHASE ORDERS AND CHECKS FOR OCTOBER 2020

BOARD MEETING DATE: November 9, 2020

FROM: Patricia Marshall, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify purchase orders and checks generated in October 2020.

BACKGROUND

The monthly purchase order listing is a summary of all purchase orders issued in one calendar month. It is provided to the Governing Board for ratification of district purchases. The purchase order numbering system is described below:

1. B20-0000……..“B” series purchase orders are for “blanket” orders issued to vendors used on a monthly basis.
2. H20-0000……..“H” series purchase orders are for “Hueneme Elementary School District” regularly issued orders.

For the period of October 1-31, 2020, purchase orders totaled **$1,749,147.68** and $9,597.01 in change notices. The attached report reflects October 2020 totals by site:

00/01	District wide	18	Hathaway
02	Educational Services	18N	Neighborhood for Learning
03	Pupil Support Services	20	Haycox
04	Migrant Education	22	Hueneme
05	Educational Media Center	24	Larsen
08	Food Service	26	Parkview
09	Summer School	28	Sunkist
10	Bard	30	Williams
12	Beach	34	Print Shop
14	Blackstock	99	After School Program
16	E.O. Green	FOT	Facilities, Operations and Transportation

These numerical listings provide an internal system of checks and balances in the Business Office.

Reimbursement/direct pay orders are listed in the second part of the attached reports. Checks issued between October 1 and October 31, 2020 totaled **$2,137,060.49**.

Includes 10/01/2020 - 10/31/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
B21-00040	Jive Communications Inc	01	District/E-rate/Phones	010-5903	91,621.80
B21-00200	CDW-G (Vernon Hills)	00	technology/supplies	010-4300	2,000.00
B21-00201	Casa Pacifica	03	PSS/Services/Speech Therapy/Transportation	010-5100	5,000.00
				010-5800	25,000.00
B21-00202	Aramsco Inc.	FOT	FOT/Supplies	010-4300	10,000.00
				010-5600	10,000.00
B21-00203	Boys & Girls Clubs of Greater Oxnard and Port Hueneme	31	ASES Full Day Child Care	010-5100	500,810.00
				010-5800	25,000.00
H21-00247	Discount Two Way Radio	12	Mat'ls/Supplies Instrucational	010-4300	771.25
H21-00411	Riverside Insights	03	PSS/Protocols	010-4300	452.09
H21-00482	Mystery Science Inc.	90	Mystery Science Membership for H@H	010-4300	1,249.00
H21-00488	Upstaging Inc.	06	District / Supplies / COVID19	010-4300	37,500.00
H21-00489	Savvas Learning Company LLC	02	Ed Services/COVID SUPPLIES	010-4200	698.79
H21-00490	Ventura County School Boards Attn: Efrain Cazares	01	District/Board, 2020-21 Membership Dues	010-5300	200.00
H21-00491	Staples Advantage	12	Mat'ls Instructional/Supplies	010-4300	219.00
H21-00492	Urban Graphics and Printing	01	District wide/Busness Card	010-4300	217.51
H21-00493	VCOE-0727 Curriculum Instr.	01	District / Supplies	010-4300	356.37
H21-00494	CDW-G (Vernon Hills)	01	District / Technology / Supplies	010-4300	48.94
H21-00495	Amplified IT, LLC	01	District / Technology / Prof Services	010-5800	14,304.00
H21-00496	Office Depot School Division	24	Larsen/ LCFF/ Supplies/ Goal 1 Action 10	010-4300	10.09
H21-00497	Barnes & Noble Inc #2054 Acco unt #6121495	14	Blackstock/LCFF/Books	010-4300	2,052.33
H21-00498	Quill Corporation	90	H@H/Supplies/Cannon Ink Model #0319C006	010-4300	74.37
H21-00499	Staples Advantage	08	Food Service/Supplies	130-4300	170.59
H21-00500	Mystery Science Inc.	26	Parkview/LCFF/School Membership	010-5800	499.00
H21-00501	DM Graphics	12	Mat'ls supplies/Instructional	010-4300	380.63
H21-00502	Demco Inc	26	Parkview/LCFF/Library Supplies	010-4300	34.14
H21-00503	County Of Ventura Environmenta l Health Division	08	Food Service/Professional Services	130-5800	202.91
H21-00504	Office Depot School Division	26	Parkview/LCFF/Supplies	010-4300	80.67
H21-00505	Quill Corporation	FOT	FOT/Supplies	010-4300	63.16
H21-00506	Quill Corporation	FOT	FOT/Suupplies	010-4300	59.76
H21-00507	Staples Advantage	12	Mat'ls Supplies Instructional	010-4300	58.18
H21-00508	FastSigns	01	District/Sign/Covid-19	010-4300	272.36
H21-00509	Mister Softee of Southern Cali fornia	10	Bard/GF/Svcs	010-4300	360.89
H21-00510	VCOE	20	Haycox/GF/ Travel/Conf Instructional	010-5200	440.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Includes 10/01/2020 - 10/31/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00511	Office Depot School Division	14	Blackstock/LCFF/Supplies COVID-19	010-4300	1,718.25
H21-00512	Amscope.com	02	Ed Services/LCFF/Supplies	010-4300	2,892.37
H21-00513	Amscope.com	02	Ed Services/LCFF/Supplies	010-4300	2,892.37
H21-00514	Dell Computer Corp	01	District/Technology/Supplies/COVID	010-4300	16,137.42
				010-4400	63,764.81
H21-00515	Quill Corporation	01	Stores	010-9320	2,459.93
H21-00516	Staples Advantage	01	District/Supplies	010-4300	697.02
H21-00517	Get More Math	14	Blackstock/ESSA CSI/License	010-5800	18,000.00
H21-00518	Office Depot School Division	01	Stores	010-9320	9,026.25
H21-00519	Office Depot School Division	01	Stores	010-9320	10,098.53
H21-00520	Quill Corporation	01	Stores	010-9320	5,733.30
H21-00521	School Specialty	01	Stores	010-9320	8,857.14
H21-00522	School Specialty	01	Stores	010-9320	8,756.55
H21-00523	School Specialty	01	Stores	010-9320	8,195.41
H21-00524	School Specialty	01	Stores	010-9320	6,461.93
H21-00525	Staples Advantage	01	Stores	010-9320	8,001.83
H21-00526	Office Depot School Division	01	Ed. Services/Title III LEP/Supplies	010-4300	219.24
H21-00527	Staples Technology Solution	99	ASES / Supplies	010-4300	366.64
H21-00528	Accurate Label Design Inc	18	Hathaway/COVID 19/ Screened Badges	010-4300	459.95
H21-00529	Sprigeo Inc.	02	ED Services/LCFF/Subscription	010-5800	1,390.00
H21-00530	Staple Technology Solution	16	Green/Room 29/Printer	010-4300	320.95
H21-00531	Lakeshore Store #038	20	Haycox/Title 1/ Materials Supplies Instructional	010-4300	983.81
H21-00532	Stamp Fulfillment Services Personalized Envelope Program	20	Haycox/LCFF/Communications/Postage	010-5900	953.90
H21-00533	VCOE	02	Ed Services/LCFF/MOU	010-5800	125,720.00
H21-00534	Ventura Unified School Distric t	02	Ed Services/LCFF/Services	010-5800	6,035.00
H21-00535	Jordano's	08	Food Service/ Equipment	130-6500	5,502.26
H21-00536	McGraw-Hill Companies Inc	02	Ed Services/Covid Supplies	010-4300	168.46
H21-00537	Newsela	02	Ed Services/LCFF/Subscription Renewal	010-5800	105,274.00
H21-00538	Staples Advantage	90	Office supplies	010-4300	263.15
H21-00539	Kelly Paper Store	01	District/Env/Supplies	010-4300	454.03
H21-00540	Mister Softee of Southern California	26	Parkview/Professional Service	010-4300	524.70
H21-00541	Scholastic	90	Watch & Learn Library Digital Subscription	010-5800	638.00
H21-00542	Mail Manager Inc	01	District / Professional Services	010-5900	11,880.76
H21-00543	FastSigns	FOT	FOT/District Covid19 signage	010-4300	1,244.97
H21-00544	Telcom Communications	12	Mat'ls/Supplies Admin Supplies	010-4300	1,658.44

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Includes 10/01/2020 - 10/31/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00545	Staples Advantage	01	stores	010-9320	12,096.11
H21-00546	Staples Advantage	22	Hueneme/LCFF/Supply	010-4300	681.76
H21-00547	Aswell Trophy	01	District/Professional Services	010-4300	205.48
H21-00548	Explorelearning	02	Ed Services/LCFF/License	010-5800	2,387.81
H21-00549	Riverside Insights	02	GATE/Testing	010-5800	11,491.00
H21-00550	Southwest School & Office Supp ly	01	Stores	010-9320	4,893.75
H21-00551	Southwest School & Office Supp ly	01	Stores	010-9320	4,964.44
H21-00552	Quill Corporation	01	Stores	010-9320	2,789.44
H21-00553	Staples Advantage	01	Stores	010-9320	8,559.06
H21-00554	Southwest School & Office Supp ly	01	Stores	010-9320	5,367.90
H21-00555	OfficeSupply.com	01	Stores	010-9320	13,659.00
H21-00556	Dell Computer Corp	01	District / Technology / Supplies	010-4400	4,809.33
H21-00557	Office Depot School Division	01	stores	010-9320	10,639.01
H21-00558	Office Depot School Division	01	Stores	010-9320	5,150.40
H21-00559	Office Depot School Division	01	Stores	010-9320	7,579.88
H21-00560	Hatters	01	District/Covid-19/Desk Barrier	010-4300	2,942.25
H21-00561	Ventura County Star	01	District/Service/Ad	216-5800	633.86
H21-00562	Office Depot School Division	14	Blackstock/LCFF/Supplies	010-4300	3,314.75
H21-00563	School Specialty	14	Blackstock/LCFF/Supplies	010-4300	1,398.96
H21-00564	Staples Advantage	26	Parkview/LCFF/Classromm Supplies	010-4300	135.94
H21-00565	Staples Advantage	30	Supplies/ COVID 19	010-4300	200.96
H21-00566	Office Depot School Division	30	Supples/COVID 19	010-4300	73.86
H21-00567	School Specialty	30	Supplies/ COVID 19	010-4300	129.63
H21-00568	American Flag & Pole Co.	26	Parkview/LCFF/American Flag	010-5600	108.53
H21-00569	Office Depot School Division	24	Larsen/ COVID/ Supplies	010-4300	2,051.95
H21-00570	Staple Technology Solution	24	Larsen/Printer/Room P-1	010-4300	320.95
H21-00571	OfficeSupply.com	01	Stores	010-9320	8,820.71
H21-00572	Staple Technology Solution	24	Bard/Printer/Rm-11	010-4300	320.95
H21-00573	Staples Advantage	22	Hueneme/LCFF/Supply	010-4300	73.37
H21-00574	The Martec Group	01	Disrtict/Coivd-19/Supplies	010-4300	28,584.50
H21-00575	Intervention Solutions Group A HMH Company	02	Ed. Services/Title III LEP/Inst. Materials	010-4200	5,987.56
H21-00576	School Specialty	90	Art Supplies for Kahlberg	010-4300	701.35
H21-00577	Staples Advantage	90	Office Supplies and teacher's req	010-4300	196.17
H21-00578	School Specialty	90	Supplies for Xayaphone and Rangel	010-4300	111.13
H21-00579	Telcom Communications	12	Mat'ls/Supplies Admin supplies	010-4300	619.88
H21-00580	Maad Graphics	16	GF/Banners/INV #2199	010-4300	126.69
H21-00581	Demco Inc	01	Stores	010-9320	1,528.82
H21-00582	Aramsco Inc.	01	Stores	010-9320	5,458.16
H21-00583	Aramsco Inc.	01	Stores	010-9320	7,418.38
H21-00584	Medco School First Aid	01	Stores	010-9320	3,239.12

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Includes 10/01/2020 - 10/31/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00585	Scholastic	20	Haycox/Title 1/ Instructional Materials & Supplies	010-4300	6,660.59
H21-00586	CDW-G (Vernon Hills)	01	District / Technology / Supplies	010-4300	169.65
H21-00587	Sinclair Sanitary Supply Inc	01	Stores	010-9320	2,946.27
H21-00588	Southwest School & Office Supp ly	01	Stores	010-9320	1,149.16
H21-00589	Aramsco Inc.	01	Stores	010-9320	2,145.94
H21-00590	Gold Coast CUE	02	Ed Services/LCFF/Registrations	010-5800	420.00
H21-00591	Quill Corporation	28	Sunkist/LCFF/Supplies	010-4300	3,117.00
H21-00592	Scholastic	28	Stunkist/LCFF/Subscriptions	010-4300	1,745.93
H21-00593	Office Depot School Division	26	Parkview/LCFF/Classroom Materials	010-4300	228.18
H21-00594	CDW-G (Vernon Hills)	26	Parkview/LCFF/Classroom Materials	010-4300	77.21
H21-00595	Scholastic	26	Parkview/LCFF/Classroom Magazines	010-4300	537.63
H21-00596	Mail Manager Inc	14	Blackstock/LCFF/Progress Report Mailing	010-5900	720.00
H21-00597	Dell Computer Corp	14	Blackstock/LCFF/Supply	010-4300	60.35
H21-00598	Office Depot School Division	18	Hathawat/Covid-19/Banker boxes	010-4300	306.35
H21-00599	Office Depot School Division	01	District wide/Covid-19/Bankerboxes	010-4300	2,450.79
H21-00600	Staples Advantage	30	LCFF Supplies/COVID19	010-4300	592.80
H21-00601	School Specialty	30	Supplies/ COVID 19	010-4300	660.49
H21-00602	Discount Two Way Radio	18	Hathaway/COVID 19/Radios	010-4300	877.65
H21-00603	ARC Document Solutions LLC	28	Sunkist/Covid-19/Distance labels	010-4300	3,167.95
H21-00604	Staples Advantage	01	Stores	010-9320	4,799.14
H21-00605	Amazon Capital Service	18	Hathaway/covid-19/Tent	010-4300	391.39
H21-00606	Amazon Capital Service	01	Larsen/Covid-19/Supplies	010-4300	540.43
H21-00607	Amazon Capital Service	20	Haycox/Ergonomic/L.Davis	010-4300	39.24
H21-00608	AED Superstore	01	District / Safety Supplies	010-4300	3,553.45
H21-00609	Psychological Corporation Orde r Service Center	03	PSS/Protocols/testing kit	010-4300	1,268.24
H21-00610	School Specialty	22	Hueneme/LCFF/Supply	010-4300	128.33
H21-00611	Aswell Trophy	01	District/Professional Services	010-4300	16.31
H21-00612	Office Depot School Division	22	Hueneme/GF/Supplies	010-4300	44.58
H21-00613	Whooo's Reading	14	Blackstock/Title 1/License	010-5800	2,229.38
H21-00614	Savvas Learning Company LLC	02	Ed Services/COVID SUPPLIES	010-4100	638.79
H21-00615	Staples Advantage	30	LCFF Supplies/COVID 19	010-4300	373.73
H21-00616	Staples Advantage	12	Mat'ls and Supplies Instructional	010-4300	1,774.31
H21-00617	Office Depot School Division	12	Mat'ls and supplies Instructional	010-4300	1,129.54
H21-00618	Really Good Stuff	12	Mat'ls and supplies Instructional	010-4300	184.29

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Includes 10/01/2020 - 10/31/2020

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H21-00619	Fence Factory	18	Hathaway/Service	216-6200	39,792.00
H21-00620	Department of the Treasury	01	Adjust Federal Tax 2020 Qtr. 1	010-5800	61.67
H21-00621	Superior Sanitary Supplies	01	Distict/Supplies	010-4300	229.81
H21-00622	Tri County Office Furniture	01	Haycox/Green/Ergonomic/Chairs	010-4300	837.92
H21-00623	Office Depot School Division	01	District/Supplies	010-4300	107.34
H21-00624	Ventura Unified School Distric t	01	2020/21 Special Ed. Excess Costs	010-7141	140,000.00
H21-00625	Oxnard School District	01	2020/21 Special Ed. Excess Costs	010-7141	60,000.00
H21-00626	Lakeshore Store #038	20	Haycox/WKLD/P.Gaxiola	010-4300	433.06
H21-00627	Blick Art Materials	20	Haycox/WKLD/Supplies/Room 11	010-4300	88.94
H21-00628	Amazon Capital Service	99	ASES/Supplies	010-4300	149.48
H21-00629	Amazon Capital Service	99	ASES/supplies/Web camera	010-4300	97.88
H21-00630	Amazon Capital Service	16	Green/LCFF/Suppies	010-4300	9.52
H21-00631	Amazon Capital Service	16	Green/LCFF/Supplies	010-4300	131.90
H21-00632	Amazon Capital Service	12	Beach/Covid-19/DLS	010-4300	621.68
H21-00633	Amazon Capital Service	20	Haycox/WKLD/Supplies/Room 11	010-4300	227.20
H21-00634	Amazon Capital Service	20	Haycox/WKLD/Supplies/Room 38	010-4300	415.06
H21-00635	Fagen Friedman & Fulfrost	01	District / Prof. Services	010-5815	2,056.00
H21-00636	Evangelina Levine DBA Eden Embroidered Uniforms	FOT	FOT/Supplies/Safety	010-4300	10,125.17
H21-00637	Jive Communications Inc	01	District / Technology / Supplies	010-4300	366.29
H21-00638	BDJtech	01	District / HR / Supplies	010-4300	3,833.43
				010-4400	79,311.38
H21-00639	Aramsco Inc.	01	District/Covid-19/Supplies	010-4300	13,647.04
H21-00640	Office Depot School Division	01	Stores	010-9320	1,261.50
H21-00641	OfficeSupply.com	01	STORES	010-9320	2,240.25
H21-00642	Amplified IT, LLC	01	District / Technology / Prof Services	010-5800	5,376.00
H21-00643	Staples Technology Solution	24	Larsen/Office/color printer	010-4400	976.81
H21-00644	Judith Kathryn Stanton DBA Apparel Plus Logos	01	District / Technology Supplies	010-4300	1,393.64
H21-00645	Crisis Prevention Institute	02	Ed. Services/NCPI Training	010-4300	1,315.88
H21-00646	Office Depot School Division	18	Hathaway/LCFF/Supplies	010-4300	52.41
H21-00647	School Specialty	30	LCFF/ Supplies	010-4300	134.52
H21-00648	Staples Technology Solution	26	Parkview/ Comstock/Color Printer	010-4400	976.81
		Total Number of POs	**169**	**Total**	**1,749,147.68**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes 10/01/2020 - 10/31/2020

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B21-00079	12,000.00	010-4300	General Fund/Materials and Supplies	5,000.00
B21-00178	11,000.00	010-5600	General Fund/Repairs	715.83
H21-00214	5,733.85	010-4300	General Fund/Materials and Supplies	1,134.53
H21-00384	4,950.00	010-4300	General Fund/Materials and Supplies	1,154.62
H21-00419	2,916.68	010-4300	General Fund/Materials and Supplies	1,130.13
H21-00441	3,393.88	010-4400	General Fund/Non-Capitalized Equipment	323.25
H21-00486	818.34	010-4300	General Fund/Materials and Supplies	138.65
			Total PO Changes	**9,597.01**

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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002045998	10/01/2020	Morales-Apodaca, Angelita	010-4300		210.05
5002045999	10/01/2020	Granado, Rosa	010-4300		563.48
5002046000	10/01/2020	Staley, Melissa	010-4300		2,253.53
5002046001	10/01/2020	Shallenberger, Monica	010-5900		51.50
5002046002	10/01/2020	Guillen, Marisol	010-4300		100.81
5002046003	10/01/2020	Dorsey-Jennings, Karen	010-4300		67.27
5002046004	10/01/2020	Magallanes, Kathryn	010-4300		161.46
5002046005	10/01/2020	Cabral, Lidia	130-4300		18.30
5002046006	10/01/2020	Osman, Lena M	010-4300		186.33
5002046007	10/01/2020	Guzman, Maria E	130-4300		143.64
5002046008	10/01/2020	Castellanos, Miriam	010-4300		36.61
5002046009	10/01/2020	Rivera, Jeanette	130-4300		43.53
5002046010	10/01/2020	Kelley, Steven R	010-5800		96.00
5002046011	10/01/2020	Fernandez, Cecilia	010-4300		60.28
5002046012	10/01/2020	A-Z Bus Sales	010-4300		671.89
5002046013	10/01/2020	Accurate Label Design Inc	010-4300		150.95
5002046014	10/01/2020	American Express Attn Payment Processing	010-4200	544.50	
			010-4300	2,463.72	3,008.22
5002046015	10/01/2020	Ardalan Construction Co., Inc.	216-6200		12,089.04
5002046016	10/01/2020	Aswell Trophy	010-4300	130.50	
			Unpaid Tax	1.20-	129.30
5002046017	10/01/2020	Danmar Products	010-4300		168.50
5002046018	10/01/2020	Desoto Sales Inc	010-4300		78.34
5002046019	10/01/2020	FCG Enviromental	216-6200		16,790.00
5002046020	10/01/2020	Dominique Franz	010-4300		599.00
5002046021	10/01/2020	Standard Plumbing Supply Co	010-4300	13.35	
			Unpaid Tax	.12-	13.23
5002046022	10/01/2020	Kwang Sung Lee DBA K & S Lawnmower	010-5600	70.24	
			Unpaid Tax	.31-	69.93
5002046023	10/01/2020	Mayan Hardwood Inc	010-4300	74.41	
			Unpaid Tax	.68-	73.73
5002046024	10/01/2020	Mystery Science Inc.	010-5800		1,249.00
5002046025	10/01/2020	PeeBee & Jay's	010-4300		476.10
5002046026	10/01/2020	Salinas and Sons Rooter Servi	010-5600		575.00
5002046027	10/01/2020	SBS Corporation	216-6200		30,340.05
5002046028	10/01/2020	School Specialty Inc.	010-4300		7,486.05
5002046029	10/01/2020	Staples Technology Solution	010-4300		198.99
5002046030	10/01/2020	Staples Advantage	010-4300	7.37	
			010-9320	28,299.13	28,306.50
5002046031	10/01/2020	U.S. Bank Corporate Payment Systems	010-4300	1,985.09	
			010-4400	941.77	
			010-5800	100.00	
			Unpaid Tax	27.04-	2,999.82
5002046032	10/01/2020	VCOE	010-5200		150.00

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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002046033	10/01/2020	Ventura County Auto Suppy	010-4300	179.77	
			Unpaid Tax	1.65-	178.12
5002046034	10/06/2020	All Phase Electric	010-4300	99.85	
			Unpaid Tax	.91-	98.94
5002046035	10/06/2020	Wilivaldo Izazaga DBA ALWI Pest Control	010-5500		1,200.00
5002046036	10/06/2020	Assistance League School	010-5100	6,708.33	
			010-5800	1,341.67	8,050.00
5002046037	10/06/2020	California Wood Recycling	010-5501		225.17
5002046038	10/06/2020	Committee for Children	010-4100		8,789.00
5002046039	10/06/2020	County Of Ventura Environmental Health Division	130-5800		202.91
5002046040	10/06/2020	CyberCopy Inc.	010-4300		75.00
5002046041	10/06/2020	Daniels Tire Service	010-5600		21.08
5002046042	10/06/2020	Decker Equipment	010-4300		1,918.45
5002046043	10/06/2020	City Of Oxnard/Treasurer Del Norte Regional Recycling	010-5501		124.52
5002046044	10/06/2020	Diamond A Equipment	010-5600		227.58
5002046045	10/06/2020	DocuProducts	010-5800		1,488.45
5002046046	10/06/2020	Dunn-Edwards Corp	010-4300	151.05	
			Unpaid Tax	1.38-	149.67
5002046047	10/06/2020	Flinn Scientific Inc	010-4300		2,053.28
5002046048	10/06/2020	Food Safety Systems	130-5800		3,235.00
5002046049	10/06/2020	Heartland Payment Systems	130-5800		3,101.00
5002046050	10/06/2020	JUNO TOPCO Inc.	010-5800		35,748.00
5002046051	10/06/2020	Kwang Sung Lee DBA K & S Lawnmower	010-4300	252.77	
			Unpaid Tax	2.33-	250.44
5002046052	10/06/2020	Live Scan Ventura	010-5800		120.00
5002046053	10/06/2020	Markerboard People	010-4300		3,168.00
5002046054	10/06/2020	Mobile Mini Inc	010-5699		317.68
5002046055	10/06/2020	n2y LLC	010-5800		7,340.17
5002046056	10/06/2020	Nasco Modesto	010-4300		29.49
5002046057	10/06/2020	Office Depot	010-4300		2,899.26
5002046058	10/06/2020	Pitney Bowes Inc	010-5699		761.61
5002046059	10/06/2020	Quill Corporation	010-4300	701.97	
			010-9320	19,132.29	19,834.26
5002046060	10/06/2020	Quinn Company	010-5600		1,122.44
5002046061	10/06/2020	ReadyRefresh by Nestle	010-4300		293.76
5002046062	10/06/2020	So Ca Edison Co	010-5506		245.59
5002046063	10/06/2020	Superior Sanitary Supplies	010-4300	93.18	
			010-5600	295.26	
			Unpaid Tax	5.69-	382.75
5002046064	10/06/2020	The Stepping Stones Group	010-5100	15,305.93	
			010-5800	4,027.87	19,333.80
5002046065	10/06/2020	Time Warner Cable	010-5903		775.80
5002046066	10/06/2020	US Air Conditioning	010-4300	190.10	
			Unpaid Tax	1.75-	188.35

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5002046067	10/06/2020	VCOE	010-5100	13,483.83	
			010-5800	642.08	14,125.91
5002046068	10/06/2020	Ventura County School Boards Attn: Efrain Cazares	010-5300		200.00
5002046069	10/06/2020	Verizon California	010-4300	2,900.44	
			010-5800	26,103.97	29,004.41
5002046070	10/08/2020	Brucker, Cheryl	130-4300		111.63
5002046071	10/08/2020	A-Z Bus Sales	010-4300		423.82
5002046072	10/08/2020	Advantage Telecom	010-5903		80.60
5002046073	10/08/2020	All Phase Electric	010-4300	7.54	
			Unpaid Tax	.07-	7.47
5002046074	10/08/2020	Aramsco Inc.	010-4300		1,527.94
5002046075	10/08/2020	Bay Alarm	010-5800		127.18
5002046076	10/08/2020	The Berry Man Inc	130-9321		9,452.28
5002046077	10/08/2020	Castle Air Inc	010-5600		620.00
5002046078	10/08/2020	CDW-G (Chicago)	010-5800		207.47
5002046079	10/08/2020	Channel Isl Beach Community Services District	010-5502		2,665.04
5002046080	10/08/2020	Coastal Pipco	010-4300	2,544.73	
			Unpaid Tax	23.41-	2,521.32
5002046081	10/08/2020	Crown Castle Fiber LLC	010-5903		1,048.35
5002046082	10/08/2020	Harris Water Conditioning DBA Culligan of Ventura County	010-5699		30.00
5002046083	10/08/2020	E.J.Harrison & Sons Inc.	010-5501		90.00
5002046084	10/08/2020	FastSigns	010-4300	7,860.79	
			Unpaid Tax	72.29-	7,788.50
5002046085	10/08/2020	Frontier Communications	010-5903		1,917.89
5002046086	10/08/2020	Gopher Sport NW5634	010-4300	2,166.06	
			010-4400	1,240.66	3,406.72
5002046087	10/08/2020	Houghton Mifflin Co	010-5800		1,480.50
5002046088	10/08/2020	Intermountain Lock & Security	010-4300		4,516.99
5002046089	10/08/2020	LogMein Communications Inc.	010-5903		8,483.87
5002046090	10/08/2020	Kwang Sung Lee DBA K & S Lawnmower	010-4300	99.48	
			010-4400	543.70	
			Unpaid Tax	5.91-	637.27
5002046091	10/08/2020	Mister Softee of Southern California	010-4300		360.89
5002046092	10/08/2020	MJP Technologies	010-4300		4,570.00
5002046093	10/08/2020	Mystery Science Inc.	010-4300		1,249.00
5002046094	10/08/2020	Office Depot	010-4300	490.66	
			010-9320	10,606.66	11,097.32
5002046095	10/08/2020	Quill Corporation	010-4300	245.21	
			010-9320	2,865.42	3,110.63
5002046096	10/08/2020	Riverside Publishing	010-4300		3,551.38
5002046097	10/08/2020	Savvas Learning Company LLC	010-5800		3,300.00
5002046098	10/08/2020	School Specialty Inc.	250-4300	491.55	
			250-4400	897.12	1,388.67

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5002046099	10/08/2020	Sinclair Sanitary Supply Inc	010-9320		1,147.54
5002046100	10/08/2020	Staples Technology Solution	010-4300		189.84
5002046101	10/08/2020	Staples Advantage	010-4300		6,881.13
5002046102	10/08/2020	Starfall Education	010-4300		270.00
5002046103	10/08/2020	Urban Graphics and Printing	010-4300		217.51
5002046104	10/13/2020	Frank, Peter J	010-5800		50.00
5002046105	10/13/2020	Lozano, Francisca A	010-5800		96.00
5002046106	10/13/2020	Pacheco, Veronica	010-4300		657.27
5002046107	10/13/2020	Epstein, Joy	010-4300		39.37
5002046108	10/13/2020	Watson, Donna R	010-4300		23.47
5002046109	10/13/2020	Shallenberger, Monica	010-4300		197.13
5002046110	10/13/2020	Alcantar, Mirta	010-4300	382.75	
			010-5800	1,497.00	1,879.75
5002046111	10/13/2020	Garcia, Aurora	010-4300		299.59
5002046112	10/13/2020	Okinaga, Samsun K	010-4300	29.10	
			010-5200	25.00	
			Unpaid Tax	1.59-	52.51
5002046113	10/13/2020	Barnes, Rosalinda	010-5200		30.00
5002046114	10/13/2020	Allison, David N	010-5800		96.00
5002046115	10/13/2020	Filkins, Paul	010-4300		14.45
5002046116	10/13/2020	Reyna, Elena	010-5200		30.00
5002046117	10/13/2020	Gamez, Juan	010-4300		250.00
5002046118	10/13/2020	Hernandez, Azucena	010-5900		6.40
5002046119	10/13/2020	Airgas West	010-4300	874.16	
			Unpaid Tax	5.35-	868.81
5002046120	10/13/2020	American Express Attn Payment Processing	010-4300	51.47	
			130-4300	1,322.82	1,374.29
5002046121	10/13/2020	Cal School & Sport	010-4300		349.41
5002046122	10/13/2020	City Of Pt Hueneme	010-5502		16,982.09
5002046123	10/13/2020	Discount Two Way Radio	010-4300	771.25	
			Unpaid Tax	6.98-	764.27
5002046124	10/13/2020	Dunn-Edwards Corp	010-4300	474.15	
			Unpaid Tax	4.34-	469.81
5002046125	10/13/2020	Franklin Truck Parts Inc	010-4300	204.30	
			Unpaid Tax	2.82-	201.48
5002046126	10/13/2020	Health Connected	010-4300		200.00
5002046127	10/13/2020	Markerboard People	010-4300		1,071.00
5002046128	10/13/2020	Mobile Mini Inc	010-5699		95.98
5002046129	10/13/2020	Office Depot	010-4300	21,769.76	
			Unpaid Tax	2.22-	21,767.54
5002046130	10/13/2020	Quill Corporation	010-4300		553.85
5002046131	10/13/2020	ReadyRefresh by Nestle	010-4300		762.20
5002046132	10/13/2020	Silvas Oil Company Inc	010-4300		1,556.49
5002046133	10/13/2020	Sprigeo Inc.	010-5800		1,390.00
5002046134	10/13/2020	Time Warner Cable	010-5903		1,089.78
5002046135	10/13/2020	Traffic Technologies	010-4300	32.63	

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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			Unpaid Tax	.30-	32.33
5002046136	10/13/2020	Uline	010-4300		60.23
5002046137	10/13/2020	Ventura Unified School District	010-5800		6,035.00
5002046138	10/15/2020	Haines, Heidi	010-4300		109.07
5002046139	10/15/2020	Granado, Maria	010-5900		18.75
5002046140	10/15/2020	De La Mora, Amparo	010-4300		250.00
5002046141	10/15/2020	Guillen, Marisol	010-5800		149.00
5002046142	10/15/2020	Dorsey-Jennings, Karen	010-4300		84.55
5002046143	10/15/2020	Seto, Ada	010-5200		5.12
5002046144	10/15/2020	Arellano, Cristina	010-4300		91.57
5002046145	10/15/2020	Magallanes, Kathryn	010-4300		93.03
5002046146	10/15/2020	Ortiz-Martinez, Vanessa	130-5200		27.43
5002046147	10/15/2020	Rojas, Cynthia	010-5900		6.95
5002046148	10/15/2020	A-Z Bus Sales	010-4300		530.13
5002046149	10/15/2020	Daniel Fowler DBA Acorn Appliance Service	130-5600		210.50
5002046150	10/15/2020	Airgas West	010-5699		48.85
5002046151	10/15/2020	American Express Attn Payment Processing	010-4300	3,160.96	
			010-5800	39.00	3,199.96
5002046152	10/15/2020	Assistance League School	010-5100	7,666.67	
			010-5800	1,533.33	9,200.00
5002046153	10/15/2020	Aswell Trophy	010-4300	205.48	
			Unpaid Tax	1.89-	203.59
5002046154	10/15/2020	AT&T Mobility	010-5909		297.17
5002046155	10/15/2020	Balfour Beatty	216-5800		12,320.00
5002046156	10/15/2020	Barnes Fleet Service Inc.	010-4300	34.78	
			Unpaid Tax	.16-	34.62
5002046157	10/15/2020	Brady Worldwide INC.	010-4300		15,422.19
5002046158	10/15/2020	City Of Oxnard	010-5502		5,976.11
5002046159	10/15/2020	CMH Centers for Family Health	010-5800		40.00
5002046160	10/15/2020	Coastal Pipco	010-4300	1,038.49	
			Unpaid Tax	9.56-	1,028.93
5002046161	10/15/2020	Dex Imaging	010-4300		1,940.55
5002046162	10/15/2020	Driftwood Dairy Inc.	130-9321		25,544.55
5002046163	10/15/2020	Elite Modular Leasing & Sales	216-6200		6,956.15
5002046164	10/15/2020	Federal Express	010-5900		58.28
5002046165	10/15/2020	Franklin Truck Parts Inc	010-4300	104.69	
			Unpaid Tax	1.44-	103.25
5002046166	10/15/2020	Frontier Communications	010-5903		607.25
5002046167	10/15/2020	Gold Star Foods Inc	130-5600	855.00	
			130-9321	47,836.84	48,691.84
5002046168	10/15/2020	Hose Man Inc	010-4300	68.93	
			Unpaid Tax	.64-	68.29
5002046169	10/15/2020	Integrated Fire & Safety	010-5600	4,207.51	
			Unpaid Tax	5.43-	4,202.08
5002046170	10/15/2020	Jordano's	130-9321		30,691.15

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5002046171	10/15/2020	Mail Manager Inc	010-5900		11,880.76
5002046172	10/15/2020	OverDrive Inc.	010-5800		250,000.00
5002046173	10/15/2020	Oxnard Pipe & Supply	010-4300	9,584.10	
			Unpaid Tax	88.11-	9,495.99
5002046174	10/15/2020	P & R Paper Supply Inc.	130-9329		5,803.12
5002046175	10/15/2020	Purchase Power	010-5900		312.42
5002046176	10/15/2020	Prime Masonry Materials	010-4300	517.99	
			Unpaid Tax	7.41-	510.58
5002046177	10/15/2020	Pro-Ed	010-4300		1,130.80
5002046178	10/15/2020	Quill Corporation	010-4300		2,081.89
5002046179	10/15/2020	Savvas Learning Company LLC	010-4200		698.79
5002046180	10/15/2020	So Ca Gas Company	010-4300	19.09	
			010-5507	246.70	265.79
5002046181	10/15/2020	US Postal Service Stamp Fulfillment Services	010-5900		953.90
5002046182	10/15/2020	State Of California (DOJ) Dept of Justice Acctg Office	010-5800		192.00
5002046183	10/15/2020	TalkingPoints	010-5800		32,000.00
5002046184	10/15/2020	Upstaging Inc.	010-4300		37,500.00
5002046185	10/15/2020	VCOE	010-5100	47,759.68	
			010-5800	85,952.35	
			130-5800	9,998.30	143,710.33
5002046186	10/15/2020	Ventura County Auto Suppy	010-4300	131.94	
			Unpaid Tax	1.27-	130.67
5002046187	10/19/2020	Hixon, Stacy D	010-4300		176.88
5002046188	10/19/2020	A-Z Bus Sales	010-4300		90.59
5002046189	10/19/2020	Amazon Capital Service	010-4300	1,661.82	
			Unpaid Tax	.14-	1,661.68
5002046190	10/19/2020	Plex Capital LLC	010-4300		399.99
5002046191	10/19/2020	Coastal Pipco	010-4300	887.92	
			Unpaid Tax	8.16-	879.76
5002046192	10/19/2020	Dugmore & Duncan Of California	010-4300		614.15
5002046193	10/19/2020	Dunn-Edwards Corp	010-4300	1,065.46	
			Unpaid Tax	9.78-	1,055.68
5002046194	10/19/2020	Fence Factory	010-4300		173.22
5002046195	10/19/2020	Franklin Truck Parts Inc	010-4300	52.18	
			Unpaid Tax	.72-	51.46
5002046196	10/19/2020	Home Depot	010-4300	3,488.01	
			Unpaid Tax	35.33-	3,452.68
5002046197	10/19/2020	Jordano's	130-6500	5,502.26	
			Unpaid Tax	50.60-	5,451.66
5002046198	10/19/2020	Mister Softee of Southern California	010-4300	524.70	
			Unpaid Tax	4.24-	520.46
5002046199	10/19/2020	Chemsearchfe	010-4300		230.55
5002046200	10/19/2020	Office Depot	010-4300	3,085.04	
			010-9320	9,026.25	12,111.29
5002046201	10/19/2020	Quill Corporation	010-9320		9,739.72
5002046202	10/19/2020	Staples Advantage	010-4300	818.34	

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5002046202	10/19/2020	Staples Advantage	010-9320	12,096.11	12,914.45
5002046203	10/19/2020	VCOE	010-9510		194,277.00
5002046204	10/22/2020	Haines, Heidi	010-4300		30.08
5002046205	10/22/2020	Gomez, Maricela	010-4300		72.00
5002046206	10/22/2020	Satterberg, David	010-4300		218.05
5002046207	10/22/2020	Granado, Maria	010-5800	157.00	
			010-5900	110.00	267.00
5002046208	10/22/2020	Staley, Melissa	010-4300		636.05
5002046209	10/22/2020	Pina, Laura	010-4300		36.00
5002046210	10/22/2020	Johnsen, Betty C	010-5900		19.25
5002046211	10/22/2020	Duran, Katherine	010-4300		200.00
5002046212	10/22/2020	Hathaway, Rebecca	010-5800		99.00
5002046213	10/22/2020	Sanchez, Areli C	010-4300		107.74
5002046214	10/22/2020	Lopez, Donna	010-4300		104.25
5002046215	10/22/2020	White, Tristyne L	010-4300		717.64
5002046216	10/22/2020	Smith, Suzan L	010-4300		240.00
5002046217	10/22/2020	Evans, Cathryn	010-4300		100.00
5002046218	10/22/2020	Hunt, Sarah	010-4300		158.61
5002046219	10/22/2020	Nemtzov, Rachel	010-5800		69.00
5002046220	10/22/2020	Brumwell, Stevie	010-5800		69.00
5002046221	10/22/2020	Decker, Jocasta A	010-4300		208.37
5002046222	10/22/2020	Balfour Beatty	216-5800		14,730.00
5002046223	10/22/2020	Barnes & Noble Inc	010-4200	175.98	
			Unpaid Tax	1.62-	174.36
5002046224	10/22/2020	Blick Art Materials	010-4300		220.54
5002046225	10/22/2020	Castle Air Inc	010-5600	10,757.00	
			130-5600	490.00	11,247.00
5002046226	10/22/2020	City Of Oxnard	010-5502		13,299.22
5002046227	10/22/2020	City of Oxnard ATTN City Corps	010-5100	59,229.00	
			010-5800	25,000.00	84,229.00
5002046228	10/22/2020	Don & Tom's Front End & Brake	010-5600	814.33	
			Unpaid Tax	3.58-	810.75
5002046229	10/22/2020	E.J.Harrison & Sons Inc.	010-5501		9,632.25
5002046230	10/22/2020	Aramsco	010-4300	1,283.25	
			010-9320	3,227.48	4,510.73
5002046231	10/22/2020	FCG Enviromental	010-5800		1,170.00
5002046232	10/22/2020	Frontier Communications	010-5903		316.97
5002046233	10/22/2020	Kelly Paper Store	010-4300		2,280.63
5002046234	10/22/2020	Kevatek Inc.	010-5600		9,908.65
5002046235	10/22/2020	Maad Graphics	010-4300	126.69	
			Unpaid Tax	1.82-	124.87
5002046236	10/22/2020	Mobile Mini Inc	010-5699		251.11
5002046237	10/22/2020	ReadyRefresh by Nestle	010-4300	41.48	
			130-4300	46.67	88.15
5002046238	10/22/2020	Riverside Insights	010-4300		452.09
5002046239	10/22/2020	Saviers Smog	010-5600		42.75
5002046240	10/22/2020	Scholastic (book Club)	010-4300		6,660.59

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002046241	10/22/2020	School Outfitters	010-4300		10,010.87
5002046242	10/22/2020	School Specialty Inc.	010-9320		8,195.41
5002046243	10/22/2020	Shred-It USA	010-5800		73.93
5002046244	10/22/2020	U.S. Bank Corporate Payment Systems	010-4300	1,820.77	
			010-5800	1,650.00	
			Unpaid Tax	3.73-	3,467.04
5002046245	10/22/2020	Uline	010-9320		1,761.35
5002046246	10/22/2020	Verizon California	010-5900		118.03
5002046247	10/27/2020	A-Z Bus Sales	010-4300		110.76
5002046248	10/27/2020	Airgas West	010-4300	701.48	
			Unpaid Tax	3.81-	697.67
5002046249	10/27/2020	Amplified IT, LLC	010-5800		14,304.00
5002046250	10/27/2020	Barnes & Noble Inc	010-4200	442.48	
			Unpaid Tax	4.04-	438.44
5002046251	10/27/2020	C & S RV	010-5600	536.29	
			Unpaid Tax	.96-	535.33
5002046252	10/27/2020	Castle Air Inc	010-5600		240.00
5002046253	10/27/2020	Daltile	010-4300	196.14	
			Unpaid Tax	.96-	195.18
5002046254	10/27/2020	FastSigns	010-4300	272.36	
			Unpaid Tax	2.50-	269.86
5002046255	10/27/2020	Gold Coast CUE	010-5800		420.00
5002046256	10/27/2020	Got Shade	216-6200		44,760.00
5002046257	10/27/2020	Grainger	010-4300		2,713.32
5002046258	10/27/2020	Standard Plumbing Supply Co	010-4300	27.18	
			Unpaid Tax	.25-	26.93
5002046259	10/27/2020	Kelly Paper Store	010-4300	171.49	
			Unpaid Tax	1.58-	169.91
5002046260	10/27/2020	Quinn Company	010-5600		112.78
5002046261	10/27/2020	S & S Worldwide	010-4300	126.02	
			Unpaid Tax	1.16-	124.86
5002046262	10/27/2020	Savvas Learning Company LLC	010-4300		8,713.39
5002046263	10/27/2020	SBS Corporation	216-6200		29,338.80
5002046264	10/27/2020	School Services of California	010-5200		490.00
5002046265	10/27/2020	So Ca Gas Company	010-5507		802.44
5002046266	10/27/2020	Staples Advantage	010-4300	1,014.22	
			010-9320	8,001.83	9,016.05
5002046267	10/27/2020	Success By Design Inc.	010-4300		1,784.41
5002046268	10/27/2020	Tax Deferred Services	010-9533		172,389.76
5002046269	10/27/2020	United Parcel Service	010-5900		124.00
5002046270	10/29/2020	Haines, Heidi	010-4400		153.62
5002046271	10/29/2020	Casillas, Ortencia	010-4300		100.00
5002046272	10/29/2020	Valdez, Jose	010-4300		301.69
5002046273	10/29/2020	Mojica-Smith, Veronica	010-5900		33.00
5002046274	10/29/2020	Duran, Katherine	010-4300		661.61
5002046275	10/29/2020	Nickleberry, Candis S	010-4300		77.90

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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002046276	10/29/2020	Magallon, Gabriela	010-4300		115.29
5002046277	10/29/2020	Leal, Tonya	010-4300		107.74
5002046278	10/29/2020	Stella, Meghann A	010-4300		34.20
5002046279	10/29/2020	Villicana, Jonathan	010-4300		136.12
5002046280	10/29/2020	A-1 Truck & Equipment	010-5600	5,930.08	
			Unpaid Tax	36.02-	5,894.06
5002046281	10/29/2020	Advantage Telecom	010-5903		17.10
5002046282	10/29/2020	Aswell Trophy	010-4300	16.31	
			Unpaid Tax	.15-	16.16
5002046283	10/29/2020	BDJtech	010-4300		17,400.00
5002046284	10/29/2020	Cal West Visuals	010-4300	489.84	
			010-4400	2,366.63	
			010-5800	462.58	
			Unpaid Tax	39.99-	3,279.06
5002046285	10/29/2020	Castle Air Inc	010-5600		8,035.00
5002046286	10/29/2020	City Of Oxnard	010-5502		2,819.67
5002046287	10/29/2020	Coastal Pipco	010-4300	2,419.85	
			Unpaid Tax	22.26-	2,397.59
5002046288	10/29/2020	County Schools Fed Credit Un	010-9539		6,700.00
5002046289	10/29/2020	Daniels Tire Service	010-5600	161.21	
			Unpaid Tax	1.29-	159.92
5002046290	10/29/2020	City Of Oxnard/Treasurer Del Norte Regional Recycling	010-5501		559.23
5002046291	10/29/2020	Dell Marketing LP	010-4300	16,137.42	
			010-4400	63,764.81	79,902.23
5002046292	10/29/2020	Demco Inc	010-9320		1,528.82
5002046293	10/29/2020	Dempsey Road Mutual Water Co	010-5502		2,320.00
5002046294	10/29/2020	Department of the Treasury	010-5800		61.67
5002046295	10/29/2020	Don & Tom's Front End & Brake	010-5600	1,389.02	
			Unpaid Tax	3.44-	1,385.58
5002046296	10/29/2020	Dunn-Edwards Corp	010-4300	424.89	
			Unpaid Tax	3.92-	420.97
5002046297	10/29/2020	Fagen Friedman & Fulfrost	010-5815		2,056.00
5002046298	10/29/2020	Food Safety Systems	130-5800		3,085.00
5002046299	10/29/2020	Foundation Building Materials	010-4300	431.37	
			Unpaid Tax	3.97-	427.40
5002046300	10/29/2020	Franklin Truck Parts Inc	010-4300	122.91	
			Unpaid Tax	1.70-	121.21
5002046301	10/29/2020	Standard Plumbing Supply Co	010-4300	4.12	
			Unpaid Tax	.04-	4.08
5002046302	10/29/2020	Hose Man Inc	010-4300	27.64	
			Unpaid Tax	.25-	27.39
5002046303	10/29/2020	Integrated Fire & Safety	010-5600		625.00
5002046304	10/29/2020	Intermountain Lock & Security	010-4300		107.31
5002046305	10/29/2020	John Hancock Life Insurance Co Attn Billing & Income	010-3901		2,400.00
5002046306	10/29/2020	Kwang Sung Lee DBA K & S Lawnmower	010-5600	20.60	

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Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			Unpaid Tax	.07-	20.53
5002046307	10/29/2020	Lakeshore Learning Materials	010-4300	983.81	
			Unpaid Tax	7.95-	975.86
5002046308	10/29/2020	McGraw-Hill Companies Inc	010-4300	168.46	
			Unpaid Tax	2.32-	166.14
5002046309	10/29/2020	MCI Comm Service	010-5903		35.02
5002046310	10/29/2020	MJP Technologies	010-4300		42,600.38
5002046311	10/29/2020	Mobile Mini Inc	010-5699		317.68
5002046312	10/29/2020	OfficeSupply.com	010-9320		22,479.71
5002046313	10/29/2020	Pacificom	010-5600		180.00
5002046314	10/29/2020	Paradise Chevrolet	010-4300	79.90	
			010-5600	160.00	
			Unpaid Tax	.73-	239.17
5002046315	10/29/2020	Port Hueneme Marine Supply Co	010-4300	2,887.49	
			Unpaid Tax	26.56-	2,860.93
5002046316	10/29/2020	Prime Masonry Materials	010-4300	426.33	
			Unpaid Tax	3.92-	422.41
5002046317	10/29/2020	ReadyRefresh by Nestle	010-4300		156.28
5002046318	10/29/2020	School Date Books	010-4300		2,544.63
5002046319	10/29/2020	Silvas Oil Company Inc	010-4300		1,603.34
5002046320	10/29/2020	So Ca Edison Co	010-5506		37,454.83
5002046321	10/29/2020	Ventura Unified School District	010-9510		77,225.00
		Total Number of Checks	**324**		**2,137,060.49**

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	299	1,821,199.66
130	Cafeteria Fund	20	147,721.93
216	Measure B Building Fund	8	167,324.04
250	Capital Facilities Fund	1	1,388.67
	Total Number of Checks	**324**	2,137,634.30
	Less Unpaid Tax Liability		573.81-
	Net (Check Amount)		**2,137,060.49**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: REPORT OF MISCELLANEOUS INCOME FOR OCTOBER 2020

BOARD MEETING DATE: November 9, 2020

FROM: Patricia Marshall, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only

BACKGROUND

The monthly miscellaneous income report is a summary of funds received in the district office and transmitted to the Ventura County Office of Education for deposit into the various funds of the district at the County Treasury.

The October report reflects the receipt of $509,056.98 as follows:

	Description	Amount
	General Fund	$222,746.77
	Cafeteria Fund	$281,582.11
	Measure B Bldg. Fund	$0
	Developer Fee Fund	$3,848.10
	Student Funds	$880.00
	Totals	$509,056.98

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000296	Posted	(710412) Linda Gonzales	1329	Check	10/01/20	2620	AR21-00061		CR138696	JULY - SEPT 2020	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000297	Posted	(712781) Alice Arroyo	1329	Check	10/01/20	1158811948	AR21-00052	01	CR138696	JULY - SEPT 2020	645.00
(022204)	010- 9537-	- - - - - - -				645.00					
DP21-0000298	Posted	(712781) Alice Arroyo	1329	Check	10/01/20	1158811948	AR21-00250	01	CR138696	OCT - DEC 2020	1,157.00
(022204)	010- 9537-	- - - - - - -				1,157.00					
DP21-0000299	Posted	(711670) Manuel Arroyo	1329	Check	10/01/20	1158811947	AR21-00053	01	CR138696	JULY - SEPT 2020	1,157.00
(022204)	010- 9537-	- - - - - - -				1,157.00					
DP21-0000300	Posted	(711670) Manuel Arroyo	1329	Check	10/01/20	1158811947	AR21-00251	01	CR138696	OCT - DEC 2020	645.00
(022204)	010- 9537-	- - - - - - -				645.00					
DP21-0000301	Posted	SA RECYCLING	1329	Check	10/01/20	26517260			CR138696	RECYCLING TKT# TFQDJV (	12.86
(011136)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0					12.86					
DP21-0000302	Posted	(000163) Donna Guetter	1329	Check	10/01/20	4429	AR21-00166	01	CR138696	JULY - SEPT 2020	411.03
(022204)	010- 9537-	- - - - - - -				411.03					
DP21-0000303	Posted	(710606) Bernabe Simon	1329	Check	10/01/20	0009408422	AR21-00084	01	CR138696	JULY - SEPT 2020	178.00
(022204)	010- 9537-	- - - - - - -				178.00					
DP21-0000304	Posted	(710606) Bernabe Simon	1329	Check	10/01/20	0009408422	AR21-00269	01	CR138696	OCT - DEC 2020	14.00
(022204)	010- 9537-	- - - - - - -				14.00					
DP21-0000305	Posted	(000190) Cindy Norvell	1329	Check	10/01/20	6023	AR21-00171		CR138696	JULY - SEPT 2020	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000306	Posted	(004488) Gloria Froyen	1329	Check	10/01/20	0044542354	AR21-00047	01	CR138696	JULY - SEPT 2020	10.00
(022204)	010- 9537-	- - - - - - -				10.00					
DP21-0000307	Posted	(004488) Gloria Froyen	1329	Check	10/01/20	0044542354	AR21-00252	01	CR138696	OCT - DEC 2020	126.00
(022204)	010- 9537-	- - - - - - -				126.00					
DP21-0000308	Posted	(711604) Richard Froyen	1329	Check	10/01/20	0044542353	AR21-00180	01	CR138696	JULY - SEPT 2020	10.00
(022204)	010- 9537-	- - - - - - -				10.00					
DP21-0000309	Posted	(711604) Richard Froyen	1329	Check	10/01/20	0044542353	AR21-00270	01	CR138696	OCT - DEC 2020	126.00
(022204)	010- 9537-	- - - - - - -				126.00					
DP21-0000310	Posted	(711597) Vi Escobedo	1329	Check	10/01/20	0045042413	AR21-00044	01	CR138696	JULY - SEPT 2020	810.00
(022204)	010- 9537-	- - - - - - -				810.00					
DP21-0000311	Posted	(711597) Vi Escobedo	1329	Check	10/01/20	0045042413	AR21-00265	01	CR138696	OCT - DEC 2020 VIOLET ES(	20.00
(022204)	010- 9537-	- - - - - - -				20.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000312	Posted	(004899) Patrick Newton	1329	Check	10/01/20	0044722182	AR21-00184		CR138696	JULY - SEPT 2020	994.00
(022204) 010-9537- - - - - - - -						994.00					
DP21-0000313	Posted	(003674) Linda Rosario	1329	Check	10/01/20	683067851	AR21-00105	01	CR138696	JULY - SEPT 2020	141.00
(022204) 010-9537- - - - - - - -						141.00					
DP21-0000314	Posted	(702406) Ruben Rosario	1329	Check	10/01/20	683067852	AR21-00106	01	CR138696	JULY - SEPT 2020	141.00
(022204) 010-9537- - - - - - - -						141.00					
DP21-0000315	Posted	(711613) Sharon Meyer	1329	Check	10/01/20	1086	AR21-00093	01	CR138696	JULY - SEPT 2020	71.00
(022204) 010-9537- - - - - - - -						71.00					
DP21-0000316	Posted	(712518) Susan Burres	1329	Check	10/01/20	1281	AR21-00057	01	CR138696	JULY - SEPT 2020	140.00
(022204) 010-9537- - - - - - - -						140.00					
DP21-0000317	Posted	(000159) Betty Angulo	1329	Check	10/01/20	265	AR21-00161		CR138696	JULY - SEPT 2020	71.00
(022204) 010-9537- - - - - - - -						71.00					
DP21-0000318	Posted	(701503) State Of California	1329	Check	10/01/20	65-042714	AR21-00191		CR138696	STATE MEAL REIMB JUL 20	21,689.11
(046716) 130-8520-5310-0-0000-0000-000-000-2600-0						21,689.11					
DP21-0000319	Posted	(701405) Ventura County Schools	1329	Check	10/01/20	28923			CR138696	W/C - D. JIMENEZ 08/20/20 -	422.32
(007265) 010-2200-0000-0-0000-7500-000-535-0000-0						422.32					
DP21-0000320	Posted	(000151) Patricia Griffin	1329	Check	10/01/20	17669	AR21-00006		CR138696	JULY - SEPT 2020	192.00
(022204) 010-9537- - - - - - - -						192.00					
DP21-0000321	Posted	(701503) State Of California	1329	Check	10/01/20	65-051865	AR21-00192		CR138696	FED MEAL REIMB JUL 2020	259,893.00
(046715) 130-8220-5310-0-0000-0000-000-000-2600-0						259,893.00					
DP21-0000322	Posted	(711776) Sally Keevy	1329	Check	10/01/20	2612448858	AR21-00017	01	CR138696	JULY - SEPT 2020	141.00
(022204) 010-9537- - - - - - - -						141.00					
DP21-0000323	Posted	(002603) Delores Walker	1329	Check	10/01/20	0030645317	AR21-00126	01	CR138696	JULY - SEPT 2020	1,710.00
(022204) 010-9537- - - - - - - -						1,710.00					
DP21-0000324	Posted	(005585) Patricia Humphries	1329	Check	10/01/20	3559	AR21-00014	01	CR138696	JULY - SEPT 2020	511.00
(022204) 010-9537- - - - - - - -						511.00					
DP21-0000325	Posted	(005349) Shirley Brown	1329	Check	10/01/20	0046268611	AR21-00035		CR138696	JULY - SEPT 2020	71.00
(022204) 010-9537- - - - - - - -						71.00					
DP21-0000326	Posted	(700877) Evangeline Urias	1329	Check	10/01/20	2424	AR21-00086	01	CR138696	JULY - SEPT 2020	140.00
(022204) 010-9537- - - - - - - -						140.00					
DP21-0000327	Posted	(702637) Lynne Porter	1329	Check	10/01/20	8844	AR21-00101	01	CR138696	JULY - SEPT 2020	71.00
(022204) 010-9537- - - - - - - -						71.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000328	Posted	(710570) Hilda Valenzuela	1329	Check	10/01/20	0045095877	AR21-00087		CR138696	JULY - SEPT 2020	185.00
(022204) 010- 9537- - - - - - - - -						185.00					
DP21-0000329	Posted	(700575) Joseph Legacy	1329	Check	10/01/20	0045853835	AR21-00193		CR138696	OCT-DEC 2020	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP21-0000330	Posted	(713059) Victoria Martinez	1329	Check	10/01/20	1962	AR21-00073	01	CR138696	JULY - SEPT 2020	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000331	Posted	(713339) Dennis Held	1329	Check	10/01/20	4469	AR21-00010	00	CR138696	JULY - SEPT 2020	511.00
(022204) 010- 9537- - - - - - - - -						511.00					
DP21-0000332	Posted	(004061) Deborah DeSmeth	1329	Check	10/01/20	8574	AR21-00179	01	CR138696	JULY - SEPT 2020	369.00
(022204) 010- 9537- - - - - - - - -						369.00					
DP21-0000333	Posted	(711605) Rosie Garcia	1329	Check	10/01/20	9504	AR21-00060	01	CR138696	JULY - SEPT 2020	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP21-0000334	Posted	(703123) Rosanne Mesa	1329	Check	10/01/20	683245309	AR21-00168		CR138696	JULY - SEPT 2020	321.50
(022204) 010- 9537- - - - - - - - -						321.50					
DP21-0000335	Posted	(000167) Interface Children and Fa	1329	Check	10/01/20	26214	AR21-00190		CR138696	AUG 2020 Facility Usage - Ha	1,000.00
(011131) 010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0						1,000.00					
DP21-0000336	Posted	(713614) NEA Committee	1329	Check	10/01/20	519753	AR20-00599		CR138696	RELEASE TIME - L. ORTIZ	439.35
(032460) 010- 8699- 0000- 0- 0000- 0000- 000- 000- HEA0- 0						.00					
(012582) 010- 9200- 0000- 0- - - - - - -						439.35					
DP21-0000337	Posted	(711338) Parkview Elementary Sch	1329	Check	10/01/20	6532			CR138696	PORTIONAL REFUND VTA C	4,743.75
(011136) 010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0						4,743.75					
DP21-0000338	Posted	(710525) Frances Hruska	1329	Check	10/01/20	244	AR21-00063	01	CR138696	JULY - SEPT 2020	3.00
(022204) 010- 9537- - - - - - - - -						3.00					
DP21-0000339	Posted	(710525) Frances Hruska	1329	Check	10/01/20	244	AR21-00271	01	CR138696	OCT - DEC 2020	59.00
(022204) 010- 9537- - - - - - - - -						59.00					
DP21-0000340	Posted	(700520) Sandra Schiffner	1329	Check	10/01/20	6135	AR21-00187	01	CR138696	JULY - SEPT 2020	9.00
(022204) 010- 9537- - - - - - - - -						9.00					
DP21-0000341	Posted	(000175) Lydia Hernandez	1329	Check	10/01/20	132	AR21-00062	00	CR138696	JULY - SEPT 2020	378.00
(022204) 010- 9537- - - - - - - - -						378.00					
DP21-0000342	Posted	(005463) Carlo Logan	1329	Check	10/01/20	8086	AR21-00023	01	CR138696	JULY - SEPT 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000343	Posted	(701220) Elaine B. Simmons	1329	Check	10/01/20	3063	AR21-00110	01	CR138696	JULY - SEPT 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000344	Posted	INTEGRAL DESIGN INC	1329	Check	10/01/20	21370			CR138696	DEV FEES - 3376 OCEAN DF	3,848.10
(011703)	250-8681-9010-0-0000-0000-000-000-0000-0					3,848.10					
DP21-0000345	Posted	(701503) State Of California	1329	Check	10/01/20	30-220903			CR138696	HEALTH CARE DEPOSIT 09/	627.00
(011099)	010-8290-5640-0-0000-0000-000-000-0000-0					627.00					
DP21-0000346	Posted	(700326) Kern Co Supt of Schools	1329	Check	10/01/20	44689267	AR21-00272		CR138696	MAA REIMBURSEMENT 18/1	61,231.32
(032274)	010-8290-0000-0-0000-0000-000-000-0200-0					61,231.32					
DP21-0000347	Posted	(000157) Becky Trujillo	1330	Check	10/08/20	925	AR21-00227		CR139069	OCT -DEC 2020 BECKY TRU	213.00
(022204)	010-9537-- - - - - - -					213.00					
DP21-0000348	Posted	FRONTLINE TECHNOLOGIES GR	1330	Check	10/08/20	46322			CR139069	09/17/20 1201 ACCTS RECEI	11,933.22
(011136)	010-8699-0000-0-0000-0000-000-000-0000-0					11,933.22					
DP21-0000349	Posted	(711333) E.O. Green Jr High Schoo	1330	Check	10/08/20	2207184			CR139069	DONATION - KROGER 09/22	20.20
(011144)	010-8699-0000-0-0000-0000-160-000-D000-0					20.20					
DP21-0000350	Posted	(711333) E.O. Green Jr High Schoo	1330	Check	10/08/20	VARIOUS			CR139069	DONATION - KROGER AND I	39.01
(011144)	010-8699-0000-0-0000-0000-160-000-D000-0					39.01					
DP21-0000351	Posted	(711333) E.O. Green Jr High Schoo	1330	Check	10/08/20	1420036852			CR139069	DONATION - EDISON 08/20/2	450.00
(011144)	010-8699-0000-0-0000-0000-160-000-D000-0					450.00					
DP21-0000352	Posted	(711333) E.O. Green Jr High Schoo	1330	Check	10/08/20	1420035705			CR139069	DONATION - EDISON 05/15/2	450.00
(011144)	010-8699-0000-0-0000-0000-160-000-D000-0					450.00					
DP21-0000353	Posted	(710694) Cliff Morgan	1330	Check	10/08/20	1430	AR21-00096	01	CR139069	JULY - SEPT 2020	195.00
(022204)	010-9537-- - - - - - -					195.00					
DP21-0000354	Posted	(000124) Eugene Williams	1330	Check	10/08/20	4191	AR21-00358		CR139069	OCT - DEC 2020 EUGENE W	1,512.00
(022204)	010-9537-- - - - - - -					1,512.00					
DP21-0000355	Posted	(000159) Betty Angulo	1330	Check	10/08/20	267	AR21-00326		CR139069	OCT - DEC 2020 BETTY ANG	195.00
(022204)	010-9537-- - - - - - -					195.00					
DP21-0000356	Posted	(000191) Nancy Jo Hendrickson	1330	Check	10/08/20	2627			CR139069	REPAY DISTRICT 09/30/20	73.21
(022360)	010-9201-- - - - - - -					73.21					
DP21-0000357	Posted	(000192) Nancy Nguyen	1330	Check	10/08/20	6040	AR21-00220		CR139069	OCT - DEC 2020 NANCY NG	576.00
(022204)	010-9537-- - - - - - -					576.00					
DP21-0000358	Posted	(000191) Nancy Jo Hendrickson	1330	Check	10/08/20	2625	AR21-00204		CR139069	OCT - DEC 2020	423.00
(022204)	010-9537-- - - - - - -					423.00					
DP21-0000359	Posted	(713338) Marsha Brumana	1330	Check	10/08/20	2179	AR21-00036		CR139069	JULY - SEPT 2020	141.00
(022204)	010-9537-- - - - - - -					141.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000360	Posted	(712642) Olivia Owens	1330	Check	10/08/20	2508	AR21-00348	01	CR139069	OCT - DEC 2020 OLIVIA OWI	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000361	Posted	(712183) Rick Uelmen	1330	Check	10/08/20	6039	AR21-00316	01	CR139069	OCT - DEC 2020 RICK UELM	2,703.00
(022204)	010- 9537-	- - - - - - -				2,703.00					
DP21-0000362	Posted	(713059) Victoria Martinez	1330	Check	10/08/20	1968	AR21-00346	01	CR139069	OCT - DEC 2020 VICTORIA M	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000363	Posted	(700877) Evangeline Urias	1330	Check	10/08/20	2440	AR21-00086	01	CR139069	JULY - SEPT 2020	140.00
(022204)	010- 9537-	- - - - - - -				140.00					
DP21-0000364	Posted	(005567) Carolyn Zimring	1330	Check	10/08/20	2557	AR21-00325		CR139069	OCT - DEC 2020 CAROLYN Z	1,533.00
(022204)	010- 9537-	- - - - - - -				1,533.00					
DP21-0000365	Posted	(000142) Carmen Salcedo	1330	Check	10/08/20	127	AR21-00240		CR139069	OCT - DEC 2020 CARMEN S/	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000366	Posted	(702406) Ruben Rosario	1330	Check	10/08/20	686918489	AR21-00106	01	CR139069	JULY - SEPT 2020	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000367	Posted	(000183) Irma Villanueva	1330	Check	10/08/20	2006206074	AR21-00229	01	CR139069	OCT - DEC 2020 IRMA VILLA	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000368	Posted	(003951) Mary Alice Waldo	1330	Check	10/08/20	7884	AR21-00320		CR139069	OCT - DEC 2020 MARY ALIC	1,533.00
(022204)	010- 9537-	- - - - - - -				1,533.00					
DP21-0000369	Posted	(003674) Linda Rosario	1330	Check	10/08/20	686918482	AR21-00305	01	CR139069	OCT - DEC 2020 LINDA ROS	141.00
(022204)	010- 9537-	- - - - - - -				141.00					
DP21-0000370	Posted	(711572) Barbara Baldwin	1330	Check	10/08/20	5355	AR21-00328	01	CR139069	OCT - DEC 2020 BARBARA E	798.00
(022204)	010- 9537-	- - - - - - -				798.00					
DP21-0000371	Posted	(711594) Elna Ranson	1330	Check	10/08/20	5168	AR21-00351	01	CR139069	OCT - DEC 2020 ELNA RANS	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000372	Posted	(701564) Lorraine Bowles	1330	Check	10/08/20	3183	AR21-00253		CR139069	OCT - DEC 2020 LORRAINE	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000373	Posted	(701535) Sandy Case	1330	Check	10/08/20	434	AR21-00259	01	CR139069	OCT - DEC 2020 SANDY CAS	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000374	Posted	(005383) Shirley Anderson	1330	Check	10/08/20	2174	AR21-00244	01	CR139069	OCT - DEC 2020 SHIRLEY AI	186.00
(022204)	010- 9537-	- - - - - - -				186.00					
DP21-0000375	Posted	(713339) Dennis Held	1330	Check	10/08/20	4490	AR21-00278	00	CR139069	OCT - DEC 2020 DENNIS HE	511.00
(022204)	010- 9537-	- - - - - - -				511.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000376	Posted	(000096) Lauren Gonzalez	1330	Check	10/08/20	6556	AR21-00274		CR139069	OCT - DEC 2020 LAUREN G(	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000377	Posted	(710368) Jan Comstock	1330	Check	10/08/20	3685	AR21-00261	01	CR139069	OCT - DEC 2020 JANET COM	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000378	Posted	(712518) Susan Burres	1330	Check	10/08/20	1308	AR21-00057	01	CR139069	JULY - SEPT 2020	140.00
(022204) 010- 9537- - - - - - - - -						140.00					
DP21-0000379	Posted	(703144) Linda Lowe	1330	Check	10/08/20	6074	AR21-00291	01	CR139069	OCT - DEC 2020 LINDA LOW	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000380	Posted	(711577) Marlene Blanchard	1330	Check	10/08/20	9767	AR21-00248	01	CR139069	OCT - DEC 2020 MARLENE E	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000381	Posted	(000177) Michele Laubacher	1330	Check	10/08/20	1118	AR21-00215	01	CR139069	OCT - DEC 2020 MICHELE L	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000382	Posted	(000152) Judy Hale	1330	Check	10/08/20	4359	AR21-00214		CR139069	OCT - DEC 2020 JUDY HALE	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP21-0000383	Posted	(711624) Carol Gottlieb	1330	Check	10/08/20	9723	AR21-00275	01	CR139069	OCT - DEC 2020 CAROL GO	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP21-0000384	Posted	(711576) Genevieve Belbusti	1330	Check	10/08/20	1953	AR21-00246	01	CR139069	OCT - DEC 2020 GENEVIEVE	2,490.00
(022204) 010- 9537- - - - - - - - -						2,490.00					
DP21-0000385	Posted	(000180) Diane Mortimer	1330	Check	10/08/20	5061	AR21-00218		CR139069	OCT - DEC 2020 DIANE MOF	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000386	Posted	(702637) Lynne Porter	1330	Check	10/08/20	8860	AR21-00302	01	CR139069	OCT- DEC 2020 LYNNE POR	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000387	Posted	(000153) Arlene Modell	1330	Check	10/08/20	2232	AR21-00295		CR139069	OCT - DEC 2020 ARLENE M(	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000388	Posted	(702193) Julia Garvey	1330	Check	10/08/20	5848	AR21-00268		CR139069	OCT - DEC 2020 JULIA GAR'	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000389	Posted	(002897) Lynn Arnold	1330	Check	10/08/20	4702	AR21-00245		CR139069	OCT - DEC 2020 LYNN ARN(	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000390	Posted	(712664) Nancy Bernier	1330	Check	10/08/20	1975	AR21-00329	01	CR139069	OCT - DEC 2020 NANCY BEI	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP21-0000391	Posted	(000095) Sylvia Gonzalez-Juarez	1330	Check	10/08/20	5070	AR21-00273	01	CR139069	OCT - DEC 2020 SYLVIA GO	423.00
(022204) 010- 9537- - - - - - - - -						423.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000392	Posted	(000159) Betty Angulo	1330	Check	10/08/20	270	AR21-00326		CR139069	OCT - DEC 2020 BETTY ANG	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000393	Posted	(711613) Sharon Meyer	1330	Check	10/08/20	1094	AR21-00294	01	CR139069	OCT - DEC 2020 SHARON M	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000394	Posted	(000190) Cindy Norvell	1330	Check	10/08/20	6029	AR21-00239		CR139069	OCT - DEC 2020 CINDY NOR	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000395	Posted	(703357) Linda Cody	1330	Check	10/08/20	13926	AR21-00260		CR139069	OCT - DEC 2020	5,130.00
(022204) 010- 9537- - - - - - - - -						5,130.00					
DP21-0000396	Posted	(000028) Richard Calzada	1330	Check	10/08/20	2587	AR21-00258		CR139069	OCT - DEC 2020 RICHARD C	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000397	Posted	(712136) Regino Medina	1330	Check	10/08/20	4048	AR21-00203		CR139069	OCT - DEC 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000398	Posted	(711130) Claudine Medina	1330	Check	10/08/20	4048	AR21-00201	01	CR139069	OCT - DEC 2020	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000399	Posted	(711130) Claudine Medina	1330	Check	10/08/20	4049	AR21-00201	01	CR139069	OCT - DEC 2020	195.00
(022204) 010- 9537- - - - - - - - -						195.00					
DP21-0000400	Posted	(712929) Lorenzo Ramirez	1330	Check	10/08/20	4761	AR21-00079		CR139069	JULY - SEPT 2020	261.00
(022204) 010- 9537- - - - - - - - -						261.00					
DP21-0000401	Posted	(000186) Suzette Privitelli	1330	Check	10/08/20	0000996664	AR21-00222	01	CR139069	OCT - DEC 2020 SUZETTE F	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP21-0000402	Posted	(005349) Shirley Brown	1330	Check	10/08/20	0052513982	AR21-00255		CR139069	OCT - DEC 2020 SHIRLEY BI	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000403	Posted	(700101) Jo Ann Borchard	1330	Check	10/08/20	4553	AR21-00249	01	CR139069	OCT - DEC 2020 JO ANN BO	639.00
(022204) 010- 9537- - - - - - - - -						639.00					
DP21-0000404	Posted	(701541) Diane Franz	1330	Check	10/08/20	135	AR21-00142		CR139069	JULY - SEPT 2020	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000405	Posted	(000161) Sandra Fletcher	1330	Check	10/08/20	3715	AR21-00230	01	CR139069	OCT - DEC 2020 SANDRA FL	186.00
(022204) 010- 9537- - - - - - - - -						186.00					
DP21-0000406	Posted	(701588) Linda Bell	1330	Check	10/08/20	3589	AR21-00247		CR139069	OCT - DEC 2020 LINDA BELL	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000407	Posted	(711604) Richard Froyen	1330	Check	10/08/20	0051585406	AR21-00270	01	CR139069	OCT - DEC 2020	136.00
(022204) 010- 9537- - - - - - - - -						136.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000408	Posted	(004488) Gloria Froyen	1330	Check	10/08/20	0051585407	AR21-00252	01	CR139069	OCT - DEC 2020	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP21-0000409	Posted	(711597) Vi Escobedo	1330	Check	10/08/20	0052201945	AR21-00265	01	CR139069	OCT - DEC 2020 VIOLET ES(	830.00
(022204) 010- 9537- - - - - - - - -						830.00					
DP21-0000410	Posted	(004899) Patrick Newton	1330	Check	10/08/20	0052046723	AR21-00366		CR139069	OCT - DEC 2020 PATRICK N	994.00
(022204) 010- 9537- - - - - - - - -						994.00					
DP21-0000411	Posted	(710412) Linda Gonzales	1330	Check	10/08/20	2632	AR21-00335		CR139069	OCT - DEC 2020	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000412	Posted	(711524) Dennis Recker	1330	Check	10/08/20	3770	AR21-00352	01	CR139069	OCT - DEC 2020 DENNIS RE	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000413	Posted	(701841) Bruce Fraser	1330	Check	10/08/20	17579	AR21-00266	01	CR139069	OCT - DEC 2020 BRUCE FR/	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP21-0000414	Posted	(702336) Sharon Fraser	1330	Check	10/08/20	17579	AR21-00267	01	CR139069	OCT - DEC 2020 SHARON FI	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP21-0000415	Posted	(701625) Dennis Powers	1330	Check	10/08/20	1988	AR21-00303		CR139069	OCT - DEC 2020 DENNIS PC	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000416	Posted	(710606) Bernabe Simon	1330	Check	10/08/20	0009408479	AR21-00269	01	CR139069	OCT - DEC 2020	192.00
(022204) 010- 9537- - - - - - - - -						192.00					
DP21-0000417	Posted	(000130) Dorothy Schwarze	1330	Check	10/08/20	7051	AR21-00224	01	CR139069	OCT - DEC 2020 DOROTHY	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000418	Posted	(000149) Carmelita Eckhart	1330	Check	10/08/20	3998	AR21-00263	01	CR139069	OCT - DEC 2020 CARMELITA	798.00
(022204) 010- 9537- - - - - - - - -						798.00					
DP21-0000419	Posted	(005194) Kath Wurts	1330	Check	10/08/20	2238	AR21-00128	01	CR139069	JULY - SEPT 2020	756.00
(022204) 010- 9537- - - - - - - - -						756.00					
DP21-0000420	Posted	(005194) Kath Wurts	1330	Check	10/08/20	2238	AR21-00323	01	CR139069	OCT - DEC 2020 KATH WUR	771.00
(022204) 010- 9537- - - - - - - - -						771.00					
DP21-0000421	Posted	(701204) Donna Branstrom	1330	Check	10/08/20	3084	AR21-00254		CR139069	OCT - DEC 2020 DONNA BR/	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP21-0000422	Posted	(000131) Elizabeth Stafford	1330	Check	10/08/20	6470	AR21-00226	01	CR139069	OCT - DEC 2020 ELIZABETH	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000423	Posted	(701735) Deborah Lofton	1330	Check	10/08/20	2444	AR21-00289		CR139069	OCT- DEC 2020 DEBORAH L	213.00
(022204) 010- 9537- - - - - - - - -						213.00					

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COUNTY - County Account

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DP21-0000424	Posted	(701503) State Of California	1330	Check	10/08/20	30-235568			CR139069	HEALTH CARE DEPOSIT 10/	58,781.00
(011099)	010- 8290- 5640- 0- 0000- 0000- 000- 000- 0000- 0					58,781.00					
DP21-0000425	Posted	(712362) Continuing Development,	1330	Check	10/08/20	1128722	AR21-00189	01	CR139069	Pre-School Classroom Leases	300.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					300.00					
DP21-0000426	Posted	(004488) Gloria Froyen	1331	Electronic Fı	10/16/20	DP21-0000408	AR21-00252	01	CR139762	STOP PAY CK 0051585407	136.00-
(022204)	010- 9537- - - - - - - - -					136.00-					
DP21-0000427	Posted	(711604) Richard Froyen	1331	Electronic Fı	10/16/20	DP21-0000407	AR21-00270	01	CR139762	STOP PAY CK 0051585406	136.00-
(022204)	010- 9537- - - - - - - - -					136.00-					
DP21-0000428	Posted	(711333) E.O. Green Jr High Schoc	1331	Electronic Fı	10/16/20	DP21-0000352			CR139762	STALE CK 1420035705	450.00-
(011144)	010- 8699- 0000- 0- 0000- 0000- 160- 000- D000- 0					450.00-					
DP21-0000429	Posted	(700861) Kaye Zeitzmann	1332	Check	10/15/20	6242	AR21-00359	01	CR139762	OCT- DEC 2020 KAYE ZEITZ	186.00
(022204)	010- 9537- - - - - - - - -					186.00					
DP21-0000430	Posted	(711331) Beach Elementary Schoo	1332	Check	10/15/20	DUAL			CR139762	DONATION - KROGER	69.35
(011142)	010- 8699- 0000- 0- 0000- 0000- 120- 000- D000- 0					69.35					
DP21-0000431	Posted	(004675) Cynthia Carpenter	1332	Check	10/15/20	5069	AR21-00361	01	CR139762	OCT - DEC 2020 CYNTHIA C	54.00
(022204)	010- 9537- - - - - - - - -					54.00					
DP21-0000432	Posted	(003144) Ross Carpenter	1332	Check	10/15/20	5069	AR21-00332	01	CR139762	OCT - DEC 2020 ROSS CARI	423.00
(022204)	010- 9537- - - - - - - - -					423.00					
DP21-0000433	Posted	MARY PORTER	1332	Check	10/15/20	2981			CR139762	REPAY DISTRICT FOR OVEI	1,732.43
(022360)	010- 9201- - - - - - - - -					1,732.43					
DP21-0000434	Posted	(711605) Rosie Garcia	1332	Check	10/15/20	9535	AR21-00334	01	CR139762	OCT - DEC 2020 ROSIE GAR	136.00
(022204)	010- 9537- - - - - - - - -					136.00					
DP21-0000435	Posted	(000158) David VanKeersbilck	1332	Check	10/15/20	241	AR21-00318	01	CR139762	OCT - DEC 2020 DAVID VAN	4,776.00
(022204)	010- 9537- - - - - - - - -					4,776.00					
DP21-0000436	Posted	(710417) Francisco Rodriguez	1332	Check	10/15/20	860	AR21-00353		CR139762	OCT - DEC 2020 FRANCISC(	576.00
(022204)	010- 9537- - - - - - - - -					576.00					
DP21-0000437	Posted	(710417) Francisco Rodriguez	1332	Check	10/15/20	860	AR21-00082		CR139762	JULY - SEPT 2020	21.00
(022204)	010- 9537- - - - - - - - -					21.00					
DP21-0000438	Posted	(000163) Donna Guetter	1332	Check	10/15/20	4438	AR21-00234	01	CR139762	OCT 2020 DONNA GUETTEF	411.03
(022204)	010- 9537- - - - - - - - -					411.03					
DP21-0000439	Posted	(700099) Leann Wren	1332	Check	10/15/20	9366	AR21-00322	01	CR139762	OCT - DEC 2020 LEANN WRI	423.00
(022204)	010- 9537- - - - - - - - -					423.00					

* On Hold

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000440	Posted	(700436) Ann Leffingwell	1332	Check	10/15/20	888	AR21-00288	01	CR139762	OCT 2020 - JUN 2021 ANN L	81.00
(022204) 010- 9537- - - - - - - - -						81.00					
DP21-0000441	Posted	(710414) Donna Jimenez	1332	Check	10/15/20	17234	AR21-00065	01	CR139762	JULY - SEPT 2020	384.00
(022204) 010- 9537- - - - - - - - -						384.00					
DP21-0000442	Posted	(710963) Jim Vargeson	1332	Check	10/15/20	6262	AR21-00393	01	CR139762	APR - JUN 2021	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP21-0000443	Posted	(005585) Patricia Humphries	1332	Check	10/15/20	3563	AR21-00282	01	CR139762	OCT - DEC 2020 PATRICIA H	511.00
(022204) 010- 9537- - - - - - - - -						511.00					
DP21-0000445	Posted	(005463) Carlo Logan	1332	Check	10/15/20	8092	AR21-00290	01	CR139762	OCT - DEC 2020 CARLO LO(	6.00
(022204) 010- 9537- - - - - - - - -						6.00					
DP21-0000446	Posted	(711776) Sally Keevy	1332	Check	10/15/20	2620556164	AR21-00283	01	CR139762	OCT - DEC 2020 SALLY KEE	141.00
(022204) 010- 9537- - - - - - - - -						141.00					
DP21-0000447	Posted	(000167) Interface Children and Fa	1332	Check	10/15/20	26390	AR21-00190		CR139762	SEPT 2020 Facility Usage - H	1,000.00
(011131) 010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0						1,000.00					
DP21-0000448	Posted	(000167) Interface Children and Fa	1332	Check	10/15/20	26594	AR21-00190		CR139762	OCT 2020 Facility Usage - Ha	1,000.00
(011131) 010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0						1,000.00					
DP21-0000449	Posted	(713797) Rosanna Kissinger	1332	Check	10/15/20	1753	AR21-00339		CR139762	OCT - DEC 2020 ROSANNA I	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000450	Posted	(000436) Carol Davis	1332	Check	10/15/20	11152	AR21-00333	01	CR139762	OCT - DEC 2020 CAROL DA\	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP21-0000451	Posted	(000091) Cheryl Davidson-Fitzgera	1332	Check	10/15/20	687873828	AR21-00362		CR139762	OCT - DEC 2020 CHERYL DA	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000452	Posted	(000120) Annalyn Parvin	1332	Check	10/15/20	11051	AR21-00367	01	CR139762	OCT -DEC 2020 ANNALYN P	213.00
(022204) 010- 9537- - - - - - - - -						213.00					
DP21-0000453	Posted	(000203) Pamela Gibson	1332	Check	10/15/20	4133	AR21-00377	01	CR139762	OCT - DEC 2020 PAMELA GI	71.00
(022204) 010- 9537- - - - - - - - -						71.00					
DP21-0000454	Posted	(711617) Dolores Stallings	1332	Check	10/15/20	8562	AR21-00355	01	CR139762	OCT - DEC 2020 DOLORES S	771.00
(022204) 010- 9537- - - - - - - - -						771.00					
DP21-0000455	Posted	(701097) Chereda Hamilton	1332	Check	10/15/20	8654	AR21-00277	01	CR139762	OCT - DEC 2020 CHEREDA I	423.00
(022204) 010- 9537- - - - - - - - -						423.00					
DP21-0000456	Posted	(711673) Nancy Howison	1332	Check	10/15/20	7959	AR21-00281	01	CR139762	OCT - DEC 2020 NANCY HO'	27.00
(022204) 010- 9537- - - - - - - - -						27.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 10/1/2020, Ending Receipt Date = 10/31/2020, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

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DP21-0000457	Posted	(000176) Lorice Lambert	1332	Check	10/15/20	6444	AR21-00341		CR139762	OCT - DEC 2020 LORICE LAI	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000458	Posted	(003901) Linda Krahenbuhl	1332	Check	10/15/20	3958	AR21-00287	01	CR139762	OCT - DEC 2020 LINDA KRA	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000459	Posted	(711733) Allen Krahenbuhl	1332	Check	10/15/20	3959	AR21-00340		CR139762	OCT - DEC 2020 ALLEN KRA	2,490.00
(022204)	010- 9537-	- - - - - - -				2,490.00					
DP21-0000460	Posted	BRENDA SPEARS	1332	Check	10/15/20	2589			CR139762	REPAY DISTRICT - CALSTR	145.92
(022360)	010- 9201-	- - - - - - -				145.92					
DP21-0000461	Posted	(000139) Val Donaire	1332	Check	10/15/20	3937	AR21-00209	01	CR139762	OCT - DEC 2020 VAL DONAI	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000462	Posted	(004727) Barbara Kendall-Wood	1332	Check	10/15/20	3450	AR21-00284		CR139762	OCT - DEC 2020 BARBARA K	1,533.00
(022204)	010- 9537-	- - - - - - -				1,533.00					
DP21-0000463	Posted	(712850) Indalicio Pascua	1332	Check	10/15/20	2767	AR21-00349	00	CR139762	OCT - DEC 2020 INDALICIO I	54.00
(022204)	010- 9537-	- - - - - - -				54.00					
DP21-0000464	Posted	(711828) Sharon Stewart	1332	Check	10/15/20	529	AR21-00313	01	CR139762	OCT - DEC 2020 SHARON S	186.00
(022204)	010- 9537-	- - - - - - -				186.00					
DP21-0000465	Posted	(000171) Sophia Cormack	1332	Check	10/15/20	8025	AR21-00262		CR139762	OCT - DEC 2020 SOPHIA CC	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000466	Posted	(702574) Barbara Smalley	1332	Check	10/15/20	3195	AR21-00311	01	CR139762	OCT - DEC 2020 BARBARA S	2,703.00
(022204)	010- 9537-	- - - - - - -				2,703.00					
DP21-0000467	Posted	(000155) Colleen Potuzak	1332	Check	10/15/20	8777	AR21-00221		CR139762	OCT - DEC 2020 COLLEEN F	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000468	Posted	(711609) Franziska Jeffreys	1332	Check	10/15/20	1620	AR21-00337	01	CR139762	OCT - DEC 2020 FRANZISKA	369.00
(022204)	010- 9537-	- - - - - - -				369.00					
DP21-0000469	Posted	(700632) Barbara Pontinen	1332	Check	10/15/20	4701	AR21-00301	01	CR139762	OCT - DEC 2020 BARBARA P	186.00
(022204)	010- 9537-	- - - - - - -				186.00					
DP21-0000470	Posted	(000156) Marcia Saklad	1332	Check	10/15/20	5965	AR21-00307	01	CR139762	OCT - DEC 2020 MARCIA SA	576.00
(022204)	010- 9537-	- - - - - - -				576.00					
DP21-0000471	Posted	(700323) Linda Nahrstedt	1332	Check	10/15/20	904	AR21-00298		CR139762	OCT - DEC 2020 LINDA NAH	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000472	Posted	(000179) Estela Macias	1332	Check	10/15/20	572	AR21-00216		CR139762	OCT - DEC 2020 ESTELA MA	576.00
(022204)	010- 9537-	- - - - - - -				576.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000473	Posted	(000134) Susan Parsons	1332	Check	10/15/20	563	AR21-00242		CR139762	OCT - DEC 2020 SUSAN PAI	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000474	Posted	(004839) Cheryl Engel	1332	Check	10/15/20	9425	AR21-00264	01	CR139762	OCT - DEC 2020 CHERYL EI	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000475	Posted	(003845) Geraldine Troutman	1332	Check	10/15/20	9100	AR21-00315	01	CR139762	OCT - DEC 2020 GERALDINI	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000476	Posted	(000151) Patricia Griffin	1332	Check	10/15/20	17689	AR21-00276		CR139762	OCT - DEC 2020 PATRICIA G	192.00
(022204)	010- 9537-	- - - - - - -				192.00					
DP21-0000477	Posted	(711623) Carol Yung	1332	Check	10/15/20	7719	AR21-00324	01	CR139762	OCT - DEC 2020 CAROL YUI	186.00
(022204)	010- 9537-	- - - - - - -				186.00					
DP21-0000478	Posted	(700983) Susan Knupp	1332	Check	10/15/20	1802	AR21-00286	01	CR139762	OCT - DEC 2020 SUSASN KI	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000479	Posted	(000182) Carol Short	1332	Check	10/15/20	2220	AR21-00225		CR139762	OCT - DEC 2020 CAROL SH(	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000480	Posted	(713674) Nora Kenny	1332	Check	10/15/20	1760	AR21-00285		CR139762	OCT - DEC 2020 NORA KENI	2,676.00
(022204)	010- 9537-	- - - - - - -				2,676.00					
DP21-0000481	Posted	(000150) Susan Engelman	1332	Check	10/15/20	7727	AR21-00211	01	CR139762	OCT - DEC 2020 SUSAN EN(	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000482	Posted	(000099) Pamela Ross	1332	Check	10/15/20	3006	AR21-00223		CR139762	OCT - DEC 2020 PAMELA R(	213.00
(022204)	010- 9537-	- - - - - - -				213.00					
DP21-0000483	Posted	(004264) Corine Otero Reeber	1332	Check	10/15/20	1660	AR21-00304	01	CR139762	OCT - DEC 2020 CORINE OT	2,703.00
(022204)	010- 9537-	- - - - - - -				2,703.00					
DP21-0000484	Posted	(703123) Rosanne Mesa	1332	Check	10/15/20	687366745	AR21-00236		CR139762	OCT - DEC 2020 ROSEANNE	321.50
(022204)	010- 9537-	- - - - - - -				321.50					
DP21-0000485	Posted	(000181) Christina Mottar	1332	Check	10/15/20	0000996940	AR21-00219		CR139762	OCT - DEC 2020 CHRISTINA	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000486	Posted	(710570) Hilda Valenzuela	1332	Check	10/15/20	0052797680	AR21-00357		CR139762	OCT - DEC 2020 HILDA VALI	185.00
(022204)	010- 9537-	- - - - - - -				185.00					
DP21-0000487	Posted	(710446) Donna Buckmaster	1332	Check	10/15/20	132279907	AR21-00330		CR139762	OCT- DEC 2020 DONNA BUC	423.00
(022204)	010- 9537-	- - - - - - -				423.00					
DP21-0000488	Posted	(713146) CAP of San Luis Obispo (	1332	Check	10/15/20	323446			CR139762	FY2021 Q1 RENT 09/30/20	1,290.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					1,290.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP21-0000489	Posted	(701405) Ventura County Schools	1332	Check	10/15/20	29992			CR139762	W/C - R. GARCIA 09/22/20-10	1,539.30
(026418)	010- 2400- 0709- 0- 0000- 7550- 000- 512- 0000- 0					1,539.30					
DP21-0000490	Posted	(701405) Ventura County Schools	1332	Check	10/15/20	29857			CR139762	W/C - J. MUNIZ 10/06/20 - 10	105.47
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					105.47					
DP21-0000491	Posted	(711763) E.O. Green ASB	1332	Electronic Fı	10/15/20	10/15/20			CR139762	EOG ASB - JUL, AUG, SEP 2	520.00
(020494)	952- 8639- 0968- 0- 0000- 0000- 160- 000- 0000- 0					520.00					
DP21-0000492	Posted	(711764) Hueneme School District	1332	Electronic Fı	10/15/20	10/15/20			CR139762	HESD USB - JUL, AUG, SEP	360.00
(020052)	953- 8639- 0926- 0- 0000- 0000- 260- 000- 0000- 0					360.00					

Total for Hueneme Elementary School District **509,056.98**

Fund-Object Recap

010-2200	Classified Support Salaries	527.79
010-2400	Clerical and Office Salaries	1,539.30
010-8290	All Other Federal Revenue	120,639.32
010-8650	Leases and Rentals	4,590.00
010-8699	All Other Local Revenue	17,268.39
010-9200	Accounts Receivable	439.35
010-9201	Clearing/Payroll	1,951.56
010-9537	Retiree Benefits Liability	75,791.06
	Fund 010 - General Fund	**222,746.77**
130-8220	Child Nutrition Programs	259,893.00
130-8520	Child Nutrition Programs	21,689.11
	Fund 130 - Cafeteria Fund	**281,582.11**
250-8681	Mitigation/Developer Fees	3,848.10
	Fund 250 - Capital Facilities Fund	**3,848.10**
952-8639	All Other Sales	520.00
	Fund 952 - Green ASB Fund	**520.00**
953-8639	All Other Sales	360.00
	Fund 953 - Unorganized Student Body/Eleme	**360.00**

* On Hold

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
							Total for Hueneme Elementary School District				**509,056.98**

Org Recap

Hueneme Elementary School District

C - Check	508,898.98
E - Electronic Funds Xfer	158.00
Total Receipts	**509,056.98**
Report Total	**509,056.98**

* On Hold

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HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: UPDATE ON COVID-19 IMPACT ON HESD SCHOOLS

BOARD MEETING DATE: November 9, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For discussion only.

BACKGROUND

This will be a standing item, for discussion only, on the Board agenda during the COVID-19 pandemic. The discussion may include topics such as changes under COVID-19 since the previous Board meeting, options available to the district, concerns of staff and parents/guardians, and the status of the delivery of our services to students and families. No action will be taken during this agenda item.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF 2020-2021 SCHOOL PLANS FOR STUDENT ACHIEVEMENT

BOARD MEETING DATE: November 9, 2020

FROM: Raven Aipa, Senior Director, Educational Programs
Helen Cosgrove, Assistant Superintendent, Educational Services
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve the 2020-2021 School Plans for Student Achievement for Bard, Blackstock, Green, Hathaway, Haycox, Hueneme, Larsen, Parkview, Sunkist and Williams.

BACKGROUND

Education Code 52853 requires that the School Site Council (SCC) of all schools participating in the School-Based Program Coordination Act (School-Based Program) annually review, develop, implement, monitor and evaluate the school plan, establish a new budget, and make other modifications in the plan as necessary in order to reflect changing needs and priorities. In the Hueneme Elementary School District, 10 of 11 schools participate in the School-Based Program and have established Governing Board-approved school plans. The School Plan for Student Achievement (SPSA) is 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 2020-2021 SPSA template was approved by the state and contains student achievement data, goals and two budgets the SCC must approve.

The resulting school plan functions not only as a description of the school's instructional program and school-wide process, but also serves as a common understanding that focuses individual efforts of staff and members of the school community on a unified set of goals and objectives to increase student achievement for underperforming students.

The regulations of the School-Based Program allow participating schools to coordinate funds and services from state and federal categorical programs. In the Hueneme Elementary School District, funding from state After School Education & Safety Program (ASES) is provided to 10 schools that meet the low poverty criteria for funding. In addition, the ten district schools that receive Every Student Succeeds Act (ESSA) Title I

funds coordinate program planning and evaluation requirements within their School-Based Program activities. Title I budgets are included as a component of the SPSA.

A copy of the School Plan for Student Achievement for all 10 schools is available at the District Office at the convenience of the trustees, district employees, and other community members. This copy of the plan for all school sites has the required signatures for the advisory groups and the principal on the Recommendations and Assurances page in the SPSA.

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
RICHARD BARD ELEMENTARY SCHOOL	56-72462-6055107	October 7, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Richard Bard School administered the Bard Parent survey to access parent input on Bard School Culture Standards, Assessment and Teaching And Learning.
The results of the survey show 74% or higher of the parents surveyed responded "yes" to the following questions:
1. This school has high academic standards for all students.
2. I know the grade-level standards my child must meet this year.
3. Parents are informed regularly and timely about their child's academic progress.
5. All students have an equal opportunity to learn.
6. My child is getting a good education at this school.
7. My child is making good progress in reading.
8. My child is making good progress in writing.
9. My child is making good progress in math.
10. My child is making good progress in learning English.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted weekly in each classroom. During these observations, it was observed that teachers used district adopted curriculum regularly to support the implementation of collaboratively developed integrated units. It was observed that teachers use technology to support instruction. Teachers were also observed using accommodations and strategies to support the needs of English Learners, gifted learners, and students with disabilities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of standards based performance assessments are routinely analyzed and utilized to drive instruction. Multiple measures are housed on the district databases, Aperture and Edusoft, and are also used to monitor student achievement and make program changes. These measures include:
CAASPP data/Smarter Balanced Assessments
English Lanuguage Proficiency Assessments for California(ELPAC)
Renaissance/STAR reading data
Redesignation/Reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following curriculum-embed assessments are available to be administered and analyzed by teachers, grade level teams, and the intervention progress team. Instruction is then modified based on the analysis of these results throughout the school year.
Envisions Language Proficiency Assessments for California
Lucy Calkins Units or Writing Assessments
Wonders/Maravillas Running Records and Unit assessments
Curriculum-embedded chapter and unit test
easyCBM Math screening benchmarks

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers attend all district planned and directed professional development . Richard Bard teachers are credentialed and highly qualified.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development is provided at both the school and the district level to increase staff proficiency in learning and implementing the standards-based curriculum and assessments to measure student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive on-going instructional support from the site English Learner Support Teacher. The county office of education also provides professional learning to the Multi-tiered System of Supports (MTSS) committee to support students in all three tiers of the RtI process. Teachers Supporting Teachers is another resource available to all teachers, as expert teachers across the district in all content areas share effective instructional strategies, evidence-based supplementary materials and other best practices that are engaging students and producing successful results. The District Technology Support teacher provides on-going support for all teachers in the effective use of technology as a teaching tool for engaging students and promoting 21st Century Skills.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Time for teachers to collaborate is scheduled every Friday during distance learning in grade level meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is aligned to state standards and assessments and materials are approved by the state and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state social science, visual and performing arts, physical education, and English as a second language. Weekly grade level meetings provide teachers with time to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the state requirements for instructional minutes in reading/language arts, mathematics, and ELD according to the district designed instructional schedule for synchronous learning during distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District collaboratively developed integrated units contain pacing schedules for instruction of standards in ELA, science, and history/social science. The math curriculum, Envisions, has an embedded pacing guide for teachers to follow.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students receive the required textbooks per the Williams Act. Textbooks were distributed to students for use at home during distance learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards aligned instructional materials are used in the delivery of district-designed integrated units.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Multi-Tiered System of Supports process is in place, providing additional leveled support during the course of the school day, including small group English Learner support provided by the English Learner Support Teacher. Additionally, curriculum differentiation through reading and math groups allows students greater success in the curriculum, and the after school program provides students with homework assistance, social-emotional learning support, enrichment, and students at-risk receive priority for enrollment.

Evidence-based educational practices to raise student achievement

Teachers collaborate regularly to set goals for student achievement based on formative and summative assessment data and to share best practices in order to build collective teacher efficacy. Teachers also collaborate regularly to develop pedagogy and ensure instructional clarity. All of our Title I and ASES allocations are used to meet the needs of at-risk or students failing to meet the Common Core State Standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:
The Parent-Teacher Association (PTA)
Clinicas de Camino Real (Haycox campus)
Oxnard Public Library
Head Start
Sea Bee Base volunteers/Military School counselor
Ventura County Behavior Health
Interface Children and Family Services

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel and school administrators are involved in the planning, implementation and evaluation of services and programs for under performing students using Title I, II, III and IV federal funds as appropriated in the Consolidated Application (ConApp).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Opportunities for students to access the school library to borrow books to increase reading fluency, reading comprehension and inquiry and research standards are supported by a library clerk. Students identified as at-risk have first priority for enrollment in the after school program (ASES) to receive support with understanding and completing homework, to learn social-emotional learning skill sets, to participate in structured physical education and movement activities and enrichment and to receive targeted interventions from credentialed teachers via a school site coordinator, after school staff and credentialed teachers.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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 review and development of the SPSA annual update was the focus of all meetings with our stakeholders. The monitoring process of our 2019-20 SPSA included updates on expenditures, student achievement, progress monitoring and all other results of our expected measurable outcomes.
Key stakeholders consist of the School Leadership Team, school staff, School Site Council with input from English Language Advisory Committee, and the MTSS team. Stakeholders reviewed data and provided input through site meetings and online surveys. All stakeholder groups receive data broken out by unduplicated student groups in order to quantitatively see the impact of the SPSA on each group. Each priority point was measured by applicable metrics. The Goals, Actions and Services section outlines the new changes to the SPSA with stakeholder input.
English Learner Advisory Committee (ELAC): This committee met regularly. Members were invited to attend by email, personal phone call, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance. Input received from meetings was provided to the School Site Council (SSC) to review and develop the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Richard Bard Elementary School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	3.32%	3.11%	0.16%	23	21	1
African American	3.03%	2.81%	3.67%	21	19	23
Asian	0.87%	0.74%	1.28%	6	5	8
Filipino	3.17%	2.96%	3.19%	22	20	20
Hispanic/Latino	76.48%	77.33%	83.23%	530	522	521
Pacific Islander	1.01%	1.04%	0.32%	7	7	2
White	9.67%	9.04%	6.07%	67	61	38
Multiple/No Response	%	%	2.08%			0
			Total Enrollment	693	675	626

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	128	120	118
Grade 1	119	105	99
Grade 2	119	116	97
Grade3	108	116	115
Grade 4	117	101	108
Grade 5	102	117	89
Total Enrollment	693	675	626

Conclusions based on this data:

1. Student enrollment has decreased over the last few years; some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county.
2. Our student population is predominantly Latino (83.23%) and has remained consistent over time.
3. Our white population has been decreasing over the last couple of years.

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	311	287	214	44.9%	42.5%	34.2%
Fluent English Proficient (FEP)	97	98	121	14.0%	14.5%	19.3%
Reclassified Fluent English Proficient (RFEP)	58	48	67	17.6%	15.4%	23.3%

Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient increased from 18-19 to 19-20.
2. Our percentage of students who are Fluent English Proficient has increased steadily over the last two years.
3. The percentage of English Learners has decreased significantly in the last year.

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			% of Enrolled Students		
	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	121	104	114	117	102	107	117	102	107	96.7	98.1	93.9
Grade 4	106	115	93	103	114	90	103	114	90	97.2	99.1	96.8
Grade 5	115	97	116	109	95	110	109	95	110	94.8	97.9	94.8
All	342	316	323	329	311	307	329	311	307	96.2	98.4	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2376.	2380.	2399.	9.40	10.78	17.76	14.53	15.69	19.63	27.35	28.43	29.91	48.72	45.10	32.71
Grade 4	2424.	2438.	2442.	9.71	8.77	14.44	19.42	29.82	20.00	25.24	22.81	23.33	45.63	38.60	42.22
Grade 5	2444.	2463.	2475.	7.34	8.42	6.36	20.18	17.89	31.82	20.18	31.58	30.00	52.29	42.11	31.82
All Grades	N/A	N/A	N/A	8.81	9.32	12.70	17.93	21.54	24.10	24.32	27.33	28.01	48.94	41.80	35.18

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	5.98	9.80	18.69	39.32	43.14	46.73	54.70	47.06	34.58
Grade 4	11.65	11.40	12.22	51.46	57.89	53.33	36.89	30.70	34.44
Grade 5	9.17	12.63	11.82	41.28	49.47	58.18	49.54	37.89	30.00
All Grades	8.81	11.25	14.33	43.77	50.48	52.77	47.42	38.26	32.90

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	12.82	10.78	10.28	44.44	41.18	49.53	42.74	48.04	40.19
Grade 4	9.71	9.65	14.44	54.37	53.51	54.44	35.92	36.84	31.11
Grade 5	12.84	12.63	13.64	48.62	54.74	60.91	38.53	32.63	25.45
All Grades	11.85	10.93	12.70	48.94	49.84	55.05	39.21	39.23	32.25

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	6.84	11.76	20.56	60.68	63.73	58.88	32.48	24.51	20.56
Grade 4	5.83	5.26	11.11	59.22	74.56	74.44	34.95	20.18	14.44
Grade 5	3.67	3.16	5.45	59.63	71.58	65.45	36.70	25.26	29.09
All Grades	5.47	6.75	12.38	59.88	70.10	65.80	34.65	23.15	21.82

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	11.97	13.73	13.08	44.44	54.90	53.27	43.59	31.37	33.64
Grade 4	11.65	16.67	12.22	54.37	51.75	53.33	33.98	31.58	34.44
Grade 5	8.26	10.53	17.27	46.79	52.63	51.82	44.95	36.84	30.91
All Grades	10.64	13.83	14.33	48.33	53.05	52.77	41.03	33.12	32.90

Conclusions based on this data:

1. There has been an increase overall in the number of students who Nearly Met Standards of 3.69% from 2016-17 to 2018-19. There has been a decrease of 7.17 for the % of students oin the Standards Not Met level.
2. In the area of writing, overall student performance at Above Standard increased by 6.75% from the 2016-17 to the 2018-19 test administration.
3. All grades levels show a positive increase in Reading scores from 2016-17 to 2018-19. The percent of students performing at Above Standard grew 3.89% and the % of students At or near Standard increased by 10%. The % of students Performing Below Standard decreased 8%.

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			% of Enrolled Students		
	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	121	104	114	117	102	106	117	102	106	96.7	98.1	93
Grade 4	106	115	93	105	114	90	105	114	90	99.1	99.1	96.8
Grade 5	115	97	116	109	95	110	109	95	110	94.8	97.9	94.8
All	342	316	323	331	311	306	331	311	306	96.8	98.4	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2401.	2391.	2417.	11.11	6.86	11.32	18.80	26.47	32.08	31.62	19.61	31.13	38.46	47.06	25.47
Grade 4	2424.	2421.	2444.	2.86	3.51	6.67	14.29	14.04	15.56	40.95	42.11	55.56	41.90	40.35	22.22
Grade 5	2437.	2449.	2458.	5.50	4.21	5.45	5.50	8.42	13.64	27.52	34.74	33.64	61.47	52.63	47.27
All Grades	N/A	N/A	N/A	6.65	4.82	7.84	12.99	16.40	20.59	33.23	32.48	39.22	47.13	46.30	32.35

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	21.37	17.65	21.70	35.04	30.39	48.11	43.59	51.96	30.19
Grade 4	7.62	8.77	12.22	29.52	23.68	33.33	62.86	67.54	54.44
Grade 5	6.42	5.26	10.91	21.10	27.37	28.18	72.48	67.37	60.91
All Grades	12.08	10.61	15.03	28.70	27.01	36.60	59.21	62.38	48.37

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	14.53	11.76	16.98	39.32	37.25	52.83	46.15	50.98	30.19
Grade 4	6.67	4.39	5.56	36.19	39.47	48.89	57.14	56.14	45.56
Grade 5	5.50	6.32	3.64	39.45	34.74	44.55	55.05	58.95	51.82
All Grades	9.06	7.40	8.82	38.37	37.30	48.69	52.57	55.31	42.48

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	13.68	15.69	15.09	48.72	48.04	55.66	37.61	36.27	29.25
Grade 4	10.48	7.89	11.11	44.76	49.12	61.11	44.76	42.98	27.78
Grade 5	5.50	4.21	1.82	35.78	42.11	52.73	58.72	53.68	45.45
All Grades	9.97	9.32	9.15	43.20	46.62	56.21	46.83	44.05	34.64

Conclusions based on this data:

1. We have reduced our number of students in all grade levels not meeting standards by 14.78%, but our % of students meeting or exceeding standards remains low.
2. Between 2016-17 and 2018-19, 3rd grade students increased the % at Standards Met by 13.28%. As rigor increases in 4th and 5th grade, the percentage of 4th and 5th grade students performance is decreased in the area of Standard Met.
3. Overall, mathematics continues to be an area where our students are struggling to meet standards. This is an area where the staff will implement intervention supported by best instructional practices.

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	1403.2	1414.3	1413.6	1425.2	1378.6	1388.2	72	50
Grade 1	1434.6	1446.0	1444.0	1448.2	1424.8	1443.3	65	52
Grade 2	1486.0	1451.6	1490.8	1454.6	1480.7	1448.0	54	44
Grade 3	1483.3	1483.9	1479.5	1483.2	1486.7	1484.2	39	31
Grade 4	1501.2	1523.1	1501.9	1521.7	1500.0	1524.0	30	23
Grade 5	1513.1	1521.6	1509.1	1497.8	1516.6	1544.9	15	26
All Grades							275	226

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	*	2.00	27.78	42.00	31.94	46.00	26.39	10.00	72	50
1	23.08	9.62	24.62	28.85	16.92	36.54	35.38	25.00	65	52
2	46.30	2.27	35.19	27.27	*	47.73	*	22.73	54	44
3		9.68	46.15	35.48	33.33	41.94	*	12.90	39	31
4	*	26.09	70.00	52.17	*	17.39	*	4.35	30	23
5	*	11.54	*	46.15	*	38.46	*	3.85	15	26
All Grades	20.36	8.41	37.09	36.73	21.82	39.82	20.73	15.04	275	226

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	22.22	6.00	27.78	46.00	23.61	36.00	26.39	12.00	72	50
1	35.38	13.46	23.08	30.77	*	42.31	26.15	13.46	65	52
2	59.26	6.82	27.78	43.18	*	40.91	*	9.09	54	44
3	*	25.81	46.15	38.71	*	16.13	*	19.35	39	31
4	43.33	56.52	*	26.09	*	13.04	*	4.35	30	23
5	*	19.23	*	53.85	*	19.23	*	7.69	15	26
All Grades	35.64	17.26	30.55	39.82	16.73	31.42	17.09	11.50	275	226

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	15.28	2.00	*	24.00	51.39	68.00	22.22	6.00	72	50
1	*	7.69	24.62	17.31	*	38.46	47.69	36.54	65	52
2	27.78	0.00	31.48	15.91	25.93	47.73	*	36.36	54	44
3	*	3.23	*	12.90	46.15	64.52	38.46	19.35	39	31
4		8.70	*	34.78	50.00	47.83	*	8.70	30	23
5	*	7.69	*	26.92	*	61.54	*	3.85	15	26
All Grades	13.45	4.42	22.55	20.80	36.00	53.98	28.00	20.80	275	226

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	37.50	8.00	52.78	78.00	*	14.00	72	50
1	56.92	40.38	23.08	51.92	20.00	7.69	65	52
2	68.52	34.09	27.78	59.09	*	6.82	54	44
3	30.77	19.35	61.54	48.39	*	32.26	39	31
4	40.00	52.17	56.67	43.48	*	4.35	30	23
5	*	11.54	*	80.77	*	7.69	15	26
All Grades	46.91	26.99	42.91	61.06	10.18	11.95	275	226

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	18.06	16.00	47.22	64.00	34.72	20.00	72	50
1	30.77	3.85	26.15	67.31	43.08	28.85	65	52
2	57.41	4.55	35.19	68.18	*	27.27	54	44
3	*	48.39	61.54	38.71	*	12.90	39	31
4	60.00	43.48	*	52.17	*	4.35	30	23
5	80.00	34.62	*	53.85	*	11.54	15	26
All Grades	37.45	20.35	38.18	59.73	24.36	19.91	275	226

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	68.06	96.00	22.22	4.00	72	50
1	23.08	13.46	26.15	48.08	50.77	38.46	65	52
2	33.33	2.27	44.44	59.09	22.22	38.64	54	44
3		0.00	46.15	64.52	53.85	35.48	39	31
4		4.35	70.00	82.61	*	13.04	30	23
5		7.69	73.33	80.77	*	11.54	15	26
All Grades	14.55	4.87	50.91	70.35	34.55	24.78	275	226

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	34.72	36.00	38.89	44.00	26.39	20.00	72	50
1	*	7.69	47.69	50.00	40.00	42.31	65	52
2	24.07	0.00	66.67	68.18	*	31.82	54	44
3	*	9.68	56.41	74.19	*	16.13	39	31
4	*	26.09	70.00	65.22	*	8.70	30	23
5	*	19.23	*	76.92		3.85	15	26
All Grades	25.09	15.93	52.00	60.18	22.91	23.89	275	226

Conclusions based on this data:

1. All grade levels increased significantly in Level 2 from 2017-18 and 2018-19. At level 3, the growth is much lower.
2. The % of students showing positive growth in Reading Domain performance level "Somewhat /Moderately" improved in all grade levels.
3. In 2017-18 the largest concentration (74.78) of students scored at levels 2 and 3.

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**
675	**76.1**	**42.5**	**0.1**
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	287	42.5
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	514	76.1
Students with Disabilities	76	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.8
American Indian	21	3.1
Asian	5	0.7
Filipino	20	3.0
Hispanic	522	77.3
Two or More Races	20	3.0
Pacific Islander	7	1.0
White	61	9.0

Conclusions based on this data:

1. Our English learner population is nearly half of our total school population.
2. Our largest student group (77.3) continues to be our Hispanic population of students.
3. A majority of our students (76.2) are eligible for free or reduced priced meals or have parents/guardians who did not receive a high school diploma.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. The suspension rate went down from 2018-2019.
2. Mathematic rate went up from 2018-19.
3. English learner performance was maintained.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
32.1 points below standard	50.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.5 points	Maintained ++2.9 points	1
287	176	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0 Students	42.9 points below standard	80.5 points below standard
	Increased ++6.2 points	Increased Significantly ++17.1 points
	239	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	63.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -7.2 points	4	9
	20		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
37.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.9 points above standard
Increased ++8 points	5	2	Increased ++7 points
220			21

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**
111.7 points below standard	18 points below standard	6.9 points below standard
Maintained ++2 points	Maintained -1.6 points	Increased ++11.6 points
61	115	102

Conclusions based on this data:

1. Although students with disabilities are 80.5 points below standard, there was an increase of 17.1 points.
2. English learners and Reclassified English Learners maintained their performance status and English only increased by 11.6 points.
3. Professional development and intervention support through the MTSS process will continue for teachers, support staff and students.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
45.4 points below standard	52.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.5 points	Increased Significantly ++15.7 points	1
286	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	54.3 points below standard	99 points below standard
	Increased ++13.4 points	Increased Significantly ++21.7 points
	238	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	90.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -4.5 points	4	9
	20		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
44.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35 points below standard
Increased Significantly ++18.2 points	5	2	Increased ++13.9 points
219			21

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**
105 points below standard	25.7 points below standard	37.6 points below standard
Increased ++8.2 points	Increased Significantly ++15.5 points	Increased ++12.4 points
60	115	102

Conclusions based on this data:

1. Overall students increased by 15.5 points.
2. English Learners increased by 8.2 points and English Only students increased by 12.4 points.
3. Our students with disability increased by 21.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.9 making progress towards English language proficiency
Number of EL Students: 172
Performance Level: Medium

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
15.6	38.3	0.5	45.3

Conclusions based on this data:

1. 45.9% (Medium) English Learners continue to make progress toward English language proficiency.
2. The majority of our students progressed at least one level (78).
3. Sixty-six of Bard's English Learners maintained their ELPI level.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

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
Yellow	Yellow	No Performance Color
8.5	6.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Maintained 0	2
702	292	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.8	11.4
2	Maintained 0	Increased +2
	547	88

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4.8	9.5	Less than 11 Students - Data Not Displayed for Privacy	3.8
Maintained +0.4	Increased +5.2	6	Maintained -0.2
21	21		26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
9.1	5.6	Less than 11 Students - Data Not Displayed for Privacy	9.5
Maintained +0.4	Maintained -0.3	7	Declined -3.6
540	18		63

Conclusions based on this data:

1. Students with disabilities increased in chronic Absenteeism (+2 points).
2. Chronic Absenteeism maintained in overall student population.
3. Hispanic students maintained in Absenteeism.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
1.4	0.3	Less than 11 Students - Data Not 2
Maintained -0.1	Declined -0.3	
728	296	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not 2	1.6	2.2
	Maintained +0.1	Maintained +0.1
	562	92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4.8	0	Less than 11 Students - Data 6	0
Increased +0.6	Maintained 0		Maintained 0
21	21		27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
1.3	4.8	Less than 11 Students - Data 7	1.4
Declined -0.5	Increased +4.8		Increased +1.4
555	21		70

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	1.4

Conclusions based on this data:

1. Overall student suspension rate maintained in Yellow.
2. African American and white students increased in Suspension Rate respectively at +06 and 1.4.
3. Suspension for students with disabilities maintained.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase by 2% in status in the English Language Arts Indicator on the California School Dashboard 5x5 placement status of -32.1 from average distance from the standard (fall 2019 performance results). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

As reported in the California School Dashboard, we have identified the following need: Students with disabilities and Second Language Learners were in the Orange performance category and are identified as those with the greatest need, being -50.5 and -80.5 distance from the standard respectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of all students Scoring Standards met or Exceeded on the CAASPP Summative Assessment in English Language Arts (California School Dashboard)	All Students: -32.1 points below the standard Low Income Students (socioeconomically disadvantaged): -42.9 English Learners: -50.5 Students with Disabilities: -80.5	All Students: -30.1 points below the standard Low Income Students (socioeconomically disadvantaged): -40.9 English Learners: -48.5 Students with Disabilities: -78.5 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served by these strategies

Strategy/Activity

All activities strategies and activities listed will take place this school year

A. Teachers will fully implement Common Core State Standards (CCSS) based language arts programs
utilizing board adopted core and supplemental instructional materials

B. Teachers collaboratively identify strengths and weaknesses of students in ELA and use the CCSS to address them and teachers collaborate to identify
supplemental materials to serve students' needs

C. Teachers collaborate and coordinate lessons, ensuring that CCSS are achieved by students

D. Teachers regularly assess student progress and adjust groups and instruction in response to student achievement.

E. In grade level meetings, teachers analyze relevant school-wide data for significant subgroups.

F. Bard staff will participate in the Multi-Tiered System of Supports (MTSS) process with VCOE. Grade levels will collaborate to identify
students in need of academic intervention and teachers will deliver tiered and differentiated instruction in their classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,826	Title I 5800: Professional/Consulting Services And Operating Expenditures
1,817	Title I 1000-1999: Certificated Personnel Salaries
3,633	Title I 1000-1999: Certificated Personnel Salaries
1,250	Title I 1000-1999: Certificated Personnel Salaries
575	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide one library clerk to ensure students have access to the school library to obtain reading materials to increase foundational reading skills, reading fluency and reading comprehension skills towards meeting the common core ELA standards below:
a) Demonstrating understanding of literary and non-fictional texts.
b) Producing clear and purposeful writing as modeled through reading.
c) Research/Inquiry; investigating, analyzing, and presenting information from reading materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33,652.00	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students will be served, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

III. After School Intervention (ASES)

A. City Corps. Staff to supervise and implement the extended learning day program, with a focus on providing homework support, social-emotional learning skill sets, structured physical movement and enrichment activities

B. Staff Coordinator to oversee the daily program and serve as a liasion between the regular day and after school program staff

C. Professional Learning for all ASES staff

D. Supplies and Materials to support the program activities

E. Instructional Support for all students and staff

F. Strategic Interventions to be offered by credentialed teachers to identified students for ELA, math and ELD

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries
4,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries
6,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
6,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,805	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities

Strategy/Activity

IV. Family Engagement and Parent Education

A. Parent education to include, but not limited to, "Loving Solutions" program to support the social emotional
development of the family and nutrition education.

B. Purchase required materials.

C. Childcare will be provided for sessions.

D. Reclassification parent information led by our English Learner Support Teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1242.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in Goal 1 were implemented as described in the 2019 SPSA prior to school closure on March 16, 2020 due to COVID-19. The goal was for all students to make a 3 point growth toward meeting the Standard from 2018-2019. In the CAASPP 2019, this goal was met for all students and all student groups, except the English Learner group, which almost met the goal, but was shy of it by .01 points. CAASPP 2020 was cancelled and there is no local measure data or state data available to determine if the goal has been met for 2019-20.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Schools closed on March 16, 2020 due to COVID-19 pandemic. As a result, teachers and students pivoted to distance learning strategies with very little time for adjustment. The third trimester of the school year was disruptive and no grades were assigned. There is no data for the last trimester, including the cancellation of the state CAASPP assessments for spring 2020.

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.

While we exceeded the 3 point growth towards meeting the Standard from 2017-2018 to 2018-2019 for all students and nearly all student groups, with the exception of our English Learners, who made a 2.9 point growth, because of the current challenges with distance learning, we will strive for a modest growth of 2 points for all students and all students groups for the spring 2021 CAASPP administration. Additionally, Title I funding has been decreased due to a drop in enrollment. As a result several strategies and activities will be altered to take into account the physical barriers associated with teaching and learning during Phase I and Phase II of distance learning. Goal 1 contains all new strategies and activities to be implemented in the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in the Mathematics Indicator on the California School Dashboard.

Goal 2

All students will increase performance by 2% on the mathematics Assessment on the California School Dashboard 5X5 Placement from current of -45.4 from the average distance from the Standard(fall 2019). This goal aligns to the LCAP Goal #1 Increase academic achievement of all students.

Identified Need

Referring to the CAASPP Evaluation Rubrics as reported in the California School Dashboard, we have identified the following students with the greatest need based on Mathematics Indicators: Students with Disabilities in the Orange category, followed by second language learners in the Yellow category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of all students scoring Standards Met or Exceeded on the CAASPP Summative Assessment in Mathematics (California School Dashboard)	2018-19 All Students: -45.4 points below standard Socioeconomically Disadvantaged Students: -54.3 points below standard English Learners: -52.9 below standard Students with Disabilities: -99 points below standard	2020-2021 All Students: -43.4 Socioeconomically Disadvantaged Students: -52.3 Students with Disabilities: -97

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Implementation of our adopted mathematics (En Vision Math) as a tool to teach the CCSS with clarity and fidelity.
a. Teachers will use common pacing guides and the easyCBM (Curriculum-Based Measure) during grade level collaboration to review data which will
direct their instruction.
b. Ongoing training will be provided to teachers and staff to ensure the best instructional practices are implemented.
c. Reseach-based supplemental and support materials will be purchased to support our adopted curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students, with priority for students identified as at risk or failing to meet CCSS

Strategy/Activity

III. After School Intervention (ASES)

A. City Corps. Staff to supervise and implement the extended learning day program, with a focus on providing homework support, social-emotional learning skill sets, structured physical movement and enrichment activities

B. Staff Coordinator to oversee the daily program and serve as a liasion between the regular day and after school program staff

C. Professional Learning for all ASES staff

D. Supplies and Materials to support the program activities

E. Instructional Support for all students and staff

F. Strategic Interventions to be offered by credentialed teachers to identified students for math

(Duplicated expenditure for Goal 1, Strategy 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Parent Education (Duplicated Expenditure-See Goal #1, Strategy/Activity 3)
a. Parent Education
b.Extra collaboration and planning time for teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in math were implemented as described in the 2019-20 SPSA prior to school closure on March 16, 2020 due to COVID-19 pandemic. The goal was for all students to make a 3 point growth toward meeting the Standard from 2018-2019. In the CAASPP 2019, this goal was met for

all students and all student groups, except for American Indian or Alaska Native which decreased by -4.5 points. CAASPP 2020 was cancelled due to the pandemic and there are no local measures or state assessment data available to determine if the goal for 2019-20 has been met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and activities from the 2019-2020 SPSA were being implementated until schools closed on March 16, 2020 due to COVID-1 pandemic. As a result, teachers and students pivoted to distance learning strategies with very little time for adjustment. The third trimester of the school year was disruptive and no grades were assigned and there is no data for the last trimester, including the cancellation of the state CAASPP assessments for spring 2020.

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.

While we exceeded the 3 point growth towards meeting the Standard from 2017-2018 to 2018-2019 for all students with the exception of our American Indian or Alaska Native, who decreased -4.5 points, because of the current challenges with distance learning, we will strive for a modest growth of 2 points for all students and all students groups for the spring 2021 CAASPP administration. Additionally, Title I funding has been decreased due to a drop in enrollment. As a result several strategies and activities will be altered to take into account the physical barriers associated with teaching and learning during Phase I and Phase II of distance learning. Goal 1 contains all new strategies and activities and the allocated budgets for each strategy and activity to be implemented in the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students who progress at least one level on the ELPAC will increase from spring 2019 by 2% in the spring 2020. 43.3% of English Learners progressed at least one level. The goal is for at least 50% of students to increase by at least one level on the 2020 ELPAC. The goal is aligned with the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

The spring 2019 results were the second year of the ELPAC. Combined with the initial year of implementation, 2018, all results are used to formulate a baseline for measuring growth. Based on the 2018-2019 results, 54.7% of students did not progress at least one level on the ELPAC 2019. Bard must focus on increasing the percentage of English Learners progressing at least one level on the ELPAC from year to year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	45.3% of English Learners progressed at least one level in spring 2019	50% of English Learners will progress at least one level in spring 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

I. Curriculum and Instruction

A. Integrated and Designated ELD instruction will occur in all classrooms. Teachers and principal will continue to receive
training and coaching from our English Language Support Teacher for the purpose of developing and
supporting Designated and Integrated ELD.

B. Teachers will adhere to a schoolwide English Language Developmental (ELD) schedule, which will protect 30 minutes
of ELD instruction in kindergarten classrooms and 45 minutes of ELD/SLD instruction for 1st-5th grade
classrooms (when our school school district moves into phase 2 of reopening schools, due to the pandemic).
Students will be grouped by English Acquistion levels during Designated ELD. At least 50% of the daily time
will be devoted to oral structured language practice.

C. Teachers will use a variety of materials, including teacher-created materials, to deliver ELD instruction.
Additional materials are available to all teachers including the Wonders ELD components, such as Foundational
Skills Practice, ELD Curriculum and Newcomer Resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

II. Parent Support.
a. Support parent involvement and education through workshops, assemblies and additional outreach, such as Triple P parenting classes.
b. Monthly educational parent meetings with the counselor and administrator and English Learner Support Teacher parent support meetings.
Duplicated expenditure, See goal 1 strategy 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students, including English learners

Strategy/Activity

III. After School Program (ASES)

A. City Corps. Staff to supervise and implement the extended learning day program, with a focus on providing homework support, social-emotional learning skill sets, structured physical movement and enrichment activities

B. Staff Coordinator to oversee the daily program and serve as a liasion between the regular day and after school program staff

C. Professional Learning for all ASES staff

D. Supplies and Materials to support the program activities

E. Instructional Support for all students and staff

F. Strategic Interventions to be offered by credentialed teachers to identified students for ELD

(Duplicated expenditure for Goal 1, Strategy 3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in goal 3 were implemented as described in the 2019-20 SPSA prior to school closure on March 16, 2020 due to COVID-19 pandemic. As a result, teachers and students made a switch to distance learning strategies with little time for adjustment. The third trimester of the school year was disruptive and no grades were assigned and there is no data for the last trimester, including the cancellation of the CAASPP and ELPAC assessments for spring 2020.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 pandemic prevented the full year of implementation of the strategies and activities and there is no 2020 ELPAC data to verify if articulated goal was met.

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.

While 45.3% of English Learners progressed at least one level in spring 2019 the interventions put in place on March 16 shifted to long-distance learning due to COVID-19. Integrated and designated ELD will take place through long-distance learning using video-conferencing until such times as the school is permitted to open to 100% in-person instruction in Phrase 3 of the reopening plan. Additionally, Title I funding has been decreased due to a drop in enrollment. As a result, several strategies and activities will be altered to take into account the physical barriers associated with teaching and learning during Phase I and Phase II of distance learning. Goal 1 contains all-new strategies and activities and the allocated budgets for each strategy and activity to be implemented in the 2020-2021 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$176,794.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$59,753.00
Title I Part A: Parent Involvement	$1,242.00

Subtotal of additional federal funds included for this school: $60,995.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $176,794.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	59,753.00
Title I Part A: Parent Involvement	1,242.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,465.00
2000-2999: Classified Personnel Salaries	37,652.00
4000-4999: Books And Supplies	6,575.00
5000-5999: Services And Other Operating Expenditures	91,034.00
5800: Professional/Consulting Services And Operating Expenditures	26,068.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	4,000.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	91,034.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	6,000.00

1000-1999: Certificated Personnel Salaries	Title I	6,700.00
2000-2999: Classified Personnel Salaries	Title I	33,652.00
4000-4999: Books And Supplies	Title I	575.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,826.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,242.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,794.00

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
Mirta Alcantar	Principal
Katya Acuna	Classroom Teacher
Annette Preciado	Classroom Teacher
Lucia Gomez-Perez	Classroom Teacher
Amber Chaparro	Other School Staff
Miriam Acosta	Parent or Community Member
Yanett Cruz	Parent or Community Member
Nuri Quintino	Parent or Community Member
Jeannie Licea	Parent or Community Member
Cruz Bacerra	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Leadership Team

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 10/7/2020.

Attested:

Principal, Ms. Mirta Alcantar on 10/7/2020
SSC Chairperson, Annette Preciado on 10/7/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL	56-72462-6055032	October 6, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).The LCAP parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5CCR 3932). The LCAP was administered district-wide in English and Spanish. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- Spending Priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. Review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:

- Writing and Mathematics
- Student academic support (tutoring, homework help, library extra hours)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Throughout the year, teachers, principals and district administrators visit classrooms and provide/participate in follow-up coaching activities. Teachers visit classrooms verifying evidence of site best teaching practices by requesting a school business sub. Administrators visit classrooms for both formal and informal observations. Identifying best practices from classroom visits are then shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession. This year, 2020-21, due to COVID and school closures our school is in phase 1 and all students are participating in distance learning. Observations are done virtually. Teachers have given administration access to their Google Classrooms by assigning us as co-teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of standards based performance assessments are routinely analyzed and utilized to drive instruction. Multiple measures, housed on the district databases are also used to monitor student achievement and make program changes. These measures include:

CAASPP (California Assessment of Student Performance and Progress)
CAASPP IABs
English Language Proficiency Assessments of California (ELPAC)
Publisher theme tests for Reading
Publisher tests for Math (Beginning and End-of- Year)
Running Records
Promotion-Retention criteria
Standards-based Report cards
Accelerated Reader reports
Gifted and Talented Education screening
Chapter tests in all curricular areas
Transition criteria
Redesignation/Reclassification criteria
EasyCBM Math benchmark screener
Get More Math App
Khan Academy for math
Who's Reading

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To obtain accurate and valid measures of educational progress in order to modify and improve student achievement, Blackstock Junior High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, district benchmark assessments, and results of standardized tests. Blackstock uses CAASPP interim and summative assessments, ELPAC, and embedded assessments within the curriculum to monitor progress, to modify instruction, and to improve student achievement.

At the beginning of the school year, teachers, School Site Council, ELAC and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the Annual Review of the SPSA by the school.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and engagement strategies. Teachers are receiving professional development to address implementing the Common Core Standards and meeting the needs of students who are English Learners, socially Economically Disadvantaged, homeless and foster youth and special education students. There is alignment of staff development to content standards, assessed student performance, and professional needs (ESEA). Staff development occurs at the site in addition to district staff development opportunities. Staff development includes research-based instructional and engagement strategies. Staff has received professional development in the new science curriculum (IQWST), ELD instruction, MTSS, AVID, and many distance learning platforms. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches.) All staff have been trained on the data team concept and utilize its methodology in their grade level meetings. The principal or assistant principals meet with grade level teams and is available for consult support for teachers. Teachers meet two times each month in grade level collaboration/department meetings to analyze data, design interventions, and cognitively plan lessons. LCAP and Title III Funded ELST- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development. Teachers also received training in English 3D curriculum, supplemental programs, social/emotional learning skills, behavioral skills, and Universal Design for Learning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Hueneme Elementary School District provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals, research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. HESD's professional development is focused on long term commitments to research-based programs like professional learning communities, UDL, and goal setting. Within these professional development areas, training is differentiated for new and veteran teachers. These long term programs are evaluated and adjusted each year based on feedback and student performance data. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development. All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance, and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Blackstock Junior High School has one English Language Development Support Teacher that provides support to all teachers. The ELD coach observes teachers and provides feedback. She models lessons and works with teacher one-on-one. Blackstock Junior High also has an AVID coordinator who supports teachers who participate in the AVID program. The AVID coordinator supports the continuous improvement of the school's AVID system by completing the CCI early in the school year, using the initial findings to coach and guide AVID implementation, collecting authentic evidence to document progress, and revisiting the CCI regularly to grow the site's AVID system. In addition, Hueneme Elementary School District's Tech Coach provides regular trainings on online resources, programs and strategies. The CTE coach (Assistant Principal) provides support to all Career Tech Ed teachers and teachers who are part of a career pathway. In addition, all informal observations take place from the perspective of mentoring, supporting and looking for growth. Administrators and coaches spend time reflecting on how best to be a support system to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are given time to collaborate on Tuesdays twice a month. Teachers meet during collaborative/department team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data, as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards. Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports are standards-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Weekly grade level meetings allow teachers to focus on content and performance standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Hueneme School District adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Blackstock provides for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses. Blackstock's master schedule (6-8) allows for intervention and reteaching of students throughout the school year. Tier I Intervention is provided by classroom teachers. The block schedule allows for in-class interventions during the longer periods as well as zero period. The Blackstock MTSS committee is currently working on developing interventions for Tier II and Tier III.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:

Reading/Language Arts
6-8 Houghton Mifflin Harcourt, California Collections, 2017

Mathematics
6-8 McGraw-Hill, California Math Courses 1- 3, 2015

Science
6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science 2007 (currently piloting IQWST, Activate Learning)

History-Social Science
6-8 Teacher Curriculum Institute (TCI), History Alive!, 2017

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials and access to standards-aligned core courses. SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As part of the regular program at our site, underperforming students participate in Accelerated Reader, Get More Math programs, English Language Development, transition reading instruction, and cross-age tutoring as needed. Additionally curriculum differentiation through reading and math groups allows students greater success in the curriculum.

Evidence-based educational practices to raise student achievement

Through professional development, teachers collaborate on research-based educational practices including work by Kate Kinsella, Douglas Fisher, John Hattie, Nancy Frey, Robert Marzano, and more. The Ventura County Office of Education also provides best-practice training for teachers and administrators in evidence-based practices to support our English Language Learners, Social Economically Disadvantaged Students and Students with Disabilities. Administrators and teachers have been trained in PBIS to support student achievement. All staff have received training in relationship development through the Restorative Justice process to improve school culture and build positive, supportive relationships to allow students to thrive individually. Teachers attend conferences on Differentiated Instruction, Brain Research, Response to Intervention, and the Effects of Poverty on Student Achievement. Teachers also attend conferences on the effective use of technology, math standards, the New Generation Science Standards, and strategies for English Learners through the California Association of Bilingual Education conference.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:

The School Site Council (SSC)/ District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Parent-Teacher Association (PTA)
Parent Advisory Committee (PAC) for Migrant parents
Neighborhood for Learning (NFL) committees and preschools
Community Based English Tutoring (CBET)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
Naval Base Ventura County volunteers
District curriculum committees
District Leadership Team
CAFE Con Leche

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Information from the DAC, DELAC, and our LCAP Advisory groups is collected annually. Input from these advisory groups is used to determine areas of need for family engagement. Informed parent participation: Parents are provided opportunities for informed participation. Accommodations are available to parents/family members with disabilities. School documents and meetings are available in Spanish and translated to other languages at parent request. District and site websites have been updated to meet ADA compliance guidelines. Alignment with LCAP stakeholder involvement: Stakeholders are consulted with annually at a series of advisory committee meetings. The strengths and weaknesses of the district are identified, then ideas for improvement and ideas for parent education are collected. Input collected at meetings is augmented with input collected through our annual parent survey. Blackstock operates a school-wide Title I program. Each school conducts an annual needs assessment that includes reviewing Dashboard data, identifying strength and weaknesses, and brainstorming ideas for improvement. Information from the needs assessment is used to develop the School Plan for Student Achievement ,which includes each site's plan for spending Title I funds. SSC monitors the implementation of the plan throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Additionally, curriculum differentiation through reading and math groups allows students greater success in the curriculum. Differentiated instruction allows for additional time and support for students who are not meeting standards Students benefit from the Response to Intervention (RTI) model in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team Student Success Teams ensure that an individual plan is developed so that under-performing students receive the resources and services needed 6-8 grade classroom teachers provide strategic interventions to assist students to meet standards. Counseling services are provided through a variety of community resources Use of highly qualified instructional aides to support classroom instruction Interventions provided during the school day whenever possible; additional interventions provided before and after school.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

Regularly scheduled meetings are held with parents, staff and students from School Site Council, Cafe Con Leche, and School Leadership Team. During these meetings, needs assessment information was gathered and shared. This included findings from local and state assessments, staff, parent, and student surveys. Blackstock's SPSA includes the activities and strategies that were identified as a need for our school community in order to ensure the overall success of our students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After conducting and analyzing our comprehensive needs assessment, it has become apparent that our social economically disadvantaged, special education, and English learner student groups are not achieving at the level of students of other ethnicities or higher social economic status. Disadvantaged, English learner, and special education students at Blackstock are falling behind other student groups. In analyzing our CAASPP data, while these student groups maintained the English language arts scores in 2019, the scores are still not demonstrating high achievement. Our math scores demonstrate a declining result amongst the comparison group and state average as students move up the grade levels. Our staff will be collaborating to replicate the instructional

supports that support our under-performing student groups in efforts to close the achievement GAP. Math scores for Hispanic students fall in the red range, while scores for SWD and Filipino students are in the orange range. ELA scores for our SWD, EL, SED, and Hispanic students were at the orange level. This indicates a need for continued focus on developing effective supports and instructional practices to reach students in the lower performing groups. Funds will be targeted at two levels: first, to improve pedagogy and instructional practices and second, to offer individualized and targeted support for striving students. Because a significant amount of students in our school come from low income families and/or have more severe barriers to their education than students attending schools in more affluent areas, our students most often lack some or all of the following: advanced technology at home, private tutoring resources, quiet private places to study, real life travel experiences, exposure to available college information, extra time for many co-curricular activities, college-educated families, personal long-term goals, and knowledge of & access to community resources.

Although we maintained our ELA scores we will continue to work on improving our ELA scores through professional development, collaborative data teams, and continuing to develop our MTSS to reduce some of the barriers listed above so that our students don't fall through the cracks, and at the same time, work towards closing the achievement gap. Our primary focus will be math since our school has been identified as a CSI school since three of our student groups were in the red. Overall all, students declined 12.6 points, English learners declined 10.8 points and our Socially Economically Disadvantaged Students declined 12.6 points.

Struggling students will receive additional support during the day, as well as after school Teachers will implement new teaching strategies that have proven to be successful in other schools and provide additional academic support for students. Teachers will use a variety of instructional strategies, including cooperative learning (students working in groups) and directed lessons to meet the learning needs of the students. A math coach will plan with the math department and provide model lessons to support best practices in the classroom. Parents will be informed of their child's progress in a timely manner and interventions will be offered and communicated with parents. Our school will also use the Get More Math program to provide cumulative practice sessions that are tailored to each student's needs, supporting mastery of new skills and long term retention. In addition, we will work with the Ventura County Office of Education to support us in developing a positive math culture in which math is seen as an open, engaging subject developing mathematical thinking habits in all students, identifying needs and developing resources to meet those needs, assessment, and planning.

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	0.07%	0.14%	0.07%	1	2	1
African American	0.43%	0.54%	0.29%	6	8	4
Asian	0.22%	0.27%	0.43%	3	4	6
Filipino	6.90%	6.25%	5.08%	96	92	71
Hispanic/Latino	89.00%	88.78%	90.55%	1238	1,306	1,265
Pacific Islander	0.22%	0.2%	0.21%	3	3	3
White	2.16%	2.45%	2.36%	30	36	33
Multiple/No Response	%	%	1%			0
			Total Enrollment	1391	1,471	1,397

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	517	477	423
Grade 7	469	527	462
Grade 8	405	467	512
Total Enrollment	1,391	1,471	1,397

Conclusions based on this data:

1. Blackstock maintains a high percentage of Hispanic/Latino students.
2. The enrollment has decreased slightly over the last couple of years; some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county.
3. Our Hispanic population continues to grow, while the other student groups continue to decline.

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	402	422	423	28.9%	28.7%	30.3%
Fluent English Proficient (FEP)	783	811	772	56.3%	55.1%	55.3%
Reclassified Fluent English Proficient (RFEP)	155	139	129	44.4%	34.6%	30.6%

Conclusions based on this data:

1. Our number of English Learners, Fluent English Proficient, and Reclassified Fluent English Proficient student percentages remain steady year after year.
2. The number of RFEP students has declined each year.
3. Although the number of English learners has remained constant, the FEP student has declined.

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			% of Enrolled Students		
	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 6	464	515	473	453	508	469	453	508	469	97.6	98.6	99.2
Grade 7	409	460	515	400	451	508	400	451	508	97.8	98	98.6
Grade 8	424	410	472	418	401	464	418	401	464	98.6	97.8	98.3
All	1297	1385	1460	1271	1360	1441	1271	1360	1441	98	98.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2482.	2466.	2483.	6.40	4.72	5.76	22.74	20.28	27.51	33.77	28.54	27.51	37.09	46.46	39.23
Grade 7	2521.	2504.	2490.	5.50	7.76	4.33	33.50	25.06	23.23	30.25	27.05	26.97	30.75	40.13	45.47
Grade 8	2532.	2512.	2516.	9.09	5.49	5.82	25.36	23.44	23.06	32.06	30.67	31.90	33.49	40.40	39.22
All Grades	N/A	N/A	N/A	7.00	5.96	5.27	26.99	22.79	24.57	32.10	28.68	28.73	33.91	42.57	41.43

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 6	8.39	8.46	10.23	45.25	35.83	43.07	46.36	55.71	46.70
Grade 7	10.50	13.08	9.65	51.00	39.91	35.63	38.50	47.01	54.72
Grade 8	14.83	10.47	10.99	40.91	39.65	43.32	44.26	49.88	45.69
All Grades	11.17	10.59	10.27	45.63	38.31	40.53	43.19	51.10	49.20

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 6	11.92	7.68	11.73	43.71	39.57	52.45	44.37	52.76	35.82
Grade 7	19.80	15.96	11.22	51.63	46.78	48.23	28.57	37.25	40.55
Grade 8	19.62	9.98	9.70	49.04	44.89	54.09	31.34	45.14	36.21
All Grades	16.93	11.10	10.90	47.95	43.53	51.49	35.12	45.37	37.61

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 6	7.28	6.30	6.61	66.00	59.06	63.11	26.71	34.65	30.28
Grade 7	6.00	5.54	4.13	61.50	58.98	61.42	32.50	35.48	34.45
Grade 8	8.61	8.98	8.62	64.35	57.86	62.28	27.03	33.17	29.09
All Grades	7.32	6.84	6.38	64.04	58.68	62.25	28.64	34.49	31.37

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 6	13.25	13.19	13.65	56.29	52.17	51.39	30.46	34.65	34.97
Grade 7	21.25	15.96	14.57	53.00	53.66	46.26	25.75	30.38	39.17
Grade 8	20.33	15.21	13.58	45.69	48.88	48.71	33.97	35.91	37.72
All Grades	18.10	14.71	13.95	51.77	51.69	48.72	30.13	33.60	37.34

Conclusions based on this data:

1. The number of students not meeting standard has increased over the years.
2. Students in grade 7 had the biggest increase in students not meeting standards.
3. Students decline in all areas as they move up in grade level.

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			% of Enrolled Students		
	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 6	464	515	473	464	515	471	464	515	471	100	100	99.6
Grade 7	410	461	515	408	457	515	408	457	515	99.5	99.1	100
Grade 8	424	410	472	423	408	470	423	408	470	99.8	99.5	99.6
All	1298	1386	1460	1295	1380	1456	1295	1380	1456	99.8	99.6	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2471.	2456.	2459.	5.82	3.50	4.46	12.93	12.43	10.19	32.76	29.90	30.79	48.49	54.17	54.56
Grade 7	2492.	2466.	2452.	9.80	5.03	1.36	13.97	10.50	9.71	26.47	23.41	23.30	49.75	61.05	65.63
Grade 8	2509.	2491.	2470.	9.22	8.82	4.47	14.89	10.29	7.87	25.53	22.79	20.85	50.35	58.09	66.81
All Grades	N/A	N/A	N/A	8.19	5.58	3.37	13.90	11.16	9.27	28.42	25.65	24.93	49.50	57.61	62.43

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 6	8.84	5.24	7.43	31.25	24.85	24.20	59.91	69.90	68.37
Grade 7	17.16	9.19	3.50	22.79	19.26	21.94	60.05	71.55	74.56
Grade 8	16.31	13.73	6.38	30.97	26.96	22.34	52.72	59.31	71.28
All Grades	13.90	9.06	5.70	28.49	23.62	22.80	57.61	67.32	71.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.03	4.27	4.67	39.66	41.75	38.43	54.31	53.98	56.90
Grade 7	11.03	6.35	4.08	38.48	39.82	35.34	50.49	53.83	60.58
Grade 8	9.46	9.07	4.68	34.75	41.42	34.26	55.79	49.51	61.06
All Grades	8.73	6.38	4.46	37.68	41.01	35.99	53.59	52.61	59.55

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 6	7.76	6.60	5.94	40.09	37.09	43.74	52.16	56.31	50.32
Grade 7	10.29	7.88	4.08	50.00	49.89	49.13	39.71	42.23	46.80
Grade 8	8.75	8.58	3.62	51.06	44.85	44.04	40.19	46.57	52.34
All Grades	8.88	7.61	4.53	46.80	43.62	45.74	44.32	48.77	49.73

Conclusions based on this data:

1. Overall, the number of students not meeting grade level standards has significantly increased in 2018-2019.
2. Students in all grade levels struggled in the area of Concepts and Procedures.
3. Our students did better in the area of Communicating and Reasoning in comparison to the other areas.

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 6	1505.0	1517.2	1494.4	1499.4	1515.0	1534.5	167	144
Grade 7	1498.0	1509.9	1479.4	1495.1	1516.3	1524.2	83	145
Grade 8	1488.4	1506.8	1464.2	1491.9	1512.3	1521.4	49	56
All Grades							299	345

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	8.38	11.11	37.13	46.53	40.72	27.08	13.77	15.28	167	144
7	*	5.52	38.55	31.03	28.92	42.76	26.51	20.69	83	145
8	*	1.79	34.69	35.71	26.53	37.50	30.61	25.00	49	56
All Grades	7.69	7.25	37.12	38.26	35.12	35.36	20.07	19.13	299	345

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	20.36	25.00	52.10	43.75	18.56	18.06	8.98	13.19	167	144
7	19.28	13.79	40.96	35.17	19.28	35.86	20.48	15.17	83	145
8	*	14.29	36.73	32.14	*	30.36	24.49	23.21	49	56
All Grades	20.07	18.55	46.49	38.26	18.73	27.54	14.72	15.65	299	345

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
6	*	10.42	19.16	26.39	41.92	45.14	36.53	18.06	167	144
7	*	2.07	21.69	20.00	26.51	48.28	45.78	29.66	83	145
8	*	1.79	*	17.86	28.57	39.29	44.90	41.07	49	56
All Grades	4.35	5.51	19.73	22.32	35.45	45.51	40.47	26.67	299	345

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
6	20.36	21.53	64.07	59.72	15.57	18.75	167	144
7	24.10	6.21	53.01	61.38	22.89	32.41	83	145
8	*	1.79	61.22	67.86	24.49	30.36	49	56
All Grades	20.40	11.88	60.54	61.74	19.06	26.38	299	345

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
6	47.90	31.25	43.11	51.39	8.98	17.36	167	144
7	28.92	26.90	54.22	59.31	16.87	13.79	83	145
8	32.65	23.21	42.86	50.00	24.49	26.79	49	56
All Grades	40.13	28.12	46.15	54.49	13.71	17.39	299	345

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
6	*	9.72	18.56	42.36	78.44	47.92	167	144
7	*	3.45	24.10	40.69	68.67	55.86	83	145
8	*	1.79	*	32.14	73.47	66.07	49	56
All Grades	5.02	5.80	20.07	40.00	74.92	54.20	299	345

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
6	6.59	37.50	84.43	52.08	8.98	10.42	167	144
7	*	6.21	74.70	77.93	15.66	15.86	83	145
8	*	3.57	67.35	71.43	24.49	25.00	49	56
All Grades	7.69	18.84	78.93	66.09	13.38	15.07	299	345

Conclusions based on this data:

1. Our largest concentration of students were at levels 2 and 3.
2. Overall, our EL students performed similarly to 2017-18.
3. Our EL students did better in the listening and speaking domains.

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**
1471	**91.9**	**28.7**	**0.1**
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	422	28.7
Foster Youth	2	0.1
Homeless	2	0.1
Socioeconomically Disadvantaged	1352	91.9
Students with Disabilities	170	11.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.5
American Indian	2	0.1
Asian	4	0.3
Filipino	92	6.3
Hispanic	1306	88.8
Two or More Races	20	1.4
Pacific Islander	3	0.2
White	36	2.4

Conclusions based on this data:

1. Our largest student group continues to be our Hispanic population of students.
2. The majority of our students qualify for a free lunch program and are identified as Socioeconomically Disadvantaged students.
3. There are 28.7% of our students who are learning to communicate effectively in English.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Red		

Conclusions based on this data:

1. Our lowest performance area is in math. We are in the red in math.
2. Our suspension rate is in the orange.
3. Our performance in ELA was in the orange.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
53.3 points below standard	77.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.5 points	Increased ++3.3 points	4
1419	957	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	58 points below standard	133.7 points below standard
2	Maintained ++0.6 points	Increased Significantly ++15.7 points
	1309	176

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.8 points above standard
5	2	4	Maintained ++2.7 points
			91
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
60 points below standard	33.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.8 points below standard
Maintained ++0.4 points	Increased Significantly ++35.8 points	3	Increased Significantly ++22.1 points
1261	19		34

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**
134 points below standard	54.6 points below standard	17.5 points below standard
Increased ++11.1 points	Maintained ++0.8 points	Increased Significantly ++15.2 points
280	677	223

Conclusions based on this data:

1. All of our students made growth in ELA.
2. Students with disabilities made significant growth. They made a gain of +15.7 points.
3. The two student groups that made the most growth were the White students (+22.1 points) and our two or more races student group (+35.8 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
106.5 points below standard	127 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.6 points	Declined -10.8 points	4
1418	956	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	110.2 points below standard	189.2 points below standard
2	Declined -12.6 points	Increased ++10.4 points
	1308	176

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Orange
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	34.6 points below standard
5	2	4	Declined Significantly -19.2 points
			91
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
112.5 points below standard	43.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	110.6 points below standard
Declined -12.1 points	Maintained ++1.6 points	3	Declined -6.9 points
1260	19		34

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**
171.8 points below standard	108.5 points below standard	81.9 points below standard
Increased ++5.6 points	Declined Significantly -16.8 points	Maintained -1.4 points
279	677	223

Conclusions based on this data:

1. Overall, all students declined significantly in math (-12.6 points).
2. Our students with disabilities group made significant growth (+10.4 points).
3. Our Filipino student group had the biggest decline in math (-19.2 points).

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.8 making progress towards English language proficiency
Number of EL Students: 323
Performance Level: Medium

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
17.6	31.5	0.6	50.1

Conclusions based on this data:

1. We had 264 students who maintained or progressed at least on ELPI level.
2. Our English learners continue to make progress toward English language proficiency (50.8%).
3. Only 57 students decreased one ELPI level.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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	Orange	No Performance Color
7.7	8.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +1	4
1506	442	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	7.9	9.2
4	Increased +2.4	Declined -2.1
	1388	185

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Yellow
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2
9	2	4	Increased +1.1
			95
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
7.9	5	Less than 11 Students - Data Not Displayed for Privacy	13.2
Increased +2.5	Declined -10.4	3	Increased +3.5
1335	20		38

Conclusions based on this data:

1. Chronic absenteeism increased for all of our student populations.
2. Our two groups that had a decline in chronic absenteeism were students with two or more races and our students with disabilities groups.
3. Our white student group had the biggest increase in chronic absenteeism.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	1

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.6	5.8	Less than 11 Students - Data Not
Increased +1.4	Increased +3.8	4
1513	445	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not	3.9	4.8
4	Increased +1.5	Declined -1.2
	1394	186

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	0
9	2	4	Maintained 0
			95
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
4	0	Less than 11 Students - Data	2.6
Increased +1.7	Maintained 0	3	Declined -3.8
1342	20		38

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	3.6

Conclusions based on this data:

1. Our English learner group had the biggest increase in suspensions (+3.8 points).
2. Overall, our suspension rates grew by +1.4 points.
3. Our two groups that had a decline in suspensions were our students with disabilities and white student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English language arts - Priority 1: Basic Conditions of Learning, 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase 3 points or more in status on the English Language Arts Indicator on the California School Dashboard from current status of -53.3 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Based on a review of the performance on the state indicators (CAASPP) available on the California School Dashboard, local performance indicators and self assessment tools, progress towards SPSA goals, and stakeholder survey data and input, Blackstock is reporting a slight increase of + 1.5 points in our overall students' performance in ELA. In reviewing our data, we found that our English Learners maintained their performance level and are -77.8 points below standard, our SED students maintained their performance level (+0.6 points) as well and are -58 points below standard, and our students with disabilities significantly increased +15.7 points and are -133.7 points below standard. The data reveals that our area of greatest need is the academic achievement in ELA of our students with disabilities (-133.7 points below standard). Although no student group placed in the red area of the 5X5, we want to closely monitor support and improve the learning for our Hispanic students (-60 points below standard), our English Learners (-77.8 points below standard), and our SED students (-58 points below standard).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in English Language Arts. (California School Dashboard)	2019-20: All students: -53.3 points below standard Socioeconomically Disadvantaged Students: -58 points below standard Students with Disabilities: -133.7points below standard	All students will increase 3 points or more in the status on the English Language Arts Indicator. All Students: Increase of 3 points Socioeconomically Disadvantaged Students: Increase of 3 points Students with Disabilities: Increase of 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

I. Common Core State Standards Instruction and Professional Development

1. Teachers will fully implement grade level Common Core State Standards based on language arts programs utilizing board adopted core and supplemental instructional materials to support the learning of low achieving students.
2. Teachers will collaborate in grade level/subject area to coordinate CCSS lessons and identify strengths and weaknesses of student performance in ELA. CCSS materials will be used to address any weak areas, and supplemental materials will also be identified to meet low achieving student needs.
3. Teachers will regularly assess low achieving student progress and adjust instruction in response to student achievement. Data will be analyzed to identify trends in learning and areas of weaknesses.
4. Substitute release time for teachers will be provided to observe instructional practices in other classrooms/school sites that address the needs of low achieving students. A follow up report to grade level team/subject area will occur to share any learned information/classroom strategies.
5. Student Success Team (SST) will meet monthly to monitor the progress of low achieving students.
6. Provide teacher professional development and supplemental instructional materials for Blackstock's Advancement via Individual Determination (AVID) program for low achieving students in grades 6-8.
7. Books will be purchased to maintain high quality and quantity of high interest literature in the classroom.
8. Teachers and administrators will participate in district and county provided professional development to further instructional strategies.
9.Teachers will implement the use of IABs to monitor student progress and identify areas of weakness that need to be addressed to support low achieving students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Up to 120 students will be served by the strategies below, including low income, English learners, students with disabilities, and low achieving students.

Strategy/Activity

II. After School Education and Safety (ASES) Program

1. CityCorps/ASES staff will provide after school program for up to 120 Blackstock students.
2. Academic interventions, homework help, enrichment and social-emotions learning skill sets will be provided to identified students who participate in the program.
3. ASES staff will receive professional learning and follow-up coaching support.
4. Students in the ASES program will be instructed using structured language practices for English Language Development. Oxnard City Corp personnel will provide enrichment and recreation. Outside vendors will be contracted as needed.
5. Summer planning, professional learning, supplies/materials, and enrichment classes will be funded through ASES funds.
6. Site coordinator to oversee daily program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6805	Title I 1000-1999: Certificated Personnel Salaries
6,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
4,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
21,000	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures

20,688	After School and Education Safety (ASES) 4000-4999: Books And Supplies
6,805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Al Students

Strategy/Activity

III. Motivation

1. Support the Accelerated Reader (AR) program to improve low achieving student enthusiasm for reading, reading fluency, comprehension, and literacy skills.
2. A Library clerk will maintain a fully functioning school library, provide students additional opportunities to use AR to improve comprehension and maintain a list of AR books and tests for future purchases.
3. Books will be purchased to maintain high quality and quantity of high interest literature at all instructional levels.
4. Supplemental supplies, books, and motivational prizes (bookmarks, pencils and such) will also be funded
5. Character Counts, Panther of the trimester parent breakfast, Student of the Trimester assemblies, Spelling Bee, and attendance activities will be held to recognize the academic success of low achieving students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,667	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IV. Intervention

1. Provide Homework Club support before and after school for low achieving students who need additional instruction in English Language Arts.
2. Low achieving students will have opportunities to participate in Response to Intervention (RtI) period daily, where students will have the opportunity to receive targeted intervention from a classroom teacher.
3. Trained intervention teachers will provide reading intervention before and after school to struggling students.
4. CHAMPS-Positive Behavior Support (PBS) system and Restorative Justice will be incorporated into daily practices. All staff will receive professional development on how to implement.
5. The Where Everyone Belongs (WEB) program will be provided to encourage low achieving students to connect to peers and school.
6 Safe School Ambassadors program will be implemented to support positive behavior choices.
7. Supplemental instructional materials will be provided to low achieving students (i.e. Scholastic Magazine and Who's Reading)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22,956	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

V. Family Engagement

1. Monthly Cafe con Leche meetings will be held to provide information and resources to parents regarding community and academic services, parenting support, nutrition programs, and instruction on how to navigate and prepare for college and career readiness.
2. Parenting programs to address social emotional needs such as Parent Project, Triple P, and "Padres Promotores" will be held to model and support parents on strategies to reinforce a supportive home environment for students.
3. Parent Academy Nights, AVID Parent Nights, Language Arts nights, Adult ELD classes,and Parent Technology classes will be held throughout the year to provide parents with information and skills to academically support their student's achievement.
4. Provide daycare for parents so they may attend evening parent education events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I 5000-5999: Services And Other Operating Expenditures
2,983	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Blackstock School has made implementation of the ELA CCSS a focus to support struggling readers. Training staff and purchasing supplemental support reading materials is designed to improve student achievement for our lowest performing students in the ELA section of the state test as well as on local measures. In addition, lowest performing students' families received letters inviting them to an after-school/or before school intervention reading skills intervention. In comparing 2017-18 CAASPP data we maintained our English language arts scores. In looking at the Star summary report, students in grade 6 grew 99 points, students in grade 7 grew 48 points and students in grade 8 grew 56 points.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closures on March 13, 2020 due to COVID-19 pandemic impacted the school's ability to fully implement the strategies and activities for the last trimester of the school year. 2020 CAASPP state assessment was cancelled and there is no data to determine if the goal was met for 2019-2020 school year.

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

This goal remains the same from last year due to the closures of schools due to COVID, we were not able to fully implement the strategies and activities to achieve the established goals. Some of the activities have changes due to ideas and input from the School Site Council based on the needs assessment. We will be increasing our use of student affirmation and motivation recognition as we implement year one of PBIS officially. The supplemental instructional supplies were very

helpful as our parent population does not have the means to donate at the level of other schools. Strategy/Activity 3 are where the changes may be found in the SPSA on this page.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics-Priority 1: Basic Conditions of Learning, 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

All students will increase academic achievement in mathematics on the Mathematics Indicator of the California School Dashboard.

Goal 2

All students will increase 3 points or more in status on Mathematics Indicator on the California School Dashboard from current status of -106.5 points from the Standard (fall 2019.) This goal aligns to LCAP Goal #1: Increase academic achievement for all students.

Identified Need

Based on a review of performance on the state indicators (CAASPP) and local performance indicators available on the California School Dashboard, progress towards SPSA goals, local self assessment tools, and stakeholder input, Blackstock's level of overall students' performance in Mathematics scores have declined -12.6 points when compared to the previous year. In reviewing our data we found that our English learners declined -10.8 points, scoring at -127 points below standard. Our SED students declined -12.6 points, scoring -110.2 points below standard. Our Hispanic students increased slightly +0.4 points, scoring at -60 points below standard. Our students with disabilities increased +10.4 points, scoring -189.2 points below standard. The data reveals that our area of greatest need, the area in red, is the academic achievement in Mathematics of our students with disabilities (-189.2 points below standard level). We also want to closely monitor, support, and improve the learning of all 5 of our student groups since 3 of our 5 groups performance is in the red area of the 5X5.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in Mathematics. (California School Dashboard)	The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level. (California School Dashboard) 2018-19: All students: -106.5 points below standard Socioeconomically Disadvantaged Students: -110.2 points below standard Students with Disabilities: -189.2 points below standard	All students will increase 3 points or more in the status on the English Language Arts Indicator. All Students: Increase of 3 points Socioeconomically Disadvantaged Students: Increase of 3 points Students with Disabilities: Increase of 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Common Core State Standards Instruction and Professional Development

1. Teachers will fully implement grade level Common Core State Standards based on math programs utilizing board adopted core and supplemental instructional materials to support the learning of low achieving students.
2. Teachers will collaborate in grade level/subject area to coordinate CCSS lessons and identify strengths and weaknesses of student performance in Math. CCSS materials will be used to address any weak areas, and supplemental materials will also be identified to meet low achieving student needs.
3. Teachers will regularly assess low achieving student progress and adjust instruction in response to student achievement. Data will be analyzed to identify trends in learning and areas of weaknesses. (EasyCBM benchmark screener, Get More Math App, Khan Academy, CAASPP IABs)
5. Substitute release time for teachers will be provided to analyze EasyCBM data and create new learning experiences that address the needs of low achieving students.
6. Student Success Team (SST) will meet monthly to monitor the progress of low achieving students.
7. Provide teacher professional development and supplemental instructional materials for Blackstock's Advancement via Individual Determination (AVID) program for low achieving students in grades 6-8.
8. Books will be purchased to maintain high quality and quantity of high interest literature in the classroom.
9. Teachers and administrators will participate in district and county provided professional development to further instructional strategies.
10. Teachers will implement the use of IABs to monitor student progress and identify areas of weakness that need to be addressed to support low achieving students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I

	1000-1999: Certificated Personnel Salaries
5,000	Title I 4000-4999: Books And Supplies
6,000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

II. After School Education and Safety (ASES) Program

1. CityCorps/ASES staff will provide after school program for up to 120 Blackstock students.
2. Academic interventions, homework help, social-emotional learning skill sets and enrichment will be provided to identified students who participate in the program.
3. ASES staff will receive professional learning and follow-up coaching support.
4. Students in the ASES program will be instructed using structured language practices for English Language Development. Oxnard City Corp personnel will provide enrichment and recreation. Outside vendors will be contracted as needed.
5. Summer planning, professional learning, supplies/materials, and enrichment classes will be funded through ASES funds.
6. Site coordinator to oversee daily program.

Duplicated expenditure, See goal 1, activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

III. Motivation

1. Supplemental supplies, books, and motivational prizes (bookmarks, pencils and such) will also be funded to motivate students.

2. Character Counts, Panther of the trimester parent breakfast, Student of the Trimester assemblies and attendance activities will be held to recognize the academic success of low achieving students.

Duplicated expenditure, See goal 1, activity 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IV. Intervention

1. Provide Homework Club support before and after school for low achieving students who need additional instruction in Math.
2. Low achieving students will have opportunities to participate in Response to Intervention (RtI) period daily where students will have the opportunity to receive targeted intervention from a classroom teacher.
3. Trained intervention teachers will provide math intervention before and after school to struggling students.
4. CHAMPS-Positive Behavior Support (PBS) system and Restorative Justice will be incorporated into daily practices. All staff will receive professional development on how to implement both programs.
5. The Where Everyone Belongs (WEB) will be provide to encourage low achieving students to connect to peers and school.
6 Safe School Ambassadors program will be implemented to support positive behavior choices.
7. Supplemental instructional materials will be provided to low achieving students.

Duplicated expenditure, See goal 1, activity 4

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

V. Family Engagement

1. Monthly Cafe con Leche meetings will be held to provide information and resources to parents regarding community and academic services, parenting support, nutrition programs, and instruction on how to navigate on college and career readiness.
2. Parenting programs to address social emotional needs such as Parent Project, Triple P, and "Padres Promotores" will be held to provide modeling and support to reinforce a supportive home environment for students.
3. Parent Academy Nights, AVID Parent Nights, Math nights, Adult ELD classes,and Parent Technology classes will be held throughout the year to provide parents with information and skills to academically support their student's achievement.
4. Provide daycare for parents so they may attend evening parent education events

Duplicated expenditure, See goal 1, activity 6

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have been working with our teachers to collaborate regularly and discuss lesson preparation and presentation. We have also provided support for teachers to meet and discuss math curriculum and how to strengthen its use in class, as well as how to gradually begin to use more and more of the curriculum as time progresses. We implemented the co-teaching model to support our Special Education population in the area of math. While the goal of 3 point growth was not met for all students in the 2019 math indicator on the California Dashboard, students with disabilities exceed the goal with a 10.4 growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closures on March 13, 2020 due to COVID-19 pandemic impacted the school's ability to fully implement the strategies and activities for the last trimester of the school year. 2020 CAASPP state assessment was cancelled and there is no data to determine if the goal was met for 2019-2020 school year.

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

This goal remains the same from last year due to the closures of schools due to COVID, we were not able to fully implement the strategies and activities to achieve the established goals. Some of the activities have changes due to ideas and input from the School Site Council based on the needs assessment. We will be increasing our use of student affirmation and motivation recognition as we implement year one of PBIS officially. The supplemental instructional supplies were very helpful as our parent population does not have the means to donate at the level of other schools. Strategy/Activity 3 on this page is where these changes may be found.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English language learners: Priority 1: Basic Conditions of Learning, 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students meeting performance level 4 on the English Language Proficiency Assessments for California (ELPAC) Overall will increase by 1.5% from spring 2019. In spring 2019, 7.25% of students met performance level 4. Spring 2018 results was the first year of the ELPAC and these results are the baseline for measuring growth in future years. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

With the transition to a new assessment, the 2019 California Dashboard has no performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported. Since Blackstock has a 28.7% English Learner (EL) population, monitoring EL progress is extremely important. Using reclassification data, we can report that 100 of our students were reclassified in 2018-19, and 129 students during the 2019-20 school year. In a review of our students who have been reclassified for 2 years, their mainstreamed academic success rate increased from 44.5% to 54%. A review of our 3rd and 4th year reclassified students increased from 54% to 84%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of English learners will maintain or increase in status on the English learner progress report. (California School Dashboard)	The percent of English Learner students meeting performance level 4 on the English Language Proficiency Assessments for California (ELPAC) Level 4-Well Developed- 7.25% (24 students) Level 3- Moderately Developed- 38.26% (131 students) Level 2- Somewhat Developed- 35.36% (121 students)	The percent of English Learner students meeting performance level 4 on the English Language Proficiency Assessments for California (ELPAC) will increase by 1.5%. Percent of students meeting level 4 on the ELPAC will increase by 1.5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 1- Beginning Stage- 19.13% (66 students)	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

I. Common Core State Standards Instruction and Professional Development

1. Teachers will fully implement grade level Common Core State Standards based on English Language Development programs utilizing board adopted core and supplemental instructional materials to support the learning of low achieving students.
2. Teachers will collaborate in grade level/subject area to coordinate CCSS lessons and identify strengths and weaknesses of student performance in English Language Development. CCSS materials will be used to address any weak areas, and supplemental materials will also be identified to meet low achieving student needs.
3. Teachers will regularly assess low achieving student progress and adjust instruction in response to student achievement. Data will be analyzed to identify trends in learning and areas of weaknesses.
4. Substitute release time for teachers will be provided to observe instructional practices in other classrooms/school sites that address the needs of low achieving students. A follow up report to grade level team/subject area will occur to share any learned information/classroom strategies.
5. Student Success Team (SST) will meet monthly to monitor the progress of low achieving students.
6. Provide teacher professional development and supplemental instructional materials for Blackstock's Advancement via Individual Determination (AVID) program for low achieving students in grades 6-8.
7. Books will be purchased to maintain high quality and quantity of high interest literature in the classroom.
8. Teachers and administrators will participate in district and county provided professional development to further instructional strategies.
9. Teachers will implement the use of IABs to monitor student progress and identify areas of weakness that need to be addressed to support low achieving students.

Duplicated Expenditure, goal 1, activity 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

II. After School Education and Safety (ASES) Program

1. CityCorps/ASES staff will provide after school program for up to 120 Blackstock students.
2. Academic interventions, homework help, social emotional learning skill sets and enrichment will be provided to identified students who participate in the program.
3. ASES staff will receive professional learning and follow-up coaching support.
4. Students in the ASES program will be instructed using structured language practices for English Language Development. Oxnard City Corp personnel will provide enrichment and recreation. Outside vendors will be contracted as needed.
5. Summer planning, professional learning, supplies/materials, and enrichment classes will be funded through ASES funds.
6. Site coordinator to oversee daily program.

Duplicated expenditure, See goal 1, activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

III. Motivation

1. Reclassification celebrations/ Student recognition assemblies to recognize ELPAC growth.
2. Support the Accelerated Reader (AR) program to improve low achieving student enthusiasm for reading, reading fluency, comprehension, and literacy skills.
3. A Library clerk will maintain a fully functioning school library, provide students additional opportunities to use AR to improve comprehension and maintain a list of AR books and tests for future purchases.
4. ELD teachers collaborate with ELA teachers to monitor STAR reading Grade Equivalent (GE) to support student progress toward meeting Reclassification criteria.
5. Books will be purchased to maintain high quality and quantity of high interest literature at all instructional levels.

6. Supplemental supplies, books, and motivational prizes (bookmarks, pencils and such) will also be funded
7. Character Counts, Panther of the trimester parent breakfast, Student of the Trimester assemblies, Spelling Bee, and attendance activities will be held to recognize the academic success of low achieving students.
8. Provide support for an after school speech and debate program for Migrant students interested in participating in the annual competition held locally and sponsored by Migrant Region 17.

Duplicated expenditure, See goal 1, activity 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

IV. Intervention

1. Provide Homework Club support before and after school for low achieving students who need additional instruction in Math and English Language Arts.
2. Low achieving students will have opportunities to participate in Response to Intervention (RtI) period daily where students will have the opportunity to receive targeted intervention from a classroom teacher.
3. Trained intervention teachers will provide reading intervention before and after school to struggling students.
4. CHAMPS-Positive Behavior Support (PBS) system and Restorative Justice will be incorporated into daily practices. All staff will receive professional development on how to implement.
5. The Where Everyone Belongs (WEB) will be provide to encourage low achieving students to connect to peers and school.
6 Safe School Ambassadors program will be implemented to support positive behavior choices.
7. Supplemental instructional materials will be provided to low achieving students (i.e. Scholastic Magazine and Who's Reading)
8. Provide a 0 period/after school class to specifically identified EL students to assist them in their growth on the ELPAC assessment.

Duplicated expenditure, See goal 1, activity 4

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

V. Family Engagement

1. Reclassification celebrations/ Student recognition assemblies to recognize ELPAC growth.
2. Monthly Cafe con Leche meetings will be held to provide information and resources to parents regarding community and academic services, parenting support, nutrition programs, and instruction on how to navigate on college and career readiness.
3. Parenting programs to address social emotional needs such as Parent Project, Triple P, and "Padres Promotores" will be held to provide modeling and support to reinforce a supportive home environment for students.
4. Parent Academy Nights, AVID Parent Nights, Language Arts nights, Adult ELD classes,and Parent Technology classes will be held throughout the year to provide parents with information and skills to academically support their student's achievement.
5. Provide daycare for parents so they may attend evening parent education events
6. Hold at least one Road to Reclassification parent meeting during ELAC meeting for all parents to understand the Reclassification process, then provide an amended version of the same presentation at each reclassification celebration to remind students and parents of the importance of maintaining/improving academic performance.

Duplicated expenditure, See goal 1, activity 6

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teacher and master schedule reflected designated ELD time for grade 6 levels. Sixth grade has a protected time during the day to provide designated ELD. Although we have no comparison data due to the change in assessments from CELDT to ELPAC, we looked at our reclassification reviews. Using reclassification data, we can report that 151 of our students were reclassified in 2017-18, 129 students during the 2018-19 school year, and 44 in 2019-20. In a review of our students who have been reclassified for 2 years, their mainstreamed academic success rate grew from 44.4% to 54%. A review of our 3rd and 4th year reclassified students indicates an increase from 73% to 84%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closures on March 13, 2020 due to COVID-19 pandemic impacted the school's ability to fully implement the strategies and activities for the last trimester of the school year. 2020 CAASPP state assessment was cancelled and there is no data to determine if the goal was met for 2019-2020 school year.

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

We will be adjusting the goal to target more specific academic goals by all EL students. We will assess the quality and quantify of academic discourse happening in designated and integrated ELD time. We believe this will support academic achievement and reclassification of long-term ELs. This change can be noted on page 21, Strategy/Activity 1, page 24, Strategy/Activity 7, and page 28, Strategy/Activity 15 of the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$240,133.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$94,428.00
Title I Part A: Parent Involvement	$2,983.00

Subtotal of additional federal funds included for this school: $97,411.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$142,722.00

Subtotal of state or local funds included for this school: $142,722.00

Total of federal, state, and/or local funds for this school: $240,133.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	142,722.00
Title I	94,428.00
Title I Part A: Parent Involvement	2,983.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,805.00
2000-2999: Classified Personnel Salaries	9,788.00
4000-4999: Books And Supplies	68,311.00
5000-5999: Services And Other Operating Expenditures	112,229.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	6,805.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	20,688.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	105,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	33,805.00

4000-4999: Books And Supplies	Title I	47,623.00
5000-5999: Services And Other Operating Expenditures	Title I	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,983.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	222,133.00
Goal 2	18,000.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Felicitas Perez	Principal
Marisol Moreno-Juarez	Classroom Teacher
Krista Verardo	Classroom Teacher
Lizette Rodriguez	Other School Staff
Melissa Lewis	Classroom Teacher
Esperanza Ochoa	Parent or Community Member
Christine Perez	Parent or Community Member
Ramona Hernandez	Parent or Community Member
Maria G. Ruiz Vargas	Parent or Community Member
Alma Quirino	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 6, 2020.

Attested:

Principal, Felicitas Perez on October 6, 2020

SSC Chairperson, Christine Perez on October 6, 2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
E.O. GREEN JUNIOR HIGH SCHOOL	56-72462-6055040	October 14, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

E.O. Green administered the Parent Survey School Needs Assessment to obtain input from parents and school community on Standards and Assessment and Teaching and Learning. The results of the surveys show 88% of the parents and teachers responded that students at E.O. Green have:

ACADEMICS
High academic standards for students
Know the grade level standards their child need to learn each year
Understand how their child's academic progress will be graded
Parents are informed regularly and timely about their child's academic progress.

STANDARDS AND ASSESSMENT
This school has high academic standards for all students.
I know the grade-level standards my child must meet this year.
I understand how my child's academic progress will be graded.
Parents are informed regularly and timely about their child's academic progress.

TEACHING AND LEARNING
All students have an equal opportunity to learn.
My child is getting a good education at this school.
My child is making good progress in reading.
My child is making good progress in writing.
My child is making good progress in math.
My child is making good progress in learning English.
My child has meaningful homework that can be done independently.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted weekly in each classroom. During these observations it was observed that teachers are using district adopted curriculum regularly to support the implementation of state standards and collaboratively-developed grade level and by department units/lessons. It was observed that teachers use technology to support instruction. Teachers were also observed using accommodations and strategies to support the needs of English Learners, gifted learners, and students with disabilities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of the standards based performance assessments are routinely analyzed and utilized to drive instruction. Multiple measures, housed on the district databases, Aperture and Data Wise, are also used to monitor student achievement and make program changes. These measures include:

- CAASPP Data / SMARTER BALANCED / Interim Assessments
- ELPAC - English Language Proficiency Assessments for California (ELPAC)
- Renaissance Accelerated Reader reports and STAR Reading Data
- Redesignation/Reclassification Criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Results of the curriculum-embedded assessments are routinely analyzed and utilized to drive instruction. Multiple measures, housed on the district databases, Aperture and Data Wise, are used to monitor student achievement and make program changes. The following curriculum assessments are available to be administered and analyzed by teachers and grade level teams and intervention progress team that measures include:

- Lucy Calkins - Creating Writing
- Chapter and Unit Tests
- Promotion-Retention criteria
- Standards-based Report cards
- Unit/Chapter Tests Mathematics- California Math and English Language Arts - California Collections

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff participated in professional development provided by the district and VCOE.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the District is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Our Leadership Team meets regularly to analyze data and student achievement in order to determine staff development needs. Annual “Power Standards” are selected each year by the Leadership Team to focus our efforts on identified academic areas in need of improvement. Considerable professional development has been conducted in the area of administering and analyzing student performance assessment instruments, the development of collaborative data teams, and SIOP (Sheltered Instruction Observation Protocol). Staff development is scheduled on District buy-back days, Monday staff meetings and bi-monthly department meetings. Staff development trainers are national, county and district- recognized experts.
Teachers are assessing content standards and curriculum.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing instructional support from the site English Learner Support Teacher, from the district Technology Resource Specialist, and from consultants from the Ventura County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is scheduled for Fridays during Distance Learning Phase 1. Grade level and Leadership meetings occur twice a month during contracted faculty meetings on Tuesdays from 2:10-3:10.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District’s core curriculum is based on standards, assessments and materials approved by the state and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports are standards-based and effectively assess student progress towards mastery of standards. The core curriculum includes language arts, mathematics, science/health, history/social science, visual and performing arts, physical education, and English as a second language. Weekly grade level meetings allow teachers to focus on content and performance standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the recommended instructional minutes for reading/language arts and mathematics during synchronous and asynchronous scheduled times reflected on the bell schedules created and approved by the HEA Union and district team. ELD designated instruction is scheduled during assigned periods as well as integrated ELD support within the classroom.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers collaborated and developed a year-long schedule organized by quarters containing a pacing quarterly schedule of the essential standards in ELA, social science/history, mathematics, and science/NGSS Next Generation Science Standards that teachers follow.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups received all standards-based instructional materials adopted by the District under the direction of the Governing Board and per William's Act requirement per grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are used in the delivery of remedial math and reading tutorial interventions offered before and after school.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Multi-Tiered System of Supports process is in place, providing additional leveled support during the course of the school day ,including small group English Learner support provided by the English Learner Support Teacher.. Additionally, curriculum differentiation through reading and math groups allows students greater success in the curriculum. The after school program focuses on providing homework assistance, teaching social-emotional learning skills and enrichment activities are offered to students identified as at-risk.

The ASES (After School Education and Safety) program provides funds for teachers to provide strategic academic interventions for students in reading and math. The AVID program (Advancement Via Individual Determination) is growing at E.O. Green; AVID is a system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. AVID currently services 7th and 8th-grade students. The program provides tutors to support students who are academically struggling.

Evidence-based educational practices to raise student achievement

Teachers collaborate regularly to set goals for student achievement based on formative and summative assessment data and to share best practices in order to build collective teacher efficacy. Teachers also analyze data to establish what will be taught and data drives instruction. Teachers collaborate to expand their understanding of state standards and develop their pedagogy to ensure instructional clarity.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:

- The School Site Council (SSC)
- The English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- The GATE Parent Advisory Committee
- The Parent-Teacher Association (PTA)
- Parent Advisory Committee (PAC) for Migrant parents
- Clinicas del Camino Real (Haycox campus)
- Oxnard Public Library
- School Attendance Review Board (SARB)
- City Impact/ Triple P / Parent Project Social-Emotional Services
- SeaBee Base volunteers/counselor
- English Language Development
- TRIO - SEPA and California Lutheran Counseling Program

K-12 Strong Workforce Program Partnership with OUHSD

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, development, implementation, monitoring and review of programs and services provided for in the School Plan for Student Achievement with Title 1 and ASES funding through participation in the School Site Counsel and the English Learner Advisory Committee. Other committees include:

- District English Learner Advisory Committee (DELAC)
- The Parent-Teacher Association (PTA)
- Clinicas del Camino Real (Haycox campus)
- Oxnard Public Library
- School Attendance Review Board (SARB)

Social-Emotional Services

- VCBH Ventura County Behavior Health - City Impact/ Triple P / Parent Project
- SeaBee Base volunteers/counselor
- VC Innovates / PATHWAYS

Interface Counselling Services

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention teachers provide small group instruction in the classroom during the teacher's small group time. Title I monies fund after school tutorials, reading groups and Homework Club assistance. Title III funds are used to extend English Language Development and academic tutorials for English Learners. ASES funds are used to provide an extended learning day program for up to 120 students, with priority for students who are at risk or failing to meet common core state standards.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

E.O. Green's Process for the SPSA and Annual Review and Update is as follows;

English Learner Advisory Committee (ELAC): This committee met regularly. Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the School

Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance. Input received from meetings meeting was provided to the School Site Council (SSC).

School Site Council (SSC): This committee met regularly to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone calls, and postings on campus. These meetings discussed the SPSA in-depth and received input from the parents in attendance. An annual review of the SPSA took place; participants analysed the data at this meeting SSC members received a digital copy of the final SPSA for review and voted to approve.

Faculty Collaborative Leadership Team: The site Collaborative Leadership Team met regularly. An analysis of data was conducted to drive goals for this year's plan. Input received at these meetings was provided to the SSC to gather information on progress toward goals. Principal and assistant principals al had an opportunity to analyze the student tests results data and provided conclusions.

Faculty at Large: The faculty met to review stakeholder teams' data analysis to drive goals for this year's plan. Input received at these meetings was provided to the SSC to gather information on progress toward goals.

Monthly parent meetings are available for families to attend, along with Coffee with The Principal, Parent Academies, PTSA, and grade-level specific meetings that occurred this year. Information was gathered and shared, including findings from local and state assessments, staff, parent, and student surveys, with all stakeholder groups. The goals, actions, and services section outline the new changes to the SPSA as a result of stakeholder input. Green's SPSA includes activities and strategies that were identified as needs for our school community to ensure the overall success of all students. The review and development of the SPSA annual update was the focus of all meetings with our stakeholders. The monitoring process of our 2019-2020 SPSA included updates on expenditures, student achievement progress monitoring and all other results of our expected measurable outcomes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to E.O. Green Junior High School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.08%	0.23%	1.77%	1	3	22
African American	1.45%	1.17%	1.29%	19	15	16
Asian	0.84%	0.63%	0.56%	11	8	7
Filipino	2.21%	1.8%	2.25%	29	23	28
Hispanic/Latino	86.29%	86.61%	84.7%	1133	1,106	1,052
Pacific Islander	0.30%	0.31%	0.48%	4	4	6
White	6.85%	6.97%	7%	90	89	87
Multiple/No Response	%	%	1.93%			0
			Total Enrollment	1313	1,277	1,242

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	444	377	389
Grade 7	439	474	400
Grade 8	430	426	453
Total Enrollment	1,313	1,277	1,242

Conclusions based on this data:

1. 6th student enrollment declined by 67 students this school year and 8th Grade enrollment declined by 4 students this school year.
2. Our student population is predominantly Latino(86.29%); there are low percentages of other populations.
3. The number of students in each grade level remains steady from year to year.

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	234	215	218	17.8%	16.8%	17.6%
Fluent English Proficient (FEP)	570	559	539	43.4%	43.8%	43.4%
Reclassified Fluent English Proficient (RFEP)	92	83	51	36.8%	35.5%	23.7%

Conclusions based on this data:

1. The English Learner Student Enrollment increased by 1.0% compared to last year.
2. Our percentage of students who are Fluent English Proficient has remained consistent with less than a one percent change.
3. The number of students who have been Reclassified Fluent English Proficient RFEP has decreased by almost 12% since the previous year.

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			% of Enrolled Students		
	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 6	406	439	379	401	433	378	401	433	378	98.8	98.6	99.7
Grade 7	438	440	461	430	433	453	430	433	453	98.2	98.4	98.3
Grade 8	404	419	414	395	411	408	395	411	408	97.8	98.1	98.6
All	1248	1298	1254	1226	1277	1239	1226	1277	1239	98.2	98.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2481.	2463.	2474.	5.99	3.00	5.03	23.19	20.09	22.49	31.92	28.87	29.37	38.90	48.04	43.12
Grade 7	2499.	2495.	2489.	3.95	3.23	4.42	22.33	24.25	23.84	31.40	30.02	23.84	42.33	42.49	47.90
Grade 8	2522.	2509.	2515.	3.80	3.41	4.41	27.09	22.87	25.74	35.70	32.85	29.17	33.42	40.88	40.69
All Grades	N/A	N/A	N/A	4.57	3.21	4.60	24.14	22.40	24.05	32.95	30.54	27.28	38.34	43.85	44.07

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 6	11.22	6.00	9.52	44.64	42.03	40.48	44.14	51.96	50.00
Grade 7	10.23	9.24	9.71	41.86	42.73	36.20	47.91	48.04	54.08
Grade 8	9.62	10.95	11.76	44.56	39.66	41.67	45.82	49.39	46.57
All Grades	10.36	8.69	10.33	43.64	41.50	39.31	46.00	49.80	50.36

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 6	10.97	6.70	7.14	41.90	38.80	54.23	47.13	54.50	38.62
Grade 7	14.42	11.55	11.26	48.14	47.11	52.10	37.44	41.34	36.64
Grade 8	12.66	9.73	10.78	53.92	47.45	56.37	33.42	42.82	32.84
All Grades	12.72	9.32	9.85	47.96	44.40	54.16	39.31	46.28	36.00

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 6	7.73	7.16	7.14	63.84	57.74	61.64	28.43	35.10	31.22
Grade 7	4.42	5.77	3.53	58.14	60.05	63.80	37.44	34.18	32.67
Grade 8	6.58	5.84	6.86	64.81	58.39	61.76	28.61	35.77	31.37
All Grades	6.20	6.26	5.73	62.15	58.73	62.47	31.65	35.00	31.80

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 6	11.97	9.93	11.11	54.11	48.96	51.32	33.92	41.11	37.57
Grade 7	11.40	12.70	9.71	52.56	52.42	47.68	36.05	34.87	42.60
Grade 8	12.91	11.44	12.01	53.16	52.55	46.32	33.92	36.01	41.67
All Grades	12.07	11.35	10.90	53.26	51.29	48.35	34.67	37.35	40.76

Conclusions based on this data:

1. Overall, 6th grade declined by 3.54% in the % Below Standard, grade 7 grew by 7.73%, and grade 8 grew by 5.66% in Below Standard.

2. Overall, Green's student population shows in the "%Above Standard" indicator that 6th and 8th grade have a steady gain and grade 7 had a decline in this indicator from the school year 2017-18 to 2018-19. Achievement for all Students across the grades has been increasing, as students promote to the next grade level.

3. Overall approximately 20% of 6-8th grade students are meeting grade level ELA standards.The amount of 8th grade students "At or Near the Standard" has increased almost 10% in the area of writing from the previous year. Almost half of the students are not meeting grade level ELD standards overall.

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			% of Enrolled Students		
	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 6	407	439	379	403	434	378	403	434	378	99	98.9	99.7
Grade 7	438	440	461	434	436	454	434	436	454	99.1	99.1	98.5
Grade 8	404	419	414	401	415	408	401	415	408	99.3	99	98.6
All	1249	1298	1254	1238	1285	1240	1238	1285	1240	99.1	99	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	2445.	2440.	2449.	2.23	1.84	2.38	10.42	9.91	7.94	29.78	25.35	30.69	57.57	62.90	58.99
Grade 7	2478.	2475.	2469.	5.30	5.28	5.95	11.75	13.76	7.49	31.11	27.75	28.63	51.84	53.21	57.93
Grade 8	2498.	2481.	2485.	9.73	6.27	6.62	11.72	8.19	11.76	24.19	21.93	23.28	54.36	63.61	58.33
All Grades	N/A	N/A	N/A	5.74	4.44	5.08	11.31	10.66	9.03	28.43	25.06	27.50	54.52	59.84	58.39

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 6	4.47	4.15	3.70	26.30	20.74	20.90	69.23	75.12	75.40
Grade 7	9.22	8.49	8.37	23.96	28.67	24.45	66.82	62.84	67.18
Grade 8	13.22	7.23	9.31	25.69	27.47	25.74	61.10	65.30	64.95
All Grades	8.97	6.61	7.26	25.28	25.60	23.79	65.75	67.78	68.95

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 6	2.73	2.76	2.91	36.97	32.49	38.36	60.30	64.75	58.73
Grade 7	6.68	6.65	8.15	42.86	42.66	36.12	50.46	50.69	55.73
Grade 8	9.98	7.47	7.84	38.90	42.17	38.48	51.12	50.36	53.68
All Grades	6.46	5.60	6.45	39.66	39.07	37.58	53.88	55.33	55.97

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 6	5.21	3.69	3.70	38.21	34.10	39.68	56.58	62.21	56.61
Grade 7	5.99	8.49	4.85	55.99	52.98	54.19	38.02	38.53	40.97
Grade 8	8.73	7.71	6.62	49.88	43.61	52.21	41.40	48.67	41.18
All Grades	6.62	6.61	5.08	48.22	43.58	49.11	45.15	49.81	45.81

Conclusions based on this data:

1. Overall, 6th grade CAASPP Mathematics results declined by 5.6%.in the % Standard Nearly Met. Overall, 7th grade performance declined by 6.27% in the % Standard Nearly Met.
2. Overall, all groups tested showed improvement in "% At or Near Standard". Another area of strength for all grades is the decrease in the indicator "% Below Standard" for 8th grade. The 8th grade students scoring in the "% Below Standard" improved by 7.49 %.
3. The areas of weakness include 7th and 8th grade with a decline in "%Standard Met". Overall, all grades gain in "% At or Near Standard" from 2017-18 at 43.58% to 2018-19 at 49.11%, an increase of 5.53%.

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 6	1504.5	1519.2	1492.5	1506.7	1516.0	1531.3	86	81
Grade 7	1507.4	1526.4	1486.8	1518.2	1527.6	1533.9	53	71
Grade 8	1504.0	1522.5	1483.1	1501.5	1524.5	1543.0	33	33
All Grades							172	185

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	*	9.88	44.19	43.21	41.86	38.27	12.79	8.64	86	81
7	*	8.45	43.40	46.48	26.42	29.58	20.75	15.49	53	71
8	*	3.03	36.36	42.42	36.36	30.30	*	24.24	33	33
All Grades	*	8.11	42.44	44.32	36.05	33.51	16.28	14.05	172	185

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	16.28	18.52	51.16	56.79	25.58	16.05	*	8.64	86	81
7	20.75	25.35	45.28	45.07	24.53	15.49	*	14.08	53	71
8	33.33	15.15	*	39.39	*	18.18	*	27.27	33	33
All Grades	20.93	20.54	45.35	49.19	23.84	16.22	9.88	14.05	172	185

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
6	*	4.94	16.28	18.52	45.35	62.96	36.05	13.58	86	81
7	*	4.23	*	25.35	37.74	53.52	30.19	16.90	53	71
8	*	3.03	33.33	36.36	42.42	39.39	*	21.21	33	33
All Grades	*	4.32	20.35	24.32	42.44	55.14	31.40	16.22	172	185

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
6	23.26	17.28	60.47	61.73	16.28	20.99	86	81
7	*	12.68	67.92	63.38	*	23.94	53	71
8	*	3.03	51.52	66.67	*	30.30	33	33
All Grades	20.93	12.97	61.05	63.24	18.02	23.78	172	185

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
6	34.88	33.33	58.14	59.26	*	7.41	86	81
7	33.96	54.93	54.72	33.80	*	11.27	53	71
8	36.36	30.30	42.42	39.39	*	30.30	33	33
All Grades	34.88	41.08	54.07	45.95	11.05	12.97	172	185

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
6	*	4.94	19.77	46.91	79.07	48.15	86	81
7	*	2.82	*	46.48	69.81	50.70	53	71
8	*	6.06	*	42.42	66.67	51.52	33	33
All Grades	*	4.32	21.51	45.95	73.84	49.73	172	185

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
6	*	25.93	82.56	71.60	*	2.47	86	81
7	*	7.04	69.81	88.73	*	4.23	53	71
8	*	3.03	78.79	90.91	*	6.06	33	33
All Grades	13.37	14.59	77.91	81.62	8.72	3.78	172	185

Conclusions based on this data:

1. The percentage of students scoring at Somewhat/Moderately and Well Developed increased in the writing domain from last year.
2. In Oral Language, the Percentage of Students at Each Performance Level for all Students gained in Performance Level 3 from 42.44 to 44.32, an increase of 1.88.
3. An area of weakness in the Overall Language Percentage of Students at Each Performance Level for All Students indicated grade 6 declined in Levels 2 and 3.

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**
1277	**83.2**	**16.8**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	215	16.8
Foster Youth	4	0.3
Homeless	4	0.3
Socioeconomically Disadvantaged	1062	83.2
Students with Disabilities	158	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	1.2
American Indian	3	0.2
Asian	8	0.6
Filipino	23	1.8
Hispanic	1106	86.6
Two or More Races	29	2.3
Pacific Islander	4	0.3
White	89	7.0

Conclusions based on this data:

1. Our largest student group continues to be our Hispanic population of students at 86.6%.
2. Even though Green's largest population is Hispanic, only 16.8% of the students are identified as English Learners.
3. 83% of the student population qualify for a free lunch program and are identified as Socioeconomically Disadvantaged students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Chronic absenteeism at Green increased from 2017-18 to 2018-19 and are in the ORANGE performance indicator; this impacts academic achievement.
2. Overall Math scores have decreased significantly, while ELA scores have decreased slightly. We are in ORANGE in Mathematics and YELLOW in Language Arts.
3. E.O. Green's suspension rate has decreased 0.7% and we are in the GREEN performance indicator.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
55.7 points below standard	89.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points	Maintained -0.1 points	3
1208	544	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	138.7 points below standard
3	Maintained ++2 points	Increased ++5.3 points
	1013	152

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
67.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19.2 points above standard
Maintained -1.6 points	2	7	Declined -4.9 points
12			22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
62.7 points below standard	14.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	9.7 points below standard
Increased ++5 points	Increased Significantly ++22.3 points	3	Declined -3.3 points
1055	26		81

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**
133.1 points below standard	72.7 points below standard	39.1 points below standard
Increased ++13.3 points	Declined -3 points	Increased ++5.9 points
150	394	465

Conclusions based on this data:

1. English Learners are performing 89.3 points below standard, which changed -0.1 from the previous year.
2. Overall, in the 2019 Fall Dashboard English Language Arts Performance for all Students/Student Group Green's students have slightly increased 4.2 points; however, it is still 55.7 points below the standard.
3. Students with disabilities show a slight increase in scores. Overall, the percentage of students with disabilities have slightly increased 5.3 points, yet Green is still 138.7 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
98.6 points below standard	133.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.2 points	Maintained -1.8 points	3
1209	544	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	109.6 points below standard	186.3 points below standard
3	Maintained ++0.4 points	Increased ++6.4 points
	1013	152

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
78.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.7 points below standard
Increased ++10.3 points	2	7	Increased ++5.3 points
12			22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
106.2 points below standard	39.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.4 points below standard
Increased ++4.6 points	Declined -7.6 points	3	Maintained -2.1 points
1056	26		81

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**
173.9 points below standard	117.7 points below standard	81.6 points below standard
Increased ++4.2 points	Maintained -2.3 points	Increased ++3.9 points
150	394	466

Conclusions based on this data:

1. Overall, Green students have slightly increased in Math scores 3.2 points, but are still 98.6 points below the standard.
2. All race/ethnicity groups identified in this data are performing below standard and are in the orange indicator.
3. Socioeconomically disadvantaged students and English Learners are performing significantly below grade level standards and are in the red indicator.

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

English Learner Progress
No Performance Color
48.3 making progress towards English language proficiency
Number of EL Students: 176
Performance Level: Medium

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
19.3	32.3	1.1	47.1

Conclusions based on this data:

1. Green has 176 English Learners and 19.3% students decreased at least one ELPI Level.
2. 48.3 percent of the Green students continue making progress towards English Language Proficiency.
3. 47.1% students progressed at least one ELPI level.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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	Red	No Performance Color
10.5	12.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2	Increased Significantly +3.9	5
1306	224	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	11.3	16.5
7	Increased +2.5	Increased Significantly +3.8
	1087	164

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -8.6	2	8	Declined -3.6
14			24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.8	13.8	Less than 11 Students - Data Not Displayed for Privacy	9.9
Increased +2.5	Increased +2.3	4	Declined -0.7
1134	29		91

Conclusions based on this data:

1. There are significant increases in chronic absenteeism in all measured student groups.
2. There was a decrease in chronic absenteeism in African American, Filipino, and white race/ethnicity groups.
3. The Hispanic group had a +2.5% increase in chronic absenteeism.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
3.9	5.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Increased +0.4	5
1330	226	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	4.2	4.7
7	Declined -1	Increased +0.4
	1103	169

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 2	Less than 11 Students - Data 8	4
Declined -20			Declined -2.9
15			25
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
4.3	0	Less than 11 Students - Data 4	2.1
Declined -0.3	Declined -3.6		Maintained 0
1150	31		95

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.6	3.9

Conclusions based on this data:

1. Overall, there was a 0.7% decrease in suspensions, which is in the GREEN color in the performance indicator.
2. The suspension rate declined from 4.6% in 2018 to 3.9% in 2019. African American, Hispanic, and Filipino race/ethnic groups all saw a decline in suspensions which is a strength.
3. An area of weakness is that students with disabilities and English Learners both have exactly the same percentage of 0.04% increase in suspensions rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will maintain or increase status performance by 2% for English Language Arts Indicator on the California School Dashboard School Five by Five placement from current status of -55.7 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students

Identified Need

Based on the California School Dashboard for the English Language Arts Assessment Report, Green's student performance level is "yellow" with a status of low (55.7 points below the Standard) and increased 4.2 points.

Performance on the state measures is calculated based on data from current and prior years resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red. The five color-coded performance levels are calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine data from the current and prior years.

Statewide summative (CAASPP) student achievement data and professional learning teacher surveys both indicate the need for continued professional development in and instructional materials for English language arts and English language development. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services. Statewide summative (CAASPP) student achievement data, ELPAC results, stakeholder meetings and surveys indicate the need to provide intervention and support for English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative 5-by-5 DASHBOARD Results The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance	2018/19: All Students: -55.7 points below standard Socioeconomically Disadvantaged Students: -65.3 points below standard	All Students: increase of 2 points Socioeconomically Disadvantaged: increase of 2 points English Learners: increase of 2 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
level in English Language Arts. (California School Dashboard)	English learners: -89.3 points below standard Students with Disabilities: -138.7 points below standard	Students with Disabilities: increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

I. Curriculum & Instruction

A. Program Structure
Staff will implement grade-level appropriate New California State Standards through the use of newly adopted core curriculum, technology, and supplemental materials 6-8 Grade Comprehensive ELA Curriculum Alignment: Teachers will implement ELA; teachers will use a wide variety of instructional practices to reach all learners. Student progress will be assessed based on agreed-upon standards, commonly developed formative assessments, and targeted, focused instruction using best practices. Staff will attend district curriculum training on the new ELA curriculum, writing systems, training in data analysis onsite or district-sponsored training. All ELA teachers will have individual student writing portfolios to monitor student progress. Time for collaboration with department and grade-level teams. All grade levels will determine which ELA program(s) will be used to teach CCSS, which will include state and school district adopted curriculum.

B. Teacher Collaboration
All teachers will be given time to collaborate, both with and across grade levels. Lateral and vertical communication will allow teachers to plan curriculum backwards, or with end-goals in mind. Early release days within instructional minutes will provide grade level and department time for collaboration and analysis of data, lesson planning, coordination of pacing calendars, and to develop department goals and student interventions; Leadership team will meet to make curriculum decisions and help plan for the school year.

C. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions by general education teachers. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction. Substitute days for IPT meetings and Multi-tiered systems of support (MTSS) meetings will be provided as practicable.

D. Teacher Training and Student Support
Teacher professional development, conference registration, supplementary materials, etc. will be provided as needed to support instruction and best practices. AVID Tutors will be provided to help support AVID classes, along with materials and academic trips. Training in co-teaching and collaboration of Special Education teachers with General Ed teachers will be supported, along with collaboration time and district/county training.

E. Provide student additional student supplies for student success and to encourage organizational skills and time management. Provide classroom library books for student use.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,080	Title I 1000-1999: Certificated Personnel Salaries
2,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

II. Teaching Strategies

A. Core, Whole Group Instruction
Teachers will utilize and incorporate learning strategies (such as Integrated and differentiated ELD instruction, technology, language practice, cooperative learning groups, discussions, AVID strategies, writing workshop-style techniques).
Teachers will deliver core, whole group instruction using a variety of strategies, including, but not limited to: Kagan techniques, depth and complexity. Opportunities for student engagement and collaboration will be evident during whole group lessons, as well as student-centered activities that promote academic engagement, meaning that students will be given plenty of opportunities to speak during lessons (teacher: student speaking ratio will be targeted at 50:50). Supplemental instructional materials, such as graphics, posters and books to support student achievement.

B. Differentiated, Small Group Instruction
Students will be grouped in heterogenous and homogenous groups according to lesson goals. During small group instruction, teachers will deliver targeted intervention to address academic gaps, included guided reading.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

III. Benchmark Assessments, Progress Monitoring, & Intervention

A. CAASPP/ DASHBOARD and Schools Five-by-By students tests results will be analyzed by faculty in order to revise the School Plan for Student Achievement (SPSA).
Substitute teachers will be provided to release teachers to analyze data and to collaborate.

B. Ongoing Progress Monitoring
All teachers will decide which tools will be used to monitor student learning in between benchmark assessments. These assessments will be used during grade level collaboration meetings to guide instruction and to identify students who are in need of Tier II interventions and/or students who need to be discussed during IPT meetings. Consistent progress monitoring will be practiced by all teachers at Green. Grade levels will determine which assessments will be used to ensure that students are meeting standards and goals.

C. Intervention Tools
Grade levels will agree on what intervention materials to use when students are not making academic gains. All teachers will have access to needed materials, as well as
to provide Tier II intervention tools. Teachers will work collaboratively to determine action plans when students do/do not make academic progress. Interventions will be delivered to students, as needed and identified by assessments. Teachers will report student progress with teachers in their grade level, in addition to school administration, the academic intervention teacher, and the EL Support Teacher.

D. Provide reading and writing intervention with the use of technology, student tools and supplies, and teacher tools and supplies for instruction before, during and after school, in order to support student achievement. Provide additional books for student use; provide necessary classroom student supplies and instructional supplies and tools. The intervention support will provide remedial reading, writing, ELD, and Math learning sessions before/after school and during unstructured time like lunch hour.

E. Supplemental instructional materials, such as graphics, posters and books to support student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I 1000-1999: Certificated Personnel Salaries
1,500	Title I 4000-4999: Books And Supplies
3,500	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IV. School-Wide Intervention & Teacher Support

A. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction.

B. IPT Committee and IPT Process
The IPT committee will be composed of at least one school administrator, the English Language Support Teacher, the RSP teacher, the school counselor, one lower grade teacher, and one upper grade teacher. All students' progress will be monitored by each grade level, which will identify students academically struggling. Substitute days for IPT meetings and extended time for staff to collaborate with MTSS Committee members to meet and plan.

Hold IPT/SST/Building Conferences and Special Education Student Intervention Meetings to address the needs of at-risk students. Provide substitutes to cover the staff members participating in these student intervention meetings. The 6/7/8 struggling students will receive support per our School Plan for Student Achievement (SPSA) . As grade levels, teachers will determine which interventions to deliver in small group instruction in their classrooms. From this data set, students who might qualify for special education services will be identified and recommended to the IPT team. Provide support for Special Ed and General Education collaboration for co-teaching to

provide instruction for students with IEP plans. This will be conducted in the general education setting and provide support for student learning. Substitute will be provide for co-teaching staff to collaborate and generate interventions lessons to reach students struggling academically.

C. English Language Support Teachers are funded by LCAP to support students. Allowing the students to access the core curriculum and academic vocabulary.

D. Paraprofessionals Supporting Teachers & Students Para-professionals will be hired to support all teachers during small group instruction and to provide basic tech support for students struggling during distance learning.. These individuals may work with whole or small groups while certificated teachers deliver research-based tiered interventions. Teacher professional development, such as books and registration/attendance at conferences and training sessions will be supported as necessary

E. Homework support, tutoring and RTI for students struggling in language arts provided by certificated staff. A certificated teacher will provide assistance with homework, AR testing, EL support, and technology every day for thirty minutes before school begins. Provide before and after school tutoring for students in need of additional instruction or tutoring.

F. Provide reading and writing intervention/support throughout the school day and extended day. Provide English Learner Support Teacher for targeted EL and Newcomer groups, after school teacher tutoring and support for targeted groups (EL, Special Ed, SED), and provide support for differentiation, support, and assessment for all targeted groups.

G. Intervention programs in Language Arts and tutoring will be provided within, before or after the school day to support struggling students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	Title I 1000-1999: Certificated Personnel Salaries
3,847	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 120 students are identified and priority goes to homeless youth, foster youth and students who are at-risk or failing to meet CCSS

Strategy/Activity

V. After School Pupil Platforms

A. ASES STAFF (City Corps.): Eligibility & Selection
Oxnard City Corp personnel will provide enrichment and recreation to the GREEN students. Outside vendors will be contracted as needed. The ASES Coordinator is paid a stipend from both ASES and Title I to support and lead the ASES program ensuring that we have a quality after school intervention program aligned to the regular day program. Teachers, and school administrators work collaboratively to identify students who would benefit from this extended learning day program that offers academic support. When appropriate, the IPT team will communicate with the ASES coordinator to discuss students who have been identified as "struggling students" by either their teachers and/or the IPT team. Specific student levels and needs will be shared accordingly.

B. Additional time will be paid for campus assistants and paraeducators to be trained to provide tech support to students struggling to access distance learning. Time- will be held to train the team and keep them up to date on the latest educational endeavors online.

C. Professional Learning (PL)- Ongoing PL will be in place for the team to align the curriculum of ASES with the daily instruction.

D. Instructional Support- The team receives support from specialists, school and district staff who provide each training.

E. PL Supplies & Materials- All the ASES material is research-based and aligned to the CCSS. The materials are at the school site and the team is all trained on how to implement and deliver the lessons.

F. Monthly Program Supplies- Funds are set aside to support the team and allow them to purchase materials as needed to plan monthly events that motivate students that are academically struggling.

G. Strategic Academic Support will be provided by credentialed teachers for students in small groups to target gaps in student learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries Site Coordinator Stipend
84,229	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries City Corps Staff
6,000	After School and Education Safety (ASES)

	5800: Professional/Consulting Services And Operating Expenditures Professional Learning
5,964	After School and Education Safety (ASES) 4000-4999: Books And Supplies Supplies and Materials
4,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries Instructional Support
8,765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Strategic Intervention

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

VI. Professional Development & Leadership

A. Collaboration
School Plan for Student Achievement (SPSA) E.O. Green Jr. High School - Teachers will meet to collaborate and to analyze the SPSA Goals, prepare general grade level plans. In addition, staff will meet to discuss student progress, assessments, instructional practices, and interventions. Four staff meetings will be held each month to promote communication within and across grade levels. Carve out planning time and meeting times for grade levels, departments, leadership team and staff meetings using excess instructional minutes for early release time throughout the school year. Build in professional development for topics such as English Learner support, assessments and data analysis, best practices, lesson planning, local formative assessment determination, coordination of pacing calendars, and planning of student interventions.

B. Leadership Opportunities
Although there will be one grade level lead per grade, all teachers will be encouraged to meet during grade level leadership meetings. Discussions will include school-wide progress on ELA standards, best pedagogy practices and interventions.

C. District Wide Learning
All teachers and administrators will participate in professional development opportunities offered by the District. Teachers will be notified of the "Teachers Supporting Teachers" opportunities offered by the District and the administrative team will attend these sessions with teachers.

D. Professional Conferences
All teachers will be given the opportunity to participate in a wide variety of professional conferences, including, but not limited to conferences on the following topics: Dual Language, Restorative Justice, Second Step, The Power of You Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,805	Title I 1000-1999: Certificated Personnel Salaries
2,000	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

VII. Clerk and Technology Support

A. Clerk- One clerk will help with ordering supplemental teaching materials, maintaining student files and printing reports to identify students that are struggling academically. This person will also be responsible for running AR Saturday School four times per year, specifically targeted for students who lack academic gains as specified by teachers and lack of academic gains in AR testing.

B. Technology Support Teacher
The Technology Support Teacher will train staff to create reports and common grade level assessments, utilizing the District's software program data monitoring system, Renaissance Learning Accelerated Reader, Renaissance Learning STAR Reading assessments to analyze student performance and determine re-teaching needs. The students will receive Tech Support. The teacher will assist other teachers in running reports to identify the students in need of remedial academic support.

Teacher will also assist teachers with overall use of technology. The following on-line programs will be monitored and maintained by the Technology Support Teacher: AR, EADMS, Capstone Library, Brain Pop, Brain Pop Junior, ZOOM, Google MEET, Google Classroom, and other apps approved by our district to support students' learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Title I 1000-1999: Certificated Personnel Salaries
2,418	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

VIII. Parent Engagement

A. Teacher-Led Parent Engagement
Teachers will offer parent education classes throughout the school year to inform parents on how to support ELA development at home. Childcare and snacks will be provided to increase parent attendance. Provide parent education and outreach during and after the school day. Provide technology, student tools and supplies, and teacher tools and supplies for instruction before, during and after school, in order to support student achievement (e.g. Parent Academies, Coffee with The Principal, ELAC Committee, School Site Council, Grad Nation, Strong Workforce Program (SWP-Pathways encoring students to follow an academic interest like engineering, culinary, education, dentistry, etc.) and other outreach programs to support students and their families).

B. School Counselor
The school counselor will conduct and arrange a variety of meetings for parents to learn how to best support their children at home. Included are Positive Parenting Program (Triple P), Parent Project Workshops/Classes, MICOP, ELAC, and Parent Outreach classes. Childcare and snacks will always be provided during these events.

c. Provide additional parent support with bilingual clerk for parents that have students struggling and family needs, in order to to support student achievement and socio-emotional well-being.

Parent Education (Duplicated Expenditure-See Goal #1 Strategy/Activity 5)
a. Adult ELD classes
b. Parent Ed. classes/Meetings
c. Purchase required materials
d. Child care expenses
e. Teacher extra time
f. SST/IPT/Building Conference and IEPs
g. Para-educator or clerk will provide support services for families during conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	Title I 5000-5999: Services And Other Operating Expenditures
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Daycare so parent may attend the meetings.
2,418	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education Student Group

Strategy/Activity

IX. Attendance and Social Emotional Well Being

Attendance
A. Students will attend school regularly to maximize opportunities for learning, meeting or exceeding a target goal of 97% attendance school-wide. Teachers will inform families of attendance expectations at Back to School Night, Open House and during parent conferences. Principal will regularly remind families about attendance expectations in the school's newsletter. Teachers will conference with students and parents when a child's attendance is of concern. Principal will send letters of concern and other HESD Attendance letters to parents of children with excessive absences, tardies, or leaving school early. Principal and assistant principals will meet with parents to explain SARB process and to improve students' attendance.

Social-Emotional Support and Motivation
G. Students with perfect attendance will be recognized each Trimester at the Student of the Trimester Assemblies, and in June at the Student of the Year Assemblies. Student incentives for increased achievement and hard work will be supported and to improve attendance. Students with perfect attendance will receive certificates from local business, and will receive a prize from the business and fieldtrips for ASES. Provide socio-emotional supports (such as CHAMPS, Restorative Practices, Kagan strategies, etc.) in order to support student learning.

I. The students will be invited to attend Saturday Academy for Attendance Recovery to "make-up" an absence.

J. The school Nurse will contact families when a medical need prohibits students from attending school and will make arrangements for a "Home Teacher" when warranted.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies
1,000	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID-19, pandemic the strategies in Goal 1 were not all implemented for the last trimester, as described in the 2019 SPSA. While the strategies and activities were implemented up until March 13, 2020, progress towards our academic goal in ELA was halted and there is very little data at this time to measure if the goal has been achieved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No new state assessment data is available for school year 2019/20 due to the school closure on March 13, 2020 caused by the COVID 19 Coronavirus pandemic. The impact of school closure in the third trimester of the 2019/20 school year is that the planned strategies and activities were curtailed after only two trimesters of school for teachers and for students.

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.

We will be exploring a new assessment in language arts (easy CBM) to identify the gaps in student learning and to provide strategic interventions to increase student achievement in meeting the ELA common core standards and the goals in the 2020-21 SPSA. This change is in Strategy/Activity 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics.

Goal 2

All students will increase 2 points or more in status on Mathematics Indicator on the California School Dashboard from current status of -94.4 pointsbelow the Standard (fall 2019.) This goal aligns to LCAP Goal #1: Increase academic achievement for all students. A new student assessment easy CBM will be implemented to identify students struggling and provide support.

Identified Need

In analyzing state indicators and local performance measures, such as the California School Dashboard, LCAP Survey and ELPAC data, along with self-assessment tools, progress toward SPSA goals and stakeholder input, Green reports that students performed in the red section of the Dashboard in mathematics.

1. Statewide summative (CAASPP) student achievement data makes clear that our students in greatest need are our Students with Disabilities and our English Learner student groups in mathematics, and will be the focus of our monitoring and support.

2. The student group of most concern is our Students with Disabilities as they scored in the lowest range and their performance decreased in 2018.

3. Statewide summative (CAASPP) student achievement data and professional learning teacher surveys both indicate the need for continued professional development in and instructional materials for mathematics.

4. The LCAP stakeholder survey and meetings identify the need to provide academic assistance and increase intervention services.

5. Statewide summative (CAASPP) student achievement data, English Learner Indicator Report, stakeholder meetings, and surveys indicate the need to provide intervention and support for Math instruction.

6. Implementation of the academic content and performance standards adopted by the State Board: CCSS for mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced/CAASPP performance level in Mathematics. California School Dashboard; School Five -by-Five placement. The percentage of all students scoring Standards Met or exceeding on the CAASPP Summative Assessment in Mathematics (California School Dashboard)	The Mathematics measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level. (California School Dashboard) 2018/19: All Students: -98.6 points below standard English Learners: - 133.2 points below standard Students with Disabilities: -191.9 points below standard Socioeconomically Disadvantaged Students: -109.6 points below standard	All Students: increase of 2 points Socioeconomically Disadvantaged: increase of 2 points English Learners: increase of 2 points Students with Disabilities: increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

I.Staff will implement grade-level appropriate New California State Standards through:

1. Teachers will use newly adopted core curriculum, technology, and supplemental materials; teachers will use a wide variety of instructional practices aligned to the state standards to reach all learners.

2. Student progress will be assessed based on agreed-upon standards, commonly developed formative assessments, IAB Interim Block Assessments and targeted focused instruction using best practices.

3. Staff will attend district curriculum training on the math curriculum, and supplemental curriculum, including the use of technology and applications, training in data analysis onsite or district-sponsored training.

4. Time for collaboration with department and grade-level teams is included.

5. Early release days within instructional minutes will provide grade level and department time for collaboration and analysis of data, lesson planning, coordination of pacing calendars, and to develop department goals and student interventions.

6. The teachers will participate in professional development and collaboration, conference registration, supplementary materials, etc. will be provided as needed to support instruction and best practices.

7. AVID Tutors will be provided to help support math classes, along with materials and academic trips.

8. Training in co-teaching and collaboration of Special Education teachers with General Ed teachers will be supported, along with collaboration time and district/county training.

Duplicated expenditure, Goal 1, Strategy Activity 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

II.
1. Teachers will utilize and incorporate learning strategies (such as Integrated ELD instruction, technology applications, language practice for academic language use, cooperative learning groups, discussions, AVID strategies), alongside socio-emotional supports (such as CHAMPS, Restorative Practices, Kagan strategies, etc.) in order to support student learning.

2. Intervention programs in mathematics and tutoring will be provided within, before or after the school day to support students.

3. Teacher professional development, such as books and registration/attendance at conferences and training sessions will be supported as necessary.

4. Student incentives for increased achievement and hard work will be supported.

5. Substitute days for the Intervention Progress Team collaboration and time for MTSS Committee meetings to further support students struggling in mathematics.

6. A new math assessment, easyCBM, will be implemented this school year to identify student needs and achievements.

Duplicated expenditure, Goal 1, Strategy/Activity 2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students eligible, 105 are enrolled

Strategy/Activity

III.
Provide intervention through the use of technology, student tools, supplies, and teacher tools and supplies for instruction before, during, and after school, to support student achievement. Provide additional books for student use, necessary classroom student supplies, and instructional tools.
Duplicated expenditure, Goal 1, Strategy/Activity 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IV.
1. Provide parent education and outreach during and after the school day. Provide translation service for families during conferences, parent meetings and IEPs.

2. Provide support for parents via technology, student tools, supplies, childcare, teacher tools, and supplies. Support is provided before, during, and after school to support student achievement (e.g., Parent Academies, Coffee with The Principal, Grad Nation, Pathways, CENSUS support, and other outreach programs to help students and families).

3. Parent support will be provided through the weekly parent bulletin, Hornet Bulletin, and via monthly virtual parent engagement meetings.

Duplicate Expenditure, Goal 1, Strategy/Activity 8

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner, Socioeconomically Disadvantaged and Students with Disabilities

Strategy/Activity

V. School-wide Intervention and Teacher Support

1. Provide intervention/support throughout the school day and extended day.

2. Provide English Learner Support Teacher for targeted EL and Newcomer groups, after school teacher tutoring and support for targeted groups (EL, Special Ed, SED), and provide support for differentiation, support, and assessment in mathematics for all targeted groups.

3. Teachers and administrators will identify students "at-risk" academically and provide focused intervention strategies within the classroom.

4. Students will be offered the opportunity to attend a homework club allowing a teacher to provide additional tutoring for the students at their grade level.

5. Teachers will seek assistance from the Intervention Progress Team (IPT) when students are identified as requiring additional intervention when classroom interventions have not been effective. Hold IPT/SST Meetings to address the needs of at-risk students in math.

6. Support to struggling students to improve skills; students work individually on a digital device with teacher monitoring student participation and progress will be provided before, during , and after the school day.

7. Provide before and after school tutoring for students in need of additional math instruction or support.

8. Supplemental instructional materials and supplies will be purchased to support interventions as needed.

Duplicated expenditure, Goal 1, Strategy/Activity 4

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Up to 120 students will be identified to participate, with priority given to homeless and foster youth and students who are at-risk and/or failing in CCSS for ELA and/or math

Strategy/Activity

VI. After School Pupil Support Platforms

1. Support for all students will be offered through after-school programs by Oxnard City-Corps Staff in the After School Education and Safety (ASES) Program

2. Site Coordinator to serve as liasion between regular day and after school program staff

3. Professional learning services provided to deliver instruction and materials to ASES staff

4. Instructional support, such as follow-up coaching to all ASES staff and site coordinators to successfully implement the program components to support students

5. Supplies and materials to implement the program to support students with homework, social-emotional learning skillsets, structured physical movement and enrichment

6. Strategic academic interventions to be offered by credentialed teachers to small groups of students to close the achievement gap in targeted standards

Duplicated expenditure, Goal 1, Strategy/Activity 5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

VII. Parent Engagement

Provide additional parent support with clerks for Spanish speaking parents with student and family needs, to support student achievement and socio-emotional well-being.

Duplicated expenditure, Goal 1, Strategy/Activity 8

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

VIII. Professional Development / Leadership

Designate time for planning and meetings for grade levels, departments, leadership team and staff meetings during early release days throughout the school year.

Build-in professional development for topics such as English Learner support in mathematics, assessments and data analysis, best practices, lesson planning, local formative assessment determination, coordination of pacing calendars, and planning of student interventions. etc.

Duplicated expenditure, Goal 1, Strategy/Activity 6

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education student group

Strategy/Activity

IX.
Provide support for training and supplies for special education and general education collaboration to provide instruction for students with IEP plans .

This will be conducted in the general education setting and provide support for student learning.

Duplicated expenditure, Goal 1, Strategy/Activity 4

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

X. Curriculum and Instruction
1. Provide student agendas and additional student supplies for student success and to encourage organizational skills and time management.

2. Supplemental instructional materials, such as graphics, posters and math books to support student achievement.

Duplicated expenditure, Goal 1, Strategy/Activity 1, Strategy/Activity 10

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in Goal 2 were implemented as described in the 2019 SPSA. Progress towards our academic goal in mathematics was achieved for all students through the implementation of the plan's strategies and activities. English learners and socio-economically disadvantaged student groups did not meet the goal. The school closure due to the COVID 19 pandemic, which forced

instruction and learning to be provided remotely. The state test, CAASPP, were not administered in spring 2020; therefore, no data is available to confirm achievement of the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The impact of school closure in the third trimester of the 2019/20 school year is that the planned strategies and activities were curtailed after only two trimesters of school for teachers and for students and there is no way to determine if the articulated goal was met.

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

The goal for this year will be a growth of two points for all students and significant student groups in math vs. three points due to distance learning being the platform for teaching and learning this school year from the start of the year until after Winter Recess. This could change in Jan. 2021 based on the Board of Education. A new math assessment, easyCBM, will be implemented this school year to identify student needs and achievements. Teacher will be provided time to collaborate to analyze data. Parent support will be provided through the weekly parent bulletin, Hornet Bulletin, and via monthly virtual parent engagement meetings. Changes may be found in Activity 1, 2 and 4 and in the goal section.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students who maintained Level 4 and progressed at least one level will increase by 2%. In spring 2019, 1.1% of English learners performed at Level 4 and 47.1% of English Learners progressed at least one level on the ELPI. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

Based on the 2019 ELPAC, 52.9 students did not progress at least one level. GREEN must focus on increasing the percentage of English Learners progressing at least one level on the ELPAC from year to year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of English learners will maintain or increase in status on the English learner progress report. (California School Dashboard) ELPAC State English Language Proficiency Assessments for California Report.	2018-2019 ELPAC California DASHBOARD English Language Development Data: 48.3% making progress towards English language proficiency; Number of EL Students: 176 Level 4 8.11% Level 3: 4.32% Level 2: 33.51% Level 1: 14.05%	English learners will progress one level towards proficiency on the English Language Proficiency Assessments for California (ELPAC) will increase by 1.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Staff will implement grade level appropriate California English Language Development Standards to support New California Standards and NGSS Standards during designated and integrated English Language Development lessons using Board adopted and supplemental English Language Development curriculum and materials.
Student progress will be assessed based on agreed-upon standards, commonly developed formative assessments, such as reclassification criteria, targeted, focused instruction using best practices and the Road to Reclassification Action Plan to decide on appropriate interventions.
Staff attends district curriculum training on ELD Standards, as needed.
Time for collaboration with department and grade level ELD teams will be provided.
Grade level and department time for collaboration will focus on analysis of data, lesson planning, coordination of pacing calendars to develop department goals and student interventions for English Learner student groups.
Teacher professional development, conference registration, supplementary materials, etc. will be provided as needed to support instruction and best ELD practices.
The adopted curriculum for Designated ELD is English 3D Central (online version for 2020-2021) school year.
All 6th-grade teachers will receive training on this curriculum (first webinar 09/11/2020).
For newcomers, the adopted curriculum is “Inside”. Supplemental resources include “Grammar Gallery” and “Transparent Language” (both for Designated ELD).
Duplicated expenditure, Goal 1, Strategy/Activity 1 and Activity 2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Teachers will utilize and incorporate research-based ELD learning strategies (such as Integrated and Designated ELD instruction, language practice, cooperative learning groups, discussions, writing workshop-style techniques), alongside socio-emotional supports (such as CHAMPS, Restorative Practices, Kagan strategies, etc.) in order to support EL student learning.
Intervention programs and tutoring will be provided within, before or after the school day to support English Learner students.
Teacher professional development, such as books and registration/attendance at conferences and training sessions will be supported as necessary.
Student incentives for increased progress and hard work will be supported.
Sub days for IPT meetings and MTSS Committee meetings will be provided as practicable to support EL students.
Duplicated expenditure, Goal 1, Strategy/Activity 2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide technology, student tools and supplies, teacher tools and supplies for instruction before, during and after school, in order to support English Learner student achievement and close the learning gap.
Provide additional books for student use; provide necessary classroom student supplies, instructional supplies and tools.
Duplicated expenditure, Goal 1, Strategy/Activity 7

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide English Learner parent education and outreach during and after school.
Provide technology, student tools and supplies, childcare costs and teacher tools and supplies for instruction in order to support EL student achievement (e.g. Parent Academies, Coffee with The Principal/ELAC, Grad Nation, Strong Workforce Program (PATHWAYS), TRIO, School Guidance Counselor and other outreach programs to support students and their families).
Duplicated expenditure, Goal 1, Strategy/Activity 4 and 7

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide intervention/support throughout the school day and extended day when needed.
Provide English Learner Support Teacher for targeted LTEL (Long-Term English Learners) and Newcomer groups, after school teacher tutoring and support for targeted groups (EL, Special Ed, SED), and provide support for differentiation, support, and assessment for all targeted groups.
The district provides aides in Newcomer classrooms.
Duplicated expenditure, Goal 1, Strategy/Activity 5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 120 identified students who are at risk or failing to meet CCSS, including English learners, participate in the after school extended learning day program

Strategy/Activity

VI. After School Pupil Support Platforms

1. Support for all students will be offered through after-school programs by Oxnard City-Corps Staff in the After School Education and Safety (ASES) Program

2. Site Coordinator to serve as liasion between regular day and after school program staff

3. Professional learning services provided to deliver instruction and materials to ASES staff

4. Instructional support, such as follow-up coaching to all ASES staff and site coordinators to successfully implement the program components to support students

5. Supplies and materials to implement the program to support students with homework, social-emotional learning skillsets, structured physical movement, enrichment and daily opportunities to speak, to listen, to read and to write in English.

6. Strategic academic interventions to be offered by credentialed teachers to small groups of students to close the achievement gap in targeted standards
Duplicated expenditure, Goal 1, Strategy/Activity 5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide additional bilingual clerk for Spanish speaking parents with students at risk of failing, needing academic support.
LAT (Language Assessment Team) collaborates with the English Language Arts and the ELD Department to analyze data identifying student progress and areas of need.
Duplicated expenditure, Goal 1, Strategy/Activity 7

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Carve out collaborative planning time and meeting times for grade levels, departments, leadership team and staff meetings to cover English Learner data and strategies.
Build in professional development for topics such as English Learner support, assessments and data analysis, best practices, lesson planning, local formative assessment determination, coordination of pacing calendars, and planning of student interventions for EL students.
Duplicated expenditure, Goal 1, Strategy/Activity 6

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide Road to Reclassification meetings, reclassification celebrations and student recognition assemblies to recognize ELPAC growth.
Duplicated expenditure, Goal 1, Activity 9

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Develop elective class experiences for English Learners by providing a zero period P.E. class to provide open elective space in English learners' schedules
Duplicated expenditure, Goal 1, Activity 3 & 9

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide additional childcare, clerical, and technology device support
Duplicated expenditure, Goal 1, Activity 7

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

3,000	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Increase EL student reading levels through the Renaissance student recognition assemblies to provide student incentives and Accelerated Reader incentives, English Language Development and to support and motivate ongoing reading practice and intervention support.
Duplicated expenditure, Goal 1, Strategy/Activity 3 and 9

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Utilize the English Learner Support Teacher to provide goal setting toward reclassification for EL students and targeted small group intervention for EL students yet to reclassify.
Funding provided by District funds.
Duplicated expenditure, Goal 1, Strategy/Activity 3 and 9

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide supplemental ELD instructional materials, such as copiers, graphics, posters and books to support student achievement.
Duplicated expenditure Goal 1, Strategy/Activity 1 & 4

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Provide before and after school tutoring for EL students in need of additional instruction or tutoring.
Duplicated expenditure, Goal 1, Strategy/Activity 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner student group

Strategy/Activity

Hold IPT Meetings to address the needs of at-risk English Learner students.
Duplicated expenditure, Goal 1, Strategy/Activity 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to COVID-19 in March 2020, the ELPAC was not administered to English Learners and there is no spring 2020 data. Local measures include:
LAT Summary 2019
Year 1, Year 2, and Year 3 data show how our students are doing after 1, 2, or 3 years after reclassification. We want our students to be successful, and our school data shows that we are doing really well in this area. Below are results for 2019-20.

Reclassification numbers for 2019 - 2020
Our data shows that our Reclassification numbers for 2019-2020 dropped about 8%.
This reduction in the percentage is directly linked to two factors:
1. The change in California state-wide reclassification criteria, asking for a Level 4 on Summative ELPAC (January 2019).
2. Also important to mention, the 8th-graders that tested at our school in February 2019, were not able to reclassify with us due to Covid-19.
2020 ELPAC scores were released till early September and then reported into Q till October (those students are now in high school).
We will continue to use our English Learner plan and action items to improve services to students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 Coronavirus school closure and the plan enacted last year was slightly successful based on Reclassification and the California DASHBOARD data. Intended implementation and budgeted expenditures were a good match.

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.

This year's plan will remain the same with several added strategies to increase success. Based on the data, staff input and data analysis from ELPAC, we will continue to implement actions principally directed to improve services for students academically struggling, low-income pupils and English Learner. The English Support Teacher will continue support staff to improve the academic performance and language acquisition of our English Learners.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$193,831.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$75,650.00
Title I Part A: Parent Involvement	$2,418.00

Subtotal of additional federal funds included for this school: $78,068.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,763.00

Subtotal of state or local funds included for this school: $115,763.00

Total of federal, state, and/or local funds for this school: $193,831.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,763.00
Title I	75,650.00
Title I Part A: Parent Involvement	2,418.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,650.00
2000-2999: Classified Personnel Salaries	107,799.00
4000-4999: Books And Supplies	15,464.00
5000-5999: Services And Other Operating Expenditures	9,918.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	95,034.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	5,964.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	44,885.00

2000-2999: Classified Personnel Salaries	Title I	12,765.00
4000-4999: Books And Supplies	Title I	9,500.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,418.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,831.00
Goal 3	3,000.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Francisco Ramos	Classroom Teacher
Salvador Frias	Classroom Teacher
Lauren Burubeltz	Classroom Teacher
Cynthia Garcia	Other School Staff
Inez Cornejo	Parent or Community Member
Susana Orozco	Parent or Community Member
Lucila Gomez-Perez	Parent or Community Member
Maritza Munoz (ELAC /DELAC Rep)	Parent or Community Member
Maria Vasquez	Parent or Community Member
Irma Melgoza-Vasquez	Principal

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
	Departmental Advisory Committee
	Other: School Site Council Vice-President

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 14, 2020.

Attested:

Principal, Irma Melgoza-Vasquez on October 14, 2020

SSC Chairperson, Susana Orozco on October 14, 2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
JULIEN HATHAWAY ELEMENTARY SCHOOL	56-72462-6055081	October 20, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from our parents, staff, students, and community informed us of three priorities for additional supplemental concentration support. 1. Ensuring all students have access to classes that prepare them for college and career. 2. Access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities. 3. Improve student achievement and outcomes. Supplemental materials will be provided to enhance English Language Development, mathematics instruction and science support. English Language development will be enhanced through targeted ELD professional development. The on-site ELST (English Language Support Teacher) will provide this additional instructional support with an EL focus for all Hathaway staff; the focus will be the implementation and utilization of differentiated instructional practices, such as GLAD (Guided Language Acquisition Design) strategies, cooperative learning strategies and a language supportive classroom environment. Hathaway School will continue to implement UDL (Universal Design for Learning) through a comprehensive professional development model. The school will continue to provide intervention for students in need of both reading and mathematics through RTI. The school will also provide opportunities for support through the PBIS model and Second Step in helping students to amend and improve their choices to meet behavioral expectations, in accordance with our school safety plan. Finally, the school will also provide focused implementation of STEAM activities at the school in accordance with NGSS standards and instruction for all students. Stakeholder engagement will continue to be one of our focuses to bridge the home school connection. Hathaway school stakeholders' surveys continue to reflect a need for a continuation of additional nursing services, counseling, and supervision services.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of our district PLC's collective commitments, the principal will conduct focused daily/weekly virtual classrooms visits to reinforce and monitor the targeted areas in the plan. Hathaway is also in the beginning stages of AVID implementation, continual examination of best practices, and ELD strategies which involve classroom observations and targeted feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures, housed on the district databases are also used to monitor student achievement and make program changes. These measures include:
Standardized tests (CAASPP) Summative and Interim Assessments (If available)
English Language Proficiency Assessment for California (ELPAC)
Publisher theme tests for Reading
Envisions Math Benchmark Tests
Running Records
Promotion-Retention criteria
Standards-based Report cards
Accelerated Reader/STAR reading reports
Gifted and Talented Education screening
Chapter tests in all curricular areas
Transition criteria
Redesignation/Reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To obtain accurate and valid measures of educational progress in order to modify and improve student achievement, Hathaway Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, district benchmark assessments, and results of standardized tests. Hathaway uses CAASPP interim and summative assessments, ELPAC, and embedded assessments within the curriculum to monitor progress, to modify instruction, and to improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:

All teachers fully credentialed and appropriately assigned.

- 100% of Teachers are approved/certificated to teach English Learners.
- Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology.
- Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- Professional needs of staff have prompted other specialized training; Such as: Reading Wonders, GLAD Strategies, Designated and Integrated ELD, UDL strategies, as well as Google Classroom, SeeSaw and Zoom platforms.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the District is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Our Leadership Team meets regularly to review data and student achievement in order to determine staff development needs. Priority objectives/actions are selected each year by the Leadership Team to focus our efforts on identified academic areas in need of improvement. Considerable professional development continues to be conducted in the area of English Language Learners, English Language Development and Language Arts instruction. Current daily schedules allow for weekly staff development opportunities typically scheduled to take place on Fridays scheduled by the District, as well as during staff meetings. Staff development trainers are national, county and district- recognized experts.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. Classroom observations, including formal, informal and virtual, occur regularly to provide feedback on a continual basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
- Teachers plan and reflect on lessons in order to strengthen instruction.
- Teachers collaborate in district-wide grade level teams and plan for instructional alignment using formative and summative assessment data.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the state and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester for grades K-6) are standard-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Regular collaborative grade level meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Hueneme School District adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in the Hueneme School District provide for lesson pacing schedules.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:
Curricular Area: District Curriculum
Reading/Language Arts: Language Arts Wonders by MacMillan, McGraw-Hill (TK-5)
English Language Development: ELL ELD Wonders by MacMillan, McGraw Hill (TK-5)
Mathematics: Envisions Mathematics SAVAS
History/Social Science: Houghton Mifflin
Science: Houghton Mifflin (K-5), McDougall Litttel (6)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As part of the regular program at our site, under-performing students participate in Accelerated Reader, RAZ Kids, English Language Development, Guided Reading in the classroom, as well as Response to Intervention specialist services, Daily/CAFE, and after school tutoring as needed. Additionally, differentiated instruction is provided during reading and math (Universal Access Program) and RtI allow students greater success and increased access to the core curriculum.

Evidence-based educational practices to raise student achievement

Staff have been trained in research-based Daily 5/CAFE strategies, Lucy Calkins Writers Workshop Model, designated and integrated ELD, and instructional educational practices to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:
The School Site Council (SSC)/ District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Parent-Teacher Association (PTA)
Parent Advisory Committee (PAC) for Migrant parents
Neighborhood for Learning (NFL) committees and preschools
Clinicas de Camino Real (Haycox campus)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
SeaBee Base volunteers
District curriculum committees
PESA Parent Education Program
School Counselor
Cafe con Leche (Blackstock campus)
District Leadership Team

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Student achievement is influenced, but not dictated by the high poverty rate, parent illiteracy, parents that work long hours, gang activity, and low parent involvement due to employment or on the other extreme, parents that work long hour resulting in low parent involvement. School Site Council and English Language Advisory Committee members are comprised of parents, classroom teachers, and other school personnel in the planning implementation and evaluation of he School PLan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- -The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students.
- -Title I monies fund after school tutorials, reading groups, English Language Development interventions and homework assistance.
- -Title II funds are used to improve teacher and principal quality through professional development and other activities and to provide low-income and minority students greater access to

effective teachers, principals, and other school leaders.

- -Title III funds are used to extend English Language Development and academic tutorials for English Learners.
- -Title IV funds are used to provide a well-rounded education for students with professional development for teachers in AVID, TIPS and PBIS.
- -ASES funds are used to provide an extended learning day to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment.
- -Our site also provides parent education using Title I funds to educate, empower and strengthen the bonds between, students, families and school.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

Each year our staff along with input from our SSC and ELAC discus and examine the direction and focus for our school for the upcoming year. This process helped us develop concrete, measurable objectives impacting student achievement and success, as well as to create goals and action plans

that are essential to accomplishing our mission because of and in spite of our current learning environment. In shaping this focus, our teams looks at multiple data points including: attendance/enrollment trends, demographic data, Smarter Balance Assessments, CAASPP data, suspension and survey data. In order to respond to these issues, we conducted extensive research to identify and develop key actions to be implemented over a three year period addressing academics, student behavior, student engagement, and family and community engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Hathaway School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	1.08%	1.84%	1.54%	6	10	8
Asian	0.54%	0.55%	0.19%	3	3	1
Filipino	4.33%	3.13%	3.45%	24	17	18
Hispanic/Latino	91.34%	91.54%	90.98%	506	498	474
Pacific Islander	%	%	0%			0
White	0.90%	1.1%	0.96%	5	6	5
Multiple/No Response	%	%	2.88%			0
			Total Enrollment	554	544	521

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	76	73
Grade 1	88	86	83
Grade 2	87	88	84
Grade3	97	93	91
Grade 4	96	103	88
Grade 5	97	98	102
Total Enrollment	554	544	521

Conclusions based on this data:

1. Student enrollment has decreased over the last couple of years; some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county.
2. Our student population is predominantly Latino (90.8%) and has remained consistent over time. 46.8% of Hathaway students are classified as English Learners.
3. The number of students in each grade level remains steady from year to year.

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	321	275	244	57.9%	50.6%	46.8%
Fluent English Proficient (FEP)	137	171	174	24.7%	31.4%	33.4%
Reclassified Fluent English Proficient (RFEP)	107	92	60	27.1%	28.7%	21.8%

Conclusions based on this data:

1. Enrollment of (EL) students is declining.
2. Enrollment of Fluent English Proficient (FEP) is increasing.
3. %of Reclassified Fluent English Proficient (RFEP) has decreased over time.

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			% of Enrolled Students		
	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	96	89	92	95	88	92	95	88	97.9	99	98.9
Grade 4	101	98	101	100	96	100	100	96	100	99	98	99
Grade 5	116	98	97	115	96	95	115	96	95	99.1	98	97.9
All	311	292	287	307	287	283	307	287	283	98.7	98.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2367.	2386.	2382.	8.70	8.42	6.82	13.04	18.95	18.18	21.74	34.74	35.23	56.52	37.89	39.77
Grade 4	2414.	2400.	2427.	9.00	8.33	9.00	15.00	12.50	17.00	23.00	15.63	29.00	53.00	63.54	45.00
Grade 5	2421.	2460.	2438.	2.61	7.29	7.37	9.57	26.04	12.63	27.83	20.83	26.32	60.00	45.83	53.68
All Grades	N/A	N/A	N/A	6.51	8.01	7.77	12.38	19.16	15.90	24.43	23.69	30.04	56.68	49.13	46.29

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	7.69	8.42	11.36	27.47	45.26	47.73	64.84	46.32	40.91
Grade 4	10.00	7.29	10.00	49.00	42.71	56.00	41.00	50.00	34.00
Grade 5	4.35	9.38	7.37	36.52	48.96	42.11	59.13	41.67	50.53
All Grades	7.19	8.36	9.54	37.91	45.64	48.76	54.90	45.99	41.70

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	8.79	5.26	5.68	43.96	42.11	53.41	47.25	52.63	40.91
Grade 4	11.00	9.38	5.00	43.00	31.25	55.00	46.00	59.38	40.00
Grade 5	6.09	12.50	11.70	37.39	50.00	38.30	56.52	37.50	50.00
All Grades	8.50	9.06	7.45	41.18	41.11	48.94	50.33	49.83	43.62

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	6.59	9.47	7.95	59.34	74.74	65.91	34.07	15.79	26.14
Grade 4	4.00	1.04	7.00	54.00	70.83	70.00	42.00	28.13	23.00
Grade 5	3.48	3.13	2.11	47.83	57.29	56.84	48.70	39.58	41.05
All Grades	4.58	4.53	5.65	53.27	67.60	64.31	42.16	27.87	30.04

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	8.79	13.68	6.82	40.66	58.95	55.68	50.55	27.37	37.50
Grade 4	12.00	9.38	10.00	57.00	52.08	56.00	31.00	38.54	34.00
Grade 5	6.09	14.58	11.58	42.61	50.00	32.63	51.30	35.42	55.79
All Grades	8.82	12.54	9.54	46.73	53.66	48.06	44.44	33.80	42.40

Conclusions based on this data:

1. There has been an overall increase in the number of students who Nearly Met Standards of 5.60%. From 2016-17 to 2018-19 there has been a significant decrease of 10.39% for the % of Standards Not Met.
2. In the area of writing, the % of Above Standard and At or Near Standard are 56.39% of overall student population, an increase of 6.71% from 2016-17 to 2018-19.
3. All grade levels show a positive increase in Reading scores from 2016-17 to 2018-19. % of students Above Standard grew 2.35% and % of students At or Near Standard grew 10.85%. Notably, Grade 3 grew 20.3% At or Near Standard from 2016-17 to 2018-19. % of students Below Standard decreased 13.2%.

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			% of Enrolled Students		
	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	96	90	94	95	90	94	95	90	100	99	100
Grade 4	101	98	101	101	96	99	101	96	99	100	98	98
Grade 5	116	98	98	116	96	95	116	96	95	100	98	96.9
All	311	292	289	311	287	284	311	287	284	100	98.3	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2383.	2387.	2388.	2.13	2.11	6.67	22.34	26.32	17.78	30.85	25.26	34.44	44.68	46.32	41.11
Grade 4	2420.	2407.	2426.	0.99	2.08	4.04	18.81	11.46	12.12	34.65	36.46	47.47	45.54	50.00	36.36
Grade 5	2408.	2431.	2430.	0.00	3.13	3.16	1.72	8.33	6.32	22.41	25.00	30.53	75.86	63.54	60.00
All Grades	N/A	N/A	N/A	0.96	2.44	4.58	13.50	15.33	11.97	28.94	28.92	37.68	56.59	53.31	45.77

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	11.70	12.63	16.67	31.91	30.53	31.11	56.38	56.84	52.22
Grade 4	4.95	4.17	6.06	29.70	18.75	33.33	65.35	77.08	60.61
Grade 5	0.86	3.13	5.26	12.93	19.79	25.26	86.21	77.08	69.47
All Grades	5.47	6.62	9.15	24.12	23.00	29.93	70.42	70.38	60.92

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	5.32	4.21	5.56	52.13	47.37	48.89	42.55	48.42	45.56
Grade 4	7.92	2.08	6.06	39.60	44.79	50.51	52.48	53.13	43.43
Grade 5	0.00	2.08	2.11	33.62	36.46	37.89	66.38	61.46	60.00
All Grades	4.18	2.79	4.58	41.16	42.86	45.77	54.66	54.36	49.65

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	5.32	8.42	6.67	59.57	57.89	61.11	35.11	33.68	32.22
Grade 4	6.93	6.25	8.08	39.60	40.63	44.44	53.47	53.13	47.47
Grade 5	0.86	4.17	4.21	26.72	43.75	37.89	72.41	52.08	57.89
All Grades	4.18	6.27	6.34	40.84	47.39	47.54	54.98	46.34	46.13

Conclusions based on this data:

1. Between 2016-2017 and 2018-2019 overall reduction in Standard Not Met by 10.82% and an increase in % of students Standard Nearly Met by 8.74%. Increase in % of students Standard Exceeded by 3.62%.
2. Between 2016-2017 and 2018-2019 Overall Achievement, all grade levels increased the total % of students Standard Nearly Met by 8.74%. All grade levels decreased the % of students Standard Not Met by 10.82%. 5th grade in particular decreased the % of students Standard Not Met by 15.86%
3. There is positive movement in the area of mathematics and mathematics will continue to be an area of growth. Staff will continue to implement interventions to help students improve skills and knowledge to meet standards.

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	1411.5	1402.4	1420.9	1414.7	1389.8	1373.8	74	59
Grade 1	1436.7	1457.1	1439.7	1460.9	1433.0	1452.8	37	56
Grade 2	1460.6	1462.6	1450.2	1463.6	1470.5	1461.2	31	39
Grade 3	1485.0	1485.5	1481.2	1476.8	1488.2	1493.6	41	28
Grade 4	1484.4	1520.3	1470.9	1520.5	1497.3	1519.7	48	34
Grade 5	1488.6	1531.5	1465.8	1527.5	1510.9	1535.0	28	37
All Grades							259	253

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	20.27	0.00	25.68	32.20	33.78	50.85	20.27	16.95	74	59
1	*	10.71	40.54	33.93	*	42.86	*	12.50	37	56
2	*	2.56	58.06	38.46	*	43.59	*	15.38	31	39
3	*	10.71	51.22	28.57	34.15	50.00	*	10.71	41	28
4	*	17.65	39.58	64.71	41.67	14.71	*	2.94	48	34
5	*	24.32	53.57	48.65	*	16.22	*	10.81	28	37
All Grades	10.81	9.88	41.31	39.92	31.27	37.94	16.60	12.25	259	253

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	24.32	1.69	29.73	33.90	24.32	49.15	21.62	15.25	74	59
1	35.14	21.43	*	30.36	*	35.71	*	12.50	37	56
2	*	17.95	48.39	43.59	*	17.95	*	20.51	31	39
3	*	14.29	39.02	50.00	*	28.57	*	7.14	41	28
4	*	55.88	39.58	32.35	25.00	8.82	*	2.94	48	34
5	*	35.14	*	40.54	*	18.92	*	5.41	28	37
All Grades	24.71	22.13	34.36	37.15	22.01	29.25	18.92	11.46	259	253

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	14.86	1.69	16.22	23.73	45.95	49.15	22.97	25.42	74	59
1	*	7.14	*	19.64	45.95	58.93	*	14.29	37	56
2	*	2.56	38.71	20.51	*	58.97	*	17.95	31	39
3		10.71	*	14.29	48.78	60.71	41.46	14.29	41	28
4	*	8.82	22.92	35.29	47.92	38.24	27.08	17.65	48	34
5		5.41	57.14	29.73	*	51.35	*	13.51	28	37
All Grades	7.72	5.53	24.71	23.72	42.08	52.96	25.48	17.79	259	253

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	47.30	8.47	44.59	83.05	*	8.47	74	59
1	45.95	50.00	45.95	41.07	*	8.93	37	56
2	*	20.51	70.97	56.41	*	23.08	31	39
3	*	7.14	65.85	71.43	*	21.43	41	28
4	*	29.41	75.00	67.65	*	2.94	48	34
5	*	16.22	71.43	72.97	*	10.81	28	37
All Grades	30.89	23.32	59.85	64.82	9.27	11.86	259	253

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	20.27	0.00	45.95	71.19	33.78	28.81	74	59
1	*	7.14	56.76	64.29	*	28.57	37	56
2	38.71	20.51	54.84	64.10	*	15.38	31	39
3	43.90	42.86	41.46	46.43	*	10.71	41	28
4	33.33	61.76	43.75	32.35	22.92	5.88	48	34
5	*	70.27	*	18.92	*	10.81	28	37
All Grades	29.34	28.06	46.33	52.96	24.32	18.97	259	253

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	64.86	84.75	22.97	15.25	74	59
1	*	10.71	59.46	58.93	29.73	30.36	37	56
2	*	0.00	58.06	82.05	*	17.95	31	39
3		3.57	43.90	53.57	56.10	42.86	41	28
4	*	8.82	52.08	58.82	45.83	32.35	48	34
5	*	8.11	60.71	70.27	*	21.62	28	37
All Grades	8.49	5.14	57.14	69.57	34.36	25.30	259	253

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	43.24	23.73	32.43	50.85	24.32	25.42	74	59
1	*	10.71	67.57	78.57	*	10.71	37	56
2	*	2.56	70.97	76.92	*	20.51	31	39
3	*	21.43	82.93	67.86	*	10.71	41	28
4	*	20.59	83.33	67.65	*	11.76	48	34
5	50.00	18.92	*	72.97	*	8.11	28	37
All Grades	25.87	16.21	59.46	68.38	14.67	15.42	259	253

Conclusions based on this data:

1. Of the students tested, just under 50% (49.8%) scored in Level 3, Moderately Developed and Level 4, Well Developed on the ELPAC.
2. % of students showing positive growth in Reading Domain, performance level Somewhat/Moderately, All Grades improved by 12.43%. Notably, Kinder increased by 19.89% and grade 2 by 23.99%.
3. Our biggest concentration (77.86%) of students scored at level 2 and 3.

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**
544	**92.1**	**50.6**	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	275	50.6
Socioeconomically Disadvantaged	501	92.1
Students with Disabilities	44	8.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.8
Asian	3	0.6
Filipino	17	3.1
Hispanic	498	91.5
Two or More Races	10	1.8
White	6	1.1

Conclusions based on this data:

1. There continues to be a decrease overall in student population; there has also been a decrease of EL students from 57.9% to 50.6%.
2. Our largest student group continues to be our Hispanic population of students.
3. The majority of our students (92.1%) are eligible for free or reduced priced meals or have parents/guardians who did not receive a high school diploma.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Our chronic absenteeism increased from 2017-18 to 2018-19 by 1.1%.
2. We maintained in all other areas.
3. There are four major identified groups within the equity data: English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
52 points below standard	57.6 points below standard	0 Students
Maintained ++0.2 points	Maintained -1.3 points	
278	227	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	55.3 points below standard	105.3 points below standard
	Maintained ++1.3 points	Increased ++8.8 points
	258	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	29.3 points above standard
3		1	Declined -10 points
			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.5 points	1		6
255			

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**
110.9 points below standard	31.9 points below standard	37.4 points below standard
Maintained ++0.2 points	Declined -10.4 points	Maintained ++1 points
74	153	44

Conclusions based on this data:

1. Students with disabilities increased 8.8 points.
2. EO and EL students maintained. However, reclassified students declined by 10.4 points.
3. Professional development and intervention support will continue to be provided to both staff and students at Hathaway School.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

All Students	English Learners	Foster Youth
Yellow	Orange	
67.1 points below standard	72 points below standard	
Increased ++5.7 points	Maintained ++2.1 points	
278	228	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	69.1 points below standard	125.2 points below standard
	Increased ++5.1 points	Increased ++3 points
	258	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 7.8 points above standard Increased ++9.7 points 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 69.7 points below standard Increased ++5.9 points 255	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 6

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**
123.3 points below standard Declined -9.5 points 75	46.9 points below standard Maintained ++2.4 points 153	47.7 points below standard Increased Significantly ++26.9 points 43

Conclusions based on this data:

1. Scores for English Only students increased significantly by 26.9 points.
2. All student groups maintained and made gains in mathematics with the exception of our Current English Learners.
3. Our EL population declined by 9.5 points in math.

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

English Learner Progress
No Performance Color
65.1 making progress towards English language proficiency
Number of EL Students: 186
Performance Level: Very High

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
8.6	26.3	2.1	62.9

Conclusions based on this data:

1. 65.1% (Very High) English learners continue to make progress toward English language proficiency
2. The majority of our EL students progressed at least one level (117).
3. A small number of EL students (16 of 117) decreased one level.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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
5.7	4.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Increased +1.3	0
558	287	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	5.7	6.5
0	Increased +1.1	Increased +2.5
	509	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
10	0	3	Maintained 0
			17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
6.1	7.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	13	0	7
508			

Conclusions based on this data:

1. Students with disabilities group increased in chronic absenteeism (+2.5 points).
2. Chronic absenteeism increased for our overall student population (+1.2 points).

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	0

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

All Students	English Learners	Foster Youth
Green	Green	
0.9	0.3	
Maintained +0.2	Increased +0.3	
569	293	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Green
	0.8	1.6
	Maintained +0.2	Declined -0.4
	516	62

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 0 Maintained 0 17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.6 Maintained 0 518	No Performance Color 0 14		No Performance Color Less than 11 Students - Data 7

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0.9

Conclusions based on this data:

1. Overall student suspension rate was maintained in Green.
2. There was a slight increase to suspensions for our EL students (+0.3 points).
3. Suspensions for our students with disabilities group declined slightly by (-0.4%)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

Based on the 5x5 California School Dashboard English Language Arts Indicator, all students will increase 2 points or more in status from current status of -52 points from the average distance from the Standard (spring 2019 performance results). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Referring to the CAASPP Evaluation Rubrics as reported in the California School Dashboard, we have identified the following state indicators for which overall performance was in the "Orange performance category: Although there was growth, students with Disabilities are identified as our students with the greatest need being -105.3 points below Standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in English Language Arts. (California School Dashboard)	2018/19: All Students: -52 points below standard (low, orange) Socioeconomically Disadvantaged Students: -55.3 points below standard (low, orange) English learners: -57.6 points below standard (low, orange) Students with Disabilities: -105.3 points below standard (low, orange)	All students will increase 2 points or more in status on the English Language Arts Indicator. Socioeconomically Disadvantaged Students: Increase of 2 points English Language Learner Students: Increase of 2 points Students with Disabilities: Increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide intervention enrichment to students based on need.
a. Assisting with student learning needs, student groupings, achievement results and targeted instruction during guided reading.
b. Assess and identify students needing intervention.
c. Provide small group guided reading instruction with the classroom teacher.
d. Use running records and Star reading to assess students.
e. Supplemental materials
f. Coaching support.
g. Professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1. Provide one library clerk to ensure students have access to the school library to obtain reading materials to increase foundational reading skills, reading fluency and reading comprehension skills towards meeting the common core ELA standards below:
a. Demonstrating understanding of literary and non-fictional texts.
b. Producing clear and purposeful writing as modeled through reading.
c. Research/Inquiry; Project based Learning (PBL), Investigating, analyzing, and presenting information from reading materials.
d. Students will be given the opportunity to take AR (Accelerated Reader) The library clerk will maintain a list of AR books and tests for future purchases; order and organize the A.R. incentives; and provide teachers with ZPD/STAR reports in order to monitor academic growth in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
44,030	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. ASES Program - after school targeted programs for up to 100 students identified as at-risk or academically deficient in language arts, math and/or English language development.
a. ASES City Corps. Staff
b. Site Coordinator stipend
c. Professional Learning/Consultants
d. Supplies and Materials
e. Instructional Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures Staff
6,805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries SC Stipend
6,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures Professional Learning
6,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies Supplies
4,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries instructional Support
6,805	Title I 2000-2999: Classified Personnel Salaries SC Stipend

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

3. Parent Education/Parent Nights (Virtual)
a. Adult ELD classes
b. Triple P parent classes/Parent Ed. classes
c. Purchase required materials
d. Child care expenses

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
54	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Hathaway School has made guided reading a focus to support struggling readers. Ongoing training staff and implementation of purchased guided reading materials designed to improve student achievement for our lowest performing students in the ELA section of the state test as well as on local measures. In addition, lowest performing students' families received letters inviting them to an after-school intervention reading skills program. Furthermore, teachers participated in training to correlate subject knowledge and real work applications that are relevant and engaging to learners. A comparison of second grade DIBELS data from 2017-18 to 2018-19 and students in second grade remained about the same. At the beginning of the 2019-2020 school year, we had 39 students in red and 35 students in green and blue. At the end of the year, we had 39 students in red and 29 students in green and blue. In looking at the Star summary report, students in second grade grew 88 points. Although the growth was small, it is difficult to determine if the guided reading was effective. We need two more years of data to make comparisons in order to determine true effectiveness. However, budgetary impacts, as well as the unanticipated changes brought on by COVID-19, affected the implementation, monitoring and end-of-year data available to staff,

students and stakeholders to more completely evaluate the successful implementation and effectiveness of goals proposed in these plans.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Effectiveness was measured through an examination of our CAASPP scores as well as local measures to note intended implementation. Overall growth goals were not entirety met. However, there was significant growth for students with disabilities who grew 8.8 points towards meeting the Standard as well as all grade levels show a positive increase in Reading scores from 2016-17 to 2018-19.

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.

Budgetary impacts as well as the the unanticipated changes brought on by COVID-19 affected the implementation, monitoring and end-of-year data available to staff, students to more completely evaluate the successful implementation and effectiveness of goals proposed in these plans. As a result, all students will increase 2 points or more in status from current status of -52 points from the average distance from the Standard. This change can be noted in Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in Mathematics Indicator on the California School Dashboard.

Goal 2

All students will increase 2 points or more in status on Mathematics Indicator on the California School Dashboard from current status: All students= -67.1, (low, yellow) Socioeconomically disadvantaged= -69.1 (low, orange), English Learners= -72 (low, orange), Students with Disabilities= -125.2 (low, orange), (spring 2019) This goal aligns to LCAP Goal #1: Increase academic achievement for all students.

Identified Need

Referring to the CAASPP Evaluation Rubrics as reported in the California School Dashboard, we have identified the following state indicators for which overall performance was in the "Orange performance category: Students with Disabilities are identified as our students with the greatest need being -125.2 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in Mathematics. (California School Dashboard)	The measure of how far (or the distance) all students are from the standard (i.e. Standard Met) Smarter Balanced performance level in Math. (California School Dashboard) 2018/19: All Students: -67.1 points below standard Socioeconomically Disadvantaged Students: -69.1 points below standard English learners: -72 points below standard Students with Disabilities: -125.2 points below standard	All Students Increase of 2 points Socioeconomically Disadvantaged Students: Increase of 2 points Students with Disabilities: Increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Implementation of our adopted mathematics (EnVision math) curriculum with fidelity.
a. For each unit teachers will identify, locate, and focus on essential standards that align to the Common Core State Standards.
b. Teachers will collaborate by grade level to use common pacing guides and assessments in EnVision Math curriculum
c. Required materials will be ordered for all students.
d. Supplemental and support materials will be purchased to support our adopted curriculum.
e. On-going training will be provided to teachers and staff to ensure quality teaching in the classroom.
f. EasyCBM assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2. ASES Program - after school targeted programs for up to 100 students identified as at-risk or academically deficient in language arts, math and/or English language development. (Duplicated expenditure from Goal 1, Strategy/Activity 3)
a. ASES City Corps. Staff
b. Site Coordinator stipend
c. Professional Learning/Consultants
d. Supplies and Materials
e. Instructional Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3. Parent Education (Duplicated Expenditure-See Goal #1, Strategy/Activity 3)
a. Adult ELD classes
b. Parent Ed. classes
c. Purchase required materials
d. Child care expenses
e. Teacher extra time

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The math curriculum has been implemented with fidelity and teachers have received training in the Envisions math program. With the training and fidelity of implementing the program, the math scores improved (5.7 points). We are in the process of developing common measures that we can use to inform instruction. Star Math Assessment is also used as a data metric. While many classes showed growth overall, we believe a common assessment would be more useful to use as a diagnostic tool to inform our instruction to provide real time intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Effectiveness was measured through testing scores as well as local measures of our students and success at each grade level. However, budgetary impacts, as well as the unanticipated changes in teaching and learning brought on by COVID-19, affected the implementation, monitoring and data available to staff, students to more completely evaluate the successful implementation and effectiveness of 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.

We will be adjusting the goal to target more specific math strategies and interventions to support students located in strategy/activity 1. We will assess the alignment of our current math program with the CCSS when CAASPP data becomes available in spring 2021. We will continue to supplement the current math program, as well as provide intervention time for math support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

All English Learner students will make at least one level of growth on the English Learner Progress Indicator and the percent of students making progress towards English language proficiency will increase by 1.5%. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

26.3% of students maintained and 8.6% of EL's decreased at least one level in their ELPI level in 2019. These groups of students have been identified as being in need of additional support in order to make at least one level of growth on the 2020-2021 ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of English learners will maintain or increase in status on the English learner progress report. (California School Dashboard)	The percentages of English Learner students performance levels 1- 4 on the English Language Proficiency Assessments for California (ELPAC) Level 4 - Well Developed 9.88%. Decrease of -0.93% from 2018. Level 3 - Moderately Developed 39.92%. Decrease of 2.11% from 2018. Level 2 - Somewhat Developed 37.94%. Increase of 6.67% from 2018. Level 1 - Beginning Stage 12.25%. Decrease 4.35% from 2018.	The percent of English Learner students increasing performance levels on the English Language Proficiency Assessments for California (ELPAC) will increase by 1.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

1. A systematic sheltered immersion program is provided to all identified English Language Learners (K-2):
a. Supplemental Materials
b. Training costs
c. E.L. Support Teacher costs
Duplicated expenditure, Goal #1, Strategy/Activity 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

2. Teachers are expected to participate in professional development, collaboration time and trainings to ensure effective delivery of instruction in English to all students.
a. Training costs if any
b. Lesson demonstration costs
c. Materials to align with the New Common Core State Standards, NGSS, CAlifornia ELD standards (Class sets and library sets of informational text and non fiction books to support ELD).
Duplicated expenditure, Goal #1, Strategy/Activity 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

3. All core content areas, including math, social studies and science will be taught in English.
a. Supplemental Support Materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
187	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

4.There is a coordinated, school wide focus on all teachers understanding and using the New ELD standards in tandem with the CCSS for ELA/Literacy to support our English Learners to ensure that they meet reclassification criteria as well as make progress in ELD.
a. All teachers with English Learners in their classrooms will use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.
b. All teachers with English Learners will have a protected time during the regular school day when they use the CA ELD Standards as the focal standards in ways that build into and form the content instruction in order to develop critical language EL's need for content learning in English. (Designated ELD)
c. Students will be monitored to ensure that they are progressing at least one ELD level per year. The LAT team will meet to reclassify students who meet the criteria and also suggest interventions for students who are not progressing.
Duplicated expenditure, Goal #1, Strategy/Activity 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

5. English language support personnel (district EL Support Teacher) and the academic support provider will support teachers, provide resources, share strategies for standards based instruction and model lessons – in the classroom. These support providers and the school principal will monitor classroom implementation of professional development of ELD (Academic Language, Systematic English language development, and Designated and Integrated ELD,) into the classroom.
a. Teachers will receive GLAD training from our ELST.
b. ELST will provide support to teachers through model lessons, mentoring, and resources to ensure that students receive effectively integrated ELD lessons.
Duplicated expenditure, Goal #1, Strategy/Activity 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

6. Parent Education
a. Adult ELD classes
b. Parent Ed. classes
c. Purchase required materials
d. Child care expenses
e. Teacher extra time
Duplicated Expenditure-See Goal #1 Strategy/Activity 5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teacher and master schedule reflect designated ELD time for all grade levels. Grade levels have protected time during the week to provide designated ELD. Although we have a limited amount of ELPAC comparison data, we looked at our reclassification reviews. Our overall reclassification rate was lower in 2019 (37% in 2018 and 18% in 2019); however, at each review, we had a higher percentage of reclassified students who made overall growth than in 2017-18 (Reclassification review 1-44% in 2018 and 81% in 2019, reclassification review 2-64% in 2018 and 88% in 2019, Reclassification review 3-42% in 2018 and 77% in 2019, reclassification review 4- 75% in 2019. CA Dashboard indicates that 65.1% of EL students are making progress towards English language proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major material differences in proposed and actual expenditures. However, budgetary impacts, as well as the unanticipated changes in teaching and learning brought on by COVID-19, affected the successful implementation and there is no 2020 ELPAC data to determine the effectiveness of this goal in the 2019-2020 school year.

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

We will be adjusting the goal to target more specific academic oral language production by all EL students. We believe this will support academic achievement and reclassification of long-term EL students. This change can be noted on Strategy/Activity 5.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$167,875.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$51,022.00
Title I Part A: Parent Involvement	$1,054.00

Subtotal of additional federal funds included for this school: $52,076.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $167,875.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	51,022.00
Title I Part A: Parent Involvement	1,054.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,265.00
2000-2999: Classified Personnel Salaries	62,140.00
4000-4999: Books And Supplies	6,241.00
5000-5999: Services And Other Operating Expenditures	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	10,805.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	6,000.00

2000-2999: Classified Personnel Salaries	Title I	50,835.00
4000-4999: Books And Supplies	Title I	187.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	54.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	167,688.00
Goal 3	187.00

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
Thomas Beneke	Principal
Andy Hoerer, 2019/20 & 2020/21	Classroom Teacher
Claudette Palmer, 2019/20 & 2020/21	Classroom Teacher
Veronica Hernandez, 2019/20 & 2020/211	Other School Staff
Teri Vasquez, 2019/20 & 2020/21	Classroom Teacher
Diana Pascual, 2019/20 & 2020/21	Parent or Community Member
Connie Echavarria, 2020/21 & 2021/22	Parent or Community Member
Maria Correa, 2019/20 & 2020/21	Parent or Community Member
Michelle Fiorentino, 2019/20 & 2020/21	Parent or Community Member
Gabriella Silva, 2020/21 & 2021/22	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 20, 2020.

Attested:

Principal, Thomas Beneke on 10/20/2020

SSC Chairperson, Claudette Palmer on 10/20/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
ART HAYCOX ELEMENTARY SCHOOL	56-72462-6055024	10/22/2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys that were reviewed for the Comprehensive Needs Assessment include the Panorama Survey for social -emotional wellness, the California Healthy Kids Survey, Haycox Parent Engagement Survey, Haycox ASES Parent Survey, ASES Student Survey, ASES Teacher Survey, Haycox Parent Survey School Needs Assessment SSC (2020-2021), The surveys revealed that overall, students feel welcomed and parents are satisfied with the interaction between adults and families in this school. The area of need is academic, as our students continue to achieve far below grade level in English Language Arts and Mathematics. In reviewing this data with the Haycox Leadership team, the School Site Council and the English Language Advisory Committee, it was determined that the focus of our actions would be to strengthen ELD instruction.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Haycox administrators conducted frequent personal visits to classrooms to reinforce and monitor the targeted areas of instruction in the plan and to ensure that the instructional program in each classroom meets the guideline established by the district for Distant Learning. The grade levels were assigned to specific administrators and a weekly schedule was established to ensure that all classrooms were visited with the the same frequency. It was confirmed that students are receiving instruction in ELA and Math, using adopted curriculum and with implementation of Integrated Units to varying degrees. Students are also receiving ELD instruction in leveled groups daily. It was also observed that in most classrooms, teachers were working with small groups to provide reading intervention using the Daily 5 model for classroom management (or a similar model), while implementing Guided Reading or CRLP strategies, or alternative research-based strategies such as SIPPS.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures, housed on the district databases are also used to monitor student achievement and make program changes. These measures include:

Standardized assessments (CAASPP)
ELPAC - English Language Proficiency Exam
Redesignation/Reclassification criteria
Easy CBM for math assessment Grades 3 - 5 (Beginning, Middle, End Year)
Standards-based Report cards
Promotion-Retention criteria
Gifted and Talented Education screening
Reading A-Z for Reading (Beginning, Middle, End Year)
BPST - Phonics Assessment
Guided Reading Assessments
CRLP - California reading and Literature Project Assessment
ESGI - Assessment of essential skills. grades K, 1 and 2
Writers' Workshop Assessments (Beginning, Middle, End Year)
Running Records
Accelerated Reader reports
Teacher created and informal assessments
Grade Level Assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To obtain accurate and valid measures of educational progress in order to improve student achievement, Haycox Elementary School offers multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the school program. These assessments include the State Assessment (CAASPP), the ELPAC (all EL students), Writer's Workshop/writing samples (all students) , Easy CBM for math (Grades 3 - 5), RAZ Assessment (all grades) , BPST (all grades) , ESGI (grades K - 2), as well as informal assessments. Student data is reviewed by Grade Level Intervention Teams and by the Intervention Progress Team to evaluate student growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and appropriately assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are fully qualified and appropriately credentialed for their assignments.All teachers are credentialed and qualified to teach English Learners. Staff development topics align to new state standards in ELA, Math, ELD and NGSS, and Technology. Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math and Integrated and Designated ELD. The professional needs of staff have prompted additional training for UDL, CRLP Strategies, Guided Reading, and ELD instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Grade Level teams and Leadership Team meet regularly to analyze data and student achievement in order to determine student needs. Leadership Team uses information from Grade level meetings to plan and implement staff development needs. Annually, the Grade Level Teams prioritize academic areas to further develop lessons based on assessments, standards and School Plan goals. Considerable professional development continues to be conducted in reading intervention strategies at all grade levels; English Language Development instruction will continue to be an area of emphasis. Staff development is scheduled on District professional development days, weekly staff meetings and grade level meetings. Staff development trainers are county and district-recognized experts

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal, occur regularly to provide feedback on a continual basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Haycox teachers collaborate regularly during scheduled grade level meetings throughout the school year. Teachers work together to plan and reflect on lessons in order to strengthen instruction. In addition, there is a strong district-level collaborative professional development program in place; teachers are able to collaborate both within the school and throughout the district.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme Elementary School District's core curriculum is based on standards, assessments and materials approved by the state and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standards-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Weekly grade level meetings and staff meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Hueneme Elementary School District adhere to or exceed the recommended instructional minutes reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in the Hueneme Elementary School District provide for lesson pacing schedules and master schedule flexibility for so that there is opportunity to provide required intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:

Curricular Area District Curriculum
Reading/Language Arts: Wonders by McMillan, McGraw-Hill (TK-5)
English Language Development: ELL ELS Wonders by McMillan, McGraw-Hill (TK-5)
Mathematics: EnVisions Mathematics by Pearson
History/Social Science: by Pearson
Science: Houghton Mifflin (K-5)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme Elementary School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Reading A-Z assessment is administered to all students three times annually to measure growth in reading. Grade Level Intervention Teams meet regularly to evaluate student achievement and to focus on students who are not demonstrating adequate academic growth. This team groups students according to learning needs and intervention is provided in small groups (using Daily 5 rotating group structure) for a specified period of time before they are again assessed. This intervention cycle is repeated throughout the year. Teachers have been trained in UDL in order allow all students to have greater access to the core curriculum. All, but two teachers, have been trained in CRLP and all teachers in grades 2- 5 have been trained in Guided Reading strategies.

Evidence-based educational practices to raise student achievement

All staff have been trained in research-based Daily 5, Writer's Workshop, Designated and integrated ELD. Nearly all teachers have received training in CRLP (phonics instruction) and Guided Reading (comprehension and fluency).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:

The School Site Council (SSC)/ District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Haycox School Parent-Teacher Organization
Parent Advisory Committee (PAC) for Migrant parents
Neighborhood for Learning (NfL) committees and preschools
District Leadership Team
Clinicas de Camino Real (Haycox campus)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
District curriculum committees
School Counselors
Boys and Girls Club
Tri Counties Regional Center
Oxnard Police Department
CDI
MICOP
Hearing Conservation

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have had opportunities to participate in surveys and the ELAC and SSC members have participated in the comprehensive needs assessment, along with the school leadership team.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- -The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students.
- -Title I monies fund after school tutorials, reading groups, English Language Development interventions and homework assistance.
- -Title II funds are used to improve teacher and principal quality through professional development and other activities and to provide low-income and minority students greater access to

effective teachers, principals, and other school leaders.

- -Title III funds are used to extend English Language Development and academic tutorials for English Learners.
- -Title IV funds are used to provide a well-rounded education for students with professional development for teachers in AVID, TIPS and PBIS.
- -ASES funds are used to provide an extended learning day to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

Each year our Leadership Team, School Site Council and English Language Advisory Committee review multiple sources of qualitative and quantitative data to analyze student progress and to identify areas of need. The parental community participated in the following surveys: ASES Parent Survey, Haycox Parent School Climate Survey, and Haycox Parent Survey School Needs SSC.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Haycox Elementary School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.68%	0.6%	0.62%	7	6	6
African American	%	0.1%	0%		1	0
Asian	0.10%	0.1%	0.1%	1	1	1
Filipino	0.78%	0.6%	0.62%	8	6	6
Hispanic/Latino	79.53%	81.76%	83.25%	820	816	800
Pacific Islander	%	%	0%			0
White	18.91%	16.83%	15.4%	195	168	148
Multiple/No Response	%	%	0%			0
			Total Enrollment	1031	998	961

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	201	175	166
Grade 1	191	170	144
Grade 2	179	181	163
Grade3	157	178	171
Grade 4	147	159	164
Grade 5	156	135	153
Total Enrollment	1,031	998	961

Conclusions based on this data:

1. There has been a slight decrease in enrollment (80 students) from 16-17 to 18-19.
2. Between 16-17 and 18-19, the greatest decrease in class sizes is in Kinder (-56) and in 5th grade (-47).
3. The overall percentage of Hispanic/Latino population remains high, representing over 80% of the school population.

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	889	879	722	86.2%	88.1%	75.1%
Fluent English Proficient (FEP)	111	86	204	10.8%	8.6%	21.2%
Reclassified Fluent English Proficient (RFEP)	86	25	178	9.2%	2.8%	20.3%

Conclusions based on this data:

1. The percentage of EL's has remained high and increased by almost 3% from 16-17 to 18-19.
2. The number of LEP students remains steady with an average of 9.6% over 3 years.
3. A total of 175 students have been reclassified between 16-17 and 18-19; relatively few were reclassified in 18-19 (25 or 2.8%).

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			% of Enrolled Students		
	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	149	159	175	144	158	168	144	158	168	96.6	99.4	96
Grade 4	155	144	162	148	142	158	148	142	158	95.5	98.6	97.5
Grade 5	180	157	142	177	151	139	177	151	139	98.3	96.2	97.9
All	484	460	479	469	451	465	469	451	465	96.9	98	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2342.	2348.	2346.	2.08	1.27	0.00	6.25	8.23	9.52	22.92	30.38	26.79	68.75	60.13	63.69
Grade 4	2396.	2390.	2399.	7.43	4.23	3.80	12.16	7.04	14.56	16.22	23.24	22.78	64.19	65.49	58.86
Grade 5	2430.	2419.	2432.	6.21	3.97	3.60	15.82	13.25	14.39	20.90	21.85	28.78	57.06	60.93	53.24
All Grades	N/A	N/A	N/A	5.33	3.10	2.37	11.73	9.53	12.69	20.04	25.28	26.02	62.90	62.08	58.92

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	2.08	2.53	1.79	25.69	36.08	39.88	72.22	61.39	58.33
Grade 4	5.41	4.23	6.96	37.84	37.32	44.30	56.76	58.45	48.73
Grade 5	6.78	4.64	5.04	37.29	35.10	46.76	55.93	60.26	48.20
All Grades	4.90	3.77	4.52	33.90	36.14	43.44	61.19	60.09	52.04

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	2.78	2.53	0.00	25.00	32.28	38.10	72.22	65.19	61.90
Grade 4	6.08	1.41	3.16	43.92	38.03	46.20	50.00	60.56	50.63
Grade 5	10.17	8.61	6.52	35.59	36.42	46.38	54.24	54.97	47.10
All Grades	6.61	4.21	3.02	34.97	35.48	43.32	58.42	60.31	53.66

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	4.86	3.80	1.79	55.56	62.66	60.71	39.58	33.54	37.50
Grade 4	5.41	4.93	5.06	50.68	54.93	62.66	43.92	40.14	32.28
Grade 5	5.65	2.65	4.32	53.11	51.66	56.12	41.24	45.70	39.57
All Grades	5.33	3.77	3.66	53.09	56.54	60.00	41.58	39.69	36.34

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	1.39	4.43	0.60	46.53	44.94	41.67	52.08	50.63	57.74
Grade 4	10.14	4.23	7.59	41.22	53.52	44.94	48.65	42.25	47.47
Grade 5	12.99	11.92	8.63	36.72	34.44	42.45	50.28	53.64	48.92
All Grades	8.53	6.87	5.38	41.15	44.12	43.01	50.32	49.00	51.61

Conclusions based on this data:

1. Overall achievement for all students has improved for students in the categories of % Standards Met and % of Standards Nearly Met. There is a decrease in % Below Standards.
2. For Reading, there has been an overall improvement in achievement for students in the category of At or Near Standard between 16-17 and 18-19 as follows: Grade 3, increase of 14.62%; Grade 4, increase of 6.46 %; Grade 5, increase of 9.54%; and Overall, 9.54%.
3. For Written Language, there has been an overall increase in the percentage of students in the category of At or Near Standard as follows: Grade 3, 13.1%; Grade 4, 2.28%; Grade 5, 10.29%; and Overall, 8.35%.

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			% of Enrolled Students		
	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	149	159	175	147	159	173	147	159	173	98.7	100	98.9
Grade 4	155	144	162	155	144	162	155	144	162	100	100	100
Grade 5	180	157	141	179	157	140	179	157	140	99.4	100	99.3
All	484	460	478	481	460	475	481	460	475	99.4	100	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2377.	2366.	2365.	1.36	1.26	0.00	14.97	9.43	13.29	33.33	32.70	28.90	50.34	56.60	57.80
Grade 4	2404.	2405.	2398.	1.94	3.47	2.47	10.97	8.33	6.17	29.68	34.03	27.78	57.42	54.17	63.58
Grade 5	2436.	2412.	2419.	4.47	1.91	1.43	8.94	6.37	3.57	23.46	21.66	23.57	63.13	70.06	71.43
All Grades	N/A	N/A	N/A	2.70	2.17	1.26	11.43	8.04	8.00	28.48	29.35	26.95	57.38	60.43	63.79

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	4.76	4.40	4.62	42.18	31.45	32.37	53.06	64.15	63.01
Grade 4	3.87	6.25	4.32	23.23	16.67	18.52	72.90	77.08	77.16
Grade 5	7.82	1.27	1.43	22.35	19.11	15.71	69.83	79.62	82.86
All Grades	5.61	3.91	3.58	28.69	22.61	22.74	65.70	73.48	73.68

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	2.04	3.14	2.31	40.14	27.67	43.93	57.82	69.18	53.76
Grade 4	5.81	3.47	2.47	32.90	33.33	35.19	61.29	63.19	62.35
Grade 5	5.03	1.91	2.86	32.40	29.30	27.86	62.57	68.79	69.29
All Grades	4.37	2.83	2.53	34.93	30.00	36.21	60.71	67.17	61.26

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	4.08	3.14	2.89	50.34	48.43	44.51	45.58	48.43	52.60
Grade 4	5.81	4.86	2.47	34.19	39.58	35.19	60.00	55.56	62.35
Grade 5	3.91	1.27	2.86	31.84	31.21	33.57	64.25	67.52	63.57
All Grades	4.57	3.04	2.74	38.25	39.78	38.11	57.17	57.17	59.16

Conclusions based on this data:

1. Between 16-17 and 18-19, there was an overall decrease in the percentage of students At Standard, Standards Met and Standards Nearly Met and there was an increase in the % of students in the category of % Not Met of an average of 6.41%.
2. The strongest area of achievement in Math (as measured by % At or Near Standard) in the 3rd Grade is Communicating Reasoning; in the 4th grade, Communication Reasoning and Problem Solving and Modeling are equally strong, and in the 5th grade Problem Solving and Modeling.
3. The greatest area of need for all grades (as measured by % Below Standard) is Concepts and Procedures.

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	1394.7	1407.6	1396.5	1409.7	1390.3	1402.5	197	168
Grade 1	1440.9	1431.4	1438.2	1432.6	1443.0	1429.8	181	157
Grade 2	1474.5	1462.8	1467.7	1460.3	1480.8	1464.8	152	118
Grade 3	1478.3	1464.7	1469.7	1455.2	1486.4	1473.8	128	106
Grade 4	1492.7	1489.2	1482.3	1479.6	1502.7	1498.4	102	100
Grade 5	1498.5	1510.0	1477.3	1496.8	1519.3	1522.7	108	86
All Grades							868	735

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	10.15	7.74	26.90	25.60	32.99	47.02	29.95	19.64	197	168
1	18.78	1.27	33.70	24.84	24.86	52.87	22.65	21.02	181	157
2	38.16	1.69	37.50	38.98	18.42	51.69	*	7.63	152	118
3	*	2.83	38.28	20.75	33.59	48.11	25.78	28.30	128	106
4	*	6.00	46.08	36.00	31.37	43.00	13.73	15.00	102	100
5	19.44	8.14	48.15	46.51	14.81	32.56	17.59	12.79	108	86
All Grades	16.71	4.49	36.75	30.75	26.38	46.94	20.16	17.82	868	735

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	10.15	6.55	29.95	22.62	26.40	44.05	33.50	26.79	197	168
1	27.07	5.73	23.76	28.66	24.86	41.40	24.31	24.20	181	157
2	42.11	8.47	38.16	42.37	12.50	43.22	7.24	5.93	152	118
3	13.28	11.32	43.75	31.13	28.91	29.25	14.06	28.30	128	106
4	24.51	17.00	48.04	43.00	18.63	27.00	*	13.00	102	100
5	26.85	30.23	45.37	48.84	10.19	9.30	17.59	11.63	108	86
All Grades	23.50	11.56	36.18	34.15	21.08	34.83	19.24	19.46	868	735

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	17.26	10.12	11.17	30.36	52.28	47.02	19.29	12.50	197	168
1	18.78	1.91	28.73	24.84	25.41	40.13	27.07	33.12	181	157
2	31.58	1.69	37.50	36.44	18.42	38.98	12.50	22.88	152	118
3		0.00	15.63	10.38	42.97	55.66	41.41	33.96	128	106
4	*	0.00	28.43	26.00	40.20	47.00	23.53	27.00	102	100
5	16.67	3.49	38.89	24.42	20.37	55.81	24.07	16.28	108	86
All Grades	16.36	3.40	25.58	25.99	33.99	46.53	24.08	24.08	868	735

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	29.44	7.14	49.24	75.00	21.32	17.86	197	168
1	44.75	23.57	40.88	57.96	14.36	18.47	181	157
2	55.26	17.80	40.13	77.97	*	4.24	152	118
3	16.41	0.94	67.19	72.64	16.41	26.42	128	106
4	27.45	20.00	61.76	67.00	10.78	13.00	102	100
5	34.26	5.81	50.93	82.56	14.81	11.63	108	86
All Grades	35.60	13.06	50.23	71.29	14.17	15.65	868	735

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	8.63	10.71	48.22	55.95	43.15	33.33	197	168
1	21.55	2.55	45.86	63.06	32.60	34.39	181	157
2	42.11	12.71	43.42	71.19	14.47	16.10	152	118
3	31.25	23.58	50.00	44.34	18.75	32.08	128	106
4	38.24	17.00	47.06	63.00	14.71	20.00	102	100
5	30.56	53.49	50.93	34.88	18.52	11.63	108	86
All Grades	26.73	17.01	47.35	56.73	25.92	26.26	868	735

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	15.23	4.76	58.38	80.95	26.40	14.29	197	168
1	29.28	10.19	40.33	49.68	30.39	40.13	181	157
2	41.45	0.85	40.79	77.97	17.76	21.19	152	118
3	*	0.94	44.53	50.00	54.69	49.06	128	106
4	*	1.00	61.76	62.00	33.33	37.00	102	100
5	12.04	8.14	60.19	74.42	27.78	17.44	108	86
All Grades	19.01	4.63	50.12	65.99	30.88	29.39	868	735

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	34.52	50.60	48.73	33.33	16.75	16.07	197	168
1	12.71	3.82	64.64	77.07	22.65	19.11	181	157
2	30.26	5.93	61.84	73.73	7.89	20.34	152	118
3	9.38	2.83	71.09	70.75	19.53	26.42	128	106
4	15.69	7.00	71.57	77.00	12.75	16.00	102	100
5	48.15	11.63	37.96	76.74	13.89	11.63	108	86
All Grades	25.00	16.05	58.99	65.58	16.01	18.37	868	735

Conclusions based on this data:

1. For Kinder students, with the exception of Writing, it is noted that fewer students scored at the beginning level in all domains between 17-18 and 18-19; for Written Language, 6.79% decrease; for Listening, 3.46% decrease; for Speaking, 9.82% decrease; for Reading, 12.11% decrease.
2. For Written Language, there is an overall decrease in Level 4 from 16.36 % to 3.40%, Level 3 remained the same, and Level 2 increased by 13%.
3. For Reading, there was a decrease of 14.28% in the Well Developed category and an increase of 15.87% in the category of Somewhat/Moderately Developed.

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**
998	**98.5**	**88.1**	**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	879	88.1
Foster Youth	2	0.2
Homeless	2	0.2
Socioeconomically Disadvantaged	983	98.5
Students with Disabilities	80	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
American Indian	6	0.6
Asian	1	0.1
Filipino	6	0.6
Hispanic	816	81.8
White	168	16.8

Conclusions based on this data:

1. Nearly all, (98.5%) of Haycox students are socioeconomically disadvantaged; of the 998 students, 15 are NOT socioeconomically disadvantaged.
2. Most students (88.1%) are English Learners and require ELD instruction.
3. There are 80 students who receive some form of special education services at Haycox School.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. Haycox students maintained essentially the same level of achievement in ELA and Math.
2. Absenteeism declined in 2018-19.
3. Very few students were suspended from Haycox during the 2018-2019 school 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
75.1 points below standard	77.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.3 points	Increased ++4.7 points	2
448	426	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0 Students	75 points below standard	127.6 points below standard
	Increased ++6.6 points	Declined -5.5 points
	440	50

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	2	1	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
73.6 points below standard	0 Students	0 Students	81.8 points below standard
Increased ++6.1 points			Increased Significantly ++22.4 points
303			138

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**
108.1 points below standard	31.4 points below standard	48.4 points below standard
Maintained -2 points	Declined Significantly -16.7 points	14
258	168	

Conclusions based on this data:

1. Although still significantly below standard, there was an overall increase of 6.3 points for all students in ELA achievement.
2. Haycox Reclassified English Learners (168) achieved higher than English Only (14) students; of concern is that the Reclassified students declined significantly by 16.7 points.
3. There was a decline of 5.5 points in achievement for 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
84.8 points below standard	86 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	Maintained ++0.3 points	2
446	424	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	85.3 points below standard	117 points below standard
	Maintained -0.4 points	Increased ++5.4 points
	438	50

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 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 92.3 points below standard Declined -7.1 points 301			Yellow 71.9 points below standard Increased Significantly 138

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**
110.1 points below standard	49.3 points below standard	63.5 points below standard
Declined -8 points	Declined -8.5 points	14
256	168	

Conclusions based on this data:

1. In Math, Haycox students maintained the overall achievement level of more than 80 points from the standard.
2. Both Current English Learners and Reclassified English Learners declined by 8 points.
3. Reclassified English Learners are over 60 points closer to meeting the Standard than current 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

English Learner Progress
No Performance Color
45.8 making progress towards English language proficiency
Number of EL Students: 544
Performance Level: Medium

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
21.5	32.7	0.1	45.5

Conclusions based on this data:

1. Two hundred forty eight students (45.5%) progressed at least one ELPI Level.
2. Almost one third of Haycox students (178) maintained an ELPI Level below 4, while only 0.1 (54 students) maintained ELPI Level 4.
3. 21.5 percent of Haycox students decreased one ELPI Level.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

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
Yellow	Yellow	No Performance Color
4.5	4.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +1.1	4
1042	916	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	4.4	6.2
6	Increased +0.8	Increased +3.1
	1025	97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	6	2	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
4.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.9
Increased +0.8	0	0	Maintained +0.4
857			170

Conclusions based on this data:

1. There was an overall slight increase in Chronic Absenteeism for all students.
2. Students with disabilities have more frequent absences than the overall populations (increase of 3.1 vs 0.6 points).
3. There is very little difference in attendance rates for Hispanic and White students at Haycox School.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.1	0	Less than 11 Students - Data Not
Declined -0.4	Declined -0.4	4
1064	935	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0.1	0
6	Declined -0.4	Declined -4.1
	1044	98

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
1	6	2	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue			Blue
0			0
Declined -0.5			Maintained 0
878			171

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.1

Conclusions based on this data:

1. The suspension rate for all students declined from 0.5% to 0.1% from the 2018 to the 2019 school year.
2. There is no distinction in suspension rate among English Learners and Socioeconomically Disadvantaged students.
3. The suspension rate for Students with Disabilities declined by 4.1%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Maintain the academic achievement level of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase by two points from their 2018-2019 achievement level on the English Language Arts Indicator on the California School Dashboard from current status of -75.1 points from the average distance from the Standard (Fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Statewide summative (CAASPP) student achievement data reveals that all Haycox students are achieving well below standards in English Language Arts. While teachers have worked to develop Integrated Units to enhance the instructional program overall, there remains a need for ongoing professional development and teacher collaboration in order to further develop the instructional program. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services. English Learner Indicator Report, stakeholder meetings and surveys indicate the need to provide additional intervention and support for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard Met in English Language Arts on the CAASPP - California Dashboard	2019 Data: All students: -75.1 points below the Standard; although very low, maintained performance level. Low income pupils: Very low, improved to -75 points below the Standard; English Learners: demonstrated growth to -77.9 points below the Standard. Students with Disabilities: although very low, declined slightly to -127.6 points below the Standard.	For 2021 CAASP: All students: increase of 2 points toward the Standard or -73.1. Low income Pupils: Increase of 2 points toward the Standard or -73. English Learners: Increase of 2 points toward the Standard or -75.96. Students with Disabilities: Increase of 2 points toward the Standard or or - 125.6.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

I. Common Core State Standards and Instruction:

1. Teachers will fully implement Common Core State Standards (CCSS) based language arts programs utilizing board adopted core and supplemental instructional materials.

2. Teachers collaboratively identify strengths and weaknesses of students in ELA and use the CCSS to address them. Collaboratively identify supplemental materials to serve students' needs.

3.Teachers collaborate and coordinate lessons, ensuring that CCSS are achieved by students.

4. Teachers regularly assess student progress and adjust groups and instruction in response to student achievement.

5.Teachers analyze relevant data school wide and for significant subgroups in department and grade level meetings.

6.Time will be scheduled for grade level teams to review data and to plan instruction and interventions.

7. The Intervention Progress Team (IPT) which consists of administrators ,a counselor, and two classroom teachers will meet twice monthly (January through May) to monitor the progress of at-risk students to collaborate and to review student data.

8. Haycox is working to expand our Multi-Tiered System of Support (HESD Cohort 1)

9. Time for teachers to plan and implement distance learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,900	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

II Motivation

1. Enhance Accelerated Reader program to improve student enthusiasm for reading, reading fluency, comprehension and literacy skills.

2. The Library Clerk will maintain a fully functioning school library, provide students additional opportunities to use Accelerated Reader (AR) to improve comprehension, and maintain a list of AR books and tests for future purchases.

3. The Library Clerk will ensure that a safe and welcoming environment is available to all students during unstructured time as a Tier 1 Social Emotional and Behavioral support and purchase puzzles and board games that students may use.

4. In addition to the robust book collection in the school library, all students will have access to the SOARS digital library.

5. Supplemental supplies, books and motivational prizes will also be funded.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
48,174	Title I 2000-2999: Classified Personnel Salaries
100	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Up to 100 students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

III. After School Education and Safety (ASES) Program

1. CityCorps/ASES staff will provide after school program for up to 100 Haycox students.

2. Academic interventions, enrichment and recreation will be provided to identified students who participate in the program.

3. ASES staff will receive professional learning and follow-up coaching support.

4. Students in the ASES program will be instructed using structured language practices for English Language Development. Oxnard City Corp personnel will provide enrichment and recreation. Outside vendors will be contracted as needed.

5. Summer planning, professional learning, supplies/materials, and enrichment classes will be funded through ASES funds.

6. Site Coordinator to oversee daily program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries
6,805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries
6,805	Title I 2000-2999: Classified Personnel Salaries
6,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies
4,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
8,765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

IV. Intervention

1. Students will be afforded opportunities for independent practice and differentiated learning opportunities. Struggling students and English Learner (EL) students will have the opportunity to attend intervention and extended school-year instruction, as available.

2. Teachers will seek assistance from the Intervention Progress Team (IPT) when students are identified as requiring additional intervention and when classroom interventions have not been effective. The team will collaborate with the classroom teacher to provide targeted intervention for academic, social-emotional and behavior needs.

3. Teachers and Intervention personnel will provide intensive and strategic intervention for students struggling to meet standards.

4. A common schedule intervention time (Target Time Instruction) will be provided by grades 1, 3 and 5 with homogeneous grouping for reading intervention; on-going effort toward development of common intervention time in grades K, 2 and 4 will be made.

5. Interventions are scheduled during the school day, before and after school.

6. All grade levels will use the same tool to measure reading progress (RAZ A-Z) in order to have accurate data on student growth. Classroom teachers will receive training and supplies/assessment kit.

7.CHAMPS - Positive Behavior Support (PBS) system will be expanded to include playground supports and school wide support for common areas. Needed equipment will be provided and training for staff will be conducted.

8.Character Counts will be incorporated to support social-emotional and behavior interventions.

9. CHAMPS - Positive Behavior Support (PBS) system will be expanded to include playground supports and school wide support for common areas. Needed equipment will be provided and training for staff will be conducted.

10. Supplemental instructional materials and supplies will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

V. Assessments/Data:

1. Teachers will assess students each trimester for all grade levels to monitor student progress and make instructional adjustments.

2. Teachers will analyze data for all students and look for patterns to service struggling students, English Learners (EL) and Students with Disabilities (SWD) for English Language Arts (ELA, CRLP/BPST results, Renaissance Learning STAR, Accelerated Reader and other reports at regularly scheduled grade-level meetings in a Professional Learning Community.

3. Teachers will use data to plan instruction and to determine intervention strategies and groups and use entry and exit points for interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

VI. Professional Development:

1. Teachers and administrators will participate in professional development offered by the district to further develop Integrated Units and ELD (Designated and Integrated) instructional strategies.

2. All teachers will complete training for California Reading Literacy Project (CRLP) and Guided Reading to further strengthen Tier 2 interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

VII. Family Engagement

1. Two Triple P Parenting Series will be conducted; counselors will be paid for their professional time.

2. Various Family engagement sessions will be conducted, including a series of classes on nutrition, domestic violence, anti-gang information, community resources, "Loving Solutions" on family discipline, and others.

3. Childcare will be provided for Family Engagement sessions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,880	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with disabilities.

Strategy/Activity

VIII. Technology
1. Update, repair and/or replace technology as needed (document cameras, LCD projectors, computers, printers, media carts, installation)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In March of 2020, in response to the COVID-19 pandemic, teaching and learning was abruptly delivered virtually from April - June 2020 with very little success. Prior to that time, students received small group reading intervention in the first and second grade using the LLI Intervention program. There were significant gains made for these students.

In addition, students at all grade levels received either Guided reading or CRLP Intervention and appeared to be making modest gains, as all, but two, Haycox teachers are trained in CRLP.

Progress was measured using the RAZ Kids Reading running record, with limited progress noted by the time the second assessment was competed in October. The third and fourth assessment could not be completed due to distance learning.

The CAASPP assessment was not administered in the Spring of 2020 and there is no state data to determine if the ELA goal was met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School was interrupted in March of 2020 and all instruction shifted to distance learning; this was a tremendous challenge to teachers, students and their families. Intervention could no longer be provided, so the students with the greatest need were even more challenged during distance learning activities and there is no way to measure if the goal was met.

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

Implementation of distance learning has been more robust in the beginning of the 2020-2021 school year. A great deal of planning, preparation and training was done at the district level and a structured instructional program has been implemented by all teachers. It is hoped that we will return to a hybrid model of on-site instruction and that we can return to implementation of the assessments and grade level and classroom intervention cycles. Social distancing requirements will modify our intervention practices, and it is likely that fewer students will receive intervention, with less frequent services provided. In addition, the Academic Intervention Program provided to first and second grade students has been discontinued due to fiscal cuts which are the result of declining enrollment. It is anticipated that the teaching staff will be able to incorporate the instructional and intervention strategies into the Distance Learning program so that we can return to the strategies that are described in this plan. Strategy/Activity 1 contains the changes in the SPSA for this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics on the Mathematics Indicator on the California School Dashboard.

Goal 2

All students will increase 2 points or more in status on Mathematics Indicator on the California School Dashboard from current status of -84.8 points from the average distance from the Standard (Spring 2019). This goal aligns to the LCAP Goal #1 - Increase academic achievement of all students.

Identified Need

Statewide summative (CAASPP) student achievement data reveals that all Haycox students are achieving well below standards in Math. While teachers have worked to develop Integrated Units to enhance the instructional program overall, there remains a need for ongoing professional development and teacher collaboration in order to further develop the instructional program and to enhance and strengthen the quality of math instruction. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services. English Learner Indicator Report, stakeholder meetings and surveys indicate the need to provide intervention and support for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard Met in math on the CAASPP - California Dashboard	Spring 2019 Data: All students: Low with decrease to -84.8 points below the Standard. Low income pupils: Low with decrease to -85.3 points below the Standard. English Learners: Low with decrease -86 points below the Standard. Students with Disabilities: Very low but improved to -117 points below the Standard.	Spring 2021: All students: increase of 2 points toward the Standard or - 82.8. Low income Pupils: Increase of 2 points toward the Standard or -83.3. English Learners: Increase of 2 points toward the Standard or -84. Students with Disabilities: Increase of 2 points or -115 below the Standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

I. Common Core State Standards:

1. Teachers will fully implement grade level standards-based mathematics program utilizing board adopted core and supplemental instructional materials. (EnVision Math)

2. Teachers collaborate to determine planning of grade-level standards by trimester.

3. Teachers collaborate to identify strengths and weaknesses in order to address them as a grade-level and identify supplemental materials needed to meet students' needs.

4. Students are actively engaged, participating in classroom activities, and developing academic vocabulary and background knowledge.

5. Teachers modify instruction in response to students' understanding (checking for understanding).

7. Teachers regularly assess student progress and adjust groups and instruction in response to student achievement.

8. The Intervention Progress Team (IPT) will meet twice monthly to evaluate progress of at-risk students; collaboration and review of student data by administrators, counselor, and classroom teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

II. Interventions/Challenge Activities:

1. Teachers and administrators will identify students "at risk" academically and provide focused intervention strategies within the classroom.

2. Students will be offered the opportunity to attend a homework club allowing for a teacher to provide additional tutoring for the students at their grade level.

3. Teachers will seek assistance from the Intervention Progress Team (IPT) when students are identified as requiring additional intervention when classroom interventions have not been effective.

4. Happy Numbers and Khan Academy will be available to improve skills; students work individually on a digital device with teacher monitoring student participation and progress.

5. Math Olympiads challenge 4th and 5th grade students who are high achievers in math. Math Olympiad activities include weekly meetings and a year-end inter-school competition.

6. Supplemental instructional materials and supplies will be purchased to support interventions as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

III. Assessments and Monitoring of Student Progress

1. Teachers will use district math assessments, including EasyCBM in grades 3,4 and 5, and EnVision Math, to regularly monitor student progress and make instructional adjustments.

2. Teachers will analyze local measure assessments for all students at regularly scheduled grade level meetings.

3. Teachers will use data to plan instruction and to determine intervention strategies and groups and use entry and exit points for interventions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

IV: Professional Development:

1. District support personnel will be included in the discussions to provide staff development and demonstrate lessons as required.

2. Staff will be afforded professional development opportunities provided by the district, Ventura County Office of Education and state, regional and local conferences.

3. The 5th grade team will be attending training developed by Jo Boaler related to mathematical Mindset and this will be developed further into changes to the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In March of 2020, in response to the COVID-19 pandemic, schools pivoted to distance learning with very little success. Prior to that time, students received small group math intervention in the classroom. Other strategies, such as teacher collaboration and assessment of achievement data were implemented as planned, until the change in teaching and learning occurred.

The CAASPP assessment was not administered in the Spring of 2020 due to the pandemic; therefore, it can be assumed the school did not meet goals established in the 2019-20 SPSA. Students received virtual instruction form April through the end of the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School was interrupted in March of 2020 and all instruction shifted to distance learning; this was a tremendous challenge to teachers, students and their families. Intervention could no longer be provided, so the students with the greatest need were even more challenged during distance learning activities.

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

Implementation of distance learning has been more robust in the beginning of the 2020-2021 school year. A great deal of planning, preparation and training was done at the district level and a structured instructional program has been implemented by all teachers. The math instructional program is more standardized with all teachers using the same resources; Khan Academy has been introduced and is being used by all students for asynchronous studies. Teachers are receiving training on the use of Khan Academy. All students in grades 3 though 5 will be taking the same EasyCBM Assessment. It is hoped that we will return to a hybrid model of on site instruction and the instructional program will be further strengthened when teachers are able to interact with students in person. Social distancing requirements will modify our intervention practices, and it is likely that fewer students will receive intervention, with less frequent services provided. Strategy/Activity 1 is where this change is located in the SPSA on this page.

Summer 2020, approximately 60 Haycox 4th and 5th students participated in a virtual summer school program which focused on the research based teaching and learning strategies of Jo Boaler, with an emphasis on the Math Mindset. Strategy/Activity 2 is where this change is located in the SPSA on this page.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students will increase by at least one ELPI level by 2% in spring 2021. The percent of students who increased by at least one ELPI level in spring 2019 was 45.5%.

Identified Need

After reviewing achievement data form multiple sources with the school Leadership Team, the School Site Council and The English Language Advisory Council, it has been determined that it is important to continue to develop Integrated and Designated ELD across all grade levels. Teachers continue to find opportunities to more frequently include a greater variety of ELD strategies as the Integrated Units are being developed. In addition, the CAASPP and ELPAC data reveal that there is a need to provide intervention to students. Recognizing the important role that parents play in their child's education, the opportunity will be provided for a limited number of parents to participate in ELD classes. Common Core State Standards for English Language Arts and for English Language Development will continue to be implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC results for Spring 2019.	Baseline/Actual Outcome form Spring 2019: For the year 2019-20, 45.5% of Haycox EL students increased by one ELPI level.	Expected Outcome for Spring 2021: For the 2020-2021 School year, there will be an increase of 2%; 47.5% of Haycox English Learners will increase by one ELPI Level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

I. Implementation of California ELD Standards.

1. Designated and integrated instruction in all classrooms.

2. School-Wide English Language Development is scheduled and implemented for thirty minutes each day.

3. Students will be grouped by English acquisition level across each grade.

4. Teachers will collaborate to share effective teaching practices and materials that lead to student mastery of grade level ELD standards.

5. Supplemental materials, technology and supplies will be purchased as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

II. Interventions and Support

1. English Learner Support Teacher will provide on-going coaching and technical assistance for ELD instruction, model lessons and provide ELD instructional support to classroom teachers. They will provide additional small group ELD support to students.

2. Four certificated teachers will provide intervention to 40 students; intervention will be provided in a small group of 5 students. Students have been targeted after reviewing the ELPI. There will be 15 weeks of instruction in the second and third trimester, for a total of 30 weeks of intervention.

3. The Haycox English Language Support Teacher will provide support to develop the science-based curriculum with the teachers.

4. Technology will be used to provide additional learning opportunities to English Learners .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I 1000-1999: Certificated Personnel Salaries
1,000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

III. Monitoring

1. Students will be assessed annually in the spring using the state ELPAC test and twice a year using local measures to monitor student progress and make adjustments to instruction.

2. The school's Language Assessment Team (LAT) will meet to monitor student's progress towards acquiring English proficiency and for reclassification.

3. Personnel will assist the principal in coordination, organization and scheduling of the ELPAC assessment and will collect and maintain documents pertinent to federal program monitoring.

4. Supplemental materials and supplies will be purchased as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

These activities are for certificated and classified staff at Haycox School.

Strategy/Activity

IV Professional Development and Training

1. Bilingual Paraprofessionals will be trained by HESD to administer the ELPAC yearly to returning students and to newly registered students and will assist in assessments, if needed.

2. Staff will receive training on implementation of ELD strategies during Distance Learning.

2. Staff will be afforded staff development opportunities provided by the district, Ventura County Office of Education, state, regional and local conferences, including CABE.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners and Students with Disabilities.

Strategy/Activity

V. Parent Education

1. Twenty seven Haycox parents will participate in two 15-week ELD courses.

2. Thirty Chromebooks will be purchased and loaned to the parents to be used to access the instructional program.

3. Transparent Language and Grammar Gallery will be made available to each parent.

4. One certificated teacher will be paid to teach the once a week class.

5. Parents will have access to the computer and curriculum throughout the week.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Title I 4000-4999: Books And Supplies
2,200	Title I

	1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In March of 2020, in response to the COVID-19 epidemic, schools were shut down. Teachers provided ELD instruction throughout the time we were on site and an attempt was made to continue once Distance Learning started, but it is believed that ELD for this period what not as effective as when students were on campus to learn.

One ELST was removed from the Haycox staff during the 2019-2020 school year due to a budget decrease as the result of decreased enrollment. Out of necessity, the focus of professional development turned to Distance Learning in the spring of 2020.

Distance Leaning continues, as we initiate the 2020-2021 school year. It is anticipated that academic growth of all students will be severely impacted by the interruption of daily instruction, intervention and social-emotional support during this instructional teaching and learning model.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School was interrupted in March of 2020, and all instruction shifted to distance learning; this was a tremendous challenge to teachers, students and their families. Intervention could no longer be provided, so the students with the greatest need were even more challenged during distant learning activities. All activities in the 2019-20 goal page were curtailed and the spring 2020 ELPAC was not administered. There is no way to measure if the goal was met.

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.

Three actions have been added to the ELD goal. 1) We will provide targeted intervention to a group of 40 5th grade students for two trimesters. 2) We will provide ELD instruction for a group of 30 parents; chromebooks will be purchased so that parents can participate virtually and it is anticipated that instruction can be provided for two trimesters. 3) A classified employee will provide support to families and students who are struggling with Distance Learning.

We will continue to implement actions directed to improve services for our students. Administrators and English Learner Support teacher will will continue to support LTEL's and teachers, to deepen teacher understanding of ELD standards and to strengthen implementation of effective teaching strategies.

The changes to this goal can be found in Strategy 2 Action 2,3 and 4 and Strategy 5, Actions 1- 5 of this goal on this page.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$209,058.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$91,379.00
Title I Part A: Parent Involvement	$1,880.00

Subtotal of additional federal funds included for this school: $93,259.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $209,058.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	91,379.00
Title I Part A: Parent Involvement	1,880.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	31,745.00
2000-2999: Classified Personnel Salaries	67,784.00
4000-4999: Books And Supplies	21,300.00
5000-5999: Services And Other Operating Expenditures	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	12,805.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	4,000.00

1000-1999: Certificated Personnel Salaries	Title I	21,100.00
2000-2999: Classified Personnel Salaries	Title I	54,979.00
4000-4999: Books And Supplies	Title I	15,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,880.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,658.00
Goal 3	27,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Julianne Pena	Principal
Monica Luna-Velasquez	Classroom Teacher
Araceli Flores	Classroom Teacher
Laura Melgoza	Classroom Teacher
Miguel Martinez	Parent or Community Member
Erica Castro	Parent or Community Member
Santos Bonilla	Parent or Community Member
Brenda Sepulveda	Parent or Community Member
Ana Juarez	Parent or Community Member
Alejandra Ortiz	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 10/22/20.

Attested:

Principal, Mrs. Julianne Peña on 10/22/20

SSC Chairperson, Laura Melgoza on 10/22/20

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
HUENEME ELEMENTARY SCHOOL	56-72462-6055073	October 22, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from our parents, staff, students and community informed us of three priorities for Hueneme Elementary to provide additional and concentrated support. 1. Access to fully credentialed teachers and instructional materials that align with the state standards and safe facilities. 2. Family involvement and participation: Highlighting school climate and connectedness. 3.Improving student achievement and outcomes.
When looking at the LCAP data for Hueneme Elementary most survey participants selected Goal 3: Improve and strengthen family engagement as an area of being somewhat effective, effective or very effective. Goal 1: Increase the academic achievement for all students shows areas of growth for Hueneme Elementary. Hueneme will look for opportunities to add additional academic intervention, support for English Learners, and purchase additional supplies and resources as needed for students to successfully meet the state aligned standards. When reviewing Goal 2: increase the social emotional well-being of students and improve school climate, Hueneme Elementary again shows areas of growth and additions to our campus. As a result of the survey, Hueneme will seek additional ways to bring art, dance, and physical education to our campus. Hueneme will also continue to provide opportunities for social emotional support through Positive Behavior Interventions and Supports and Second Step programs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted weekly in each classroom. During these observations; it was observed that teachers were using district adopted curriculum regularly to teach the common core state standards. In addition, there was the implementation of integrated units, small group guided instruction, Daily 5 and technology were observed in the classrooms. Teachers were observed using accommodations and modifications to support the needs of our students with disabilities, gifted students, English learners, and socioeconomically disadvantaged groups. Teachers were also observed during extra-curricular activities such as dance, drama/performance, art, band, and STEAM activities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of standards based performance assessments are routinely analyzed and utilized to drive instruction. Multiple measures, housed on the district databases Aperture and Edusoft, are also used to monitor student achievement and make program changes. These measures include:
California Standards Tests
English Language Proficiency Assessment for California (ELPAC)
Publisher theme tests for Reading (Wonders)
ESGI- Grades TK-1
Envisions Math Benchmark Test
Easy CBM- Math Screener
Running Records
Promotion-Retention criteria
Standards-based Report cards
Success Maker software performance data
Accelerated Reader reports
Gifted and Talented Education screening
Chapter tests in all curricular areas
Transition criteria
Redesignation/Reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To obtain accurate and valid measures of educational process in order to modify and improve student achievement, Hueneme Elementary School offers student multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observations, report card grades, district benchmark assessments, and results of standardized tests. Hueneme uses CAASPP interim and summative assessments, ELPAC, and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teacher and alignment of staff development to standards, assessed student performance and professional needs:

All teachers are fully credentialed and appropriately assigned.

- 100% of Teacher are approved/certificated to teach English Learners.
- Staff development topics align to new state standards in EIA, Math, ELD, NGSS, and technology.
- Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- Professional needs of staff have prompted other specialized training, such as; Wonders (reading), Designated and Integrated ELD and Integrated Units.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the District is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Our Leadership Team meets regularly to analyze data and student achievement in order to determine staff development needs. Considerable professional development has been conducted in the area of administering and analyzing student performance assessment instruments. Staff development is scheduled on District buy-back days, Tuesday staff meetings and grade level meetings. Staff development trainers are national, county and district- recognized experts

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal, occur regularly to provide feedback on a continual basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher's collaboration:

- Regularly scheduled time for teacher collaboration on selected meeting days throughout the year.
- Teachers will plan and reflect on lessons in order to strengthen instruction.
- Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standard-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Monthly grade level meetings and weekly early dismissal days allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in Hueneme School District adhere to or exceed the recommended instructional minutes for reading /language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in Hueneme School District provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:

Curricular Area District Curriculum
Reading/Language Arts Language Arts Wonders by MacMillan, McGraw-Hill (TK-5)
Holt (6-8)
English Language Development Wonders by MacMillan, McGraw-Hill (TK-5)
Mathematics Envisions Mathematics Pearson
History/Social Science Houghton Mifflin (K-5)
Science Houghton Mifflin (K-5)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme School District provide for SBE- adopted and standards aligned instructional materials, including intervention materials, and access to standards aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As part of the regular program at our site, underperforming students participate in Accelerated Reader, Reading A-Z, English Language Development, Guided reading instruction in the classroom as well as with a specialist using Fountas and Pinnell, Daily 5/CAFE and cross-age after school tutoring as needed. Additionally curriculum differentiation through reading and math groups allows students greater success in the curriculum.

Evidence-based educational practices to raise student achievement

Staff have been trained in research based Daily5/CAFE strategies, Lucy Calkins Writers Workshop Model, Designated/Integrated ELD, and instructional practices to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:
The School Site Council (SSC)/ District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Parent-Teacher Association (PTA)
Parent Advisory Committee (PAC) for Migrant parents
Neighborhood for Learning (NFL) committees and preschools
Clinicas de Camino Real (Haycox campus)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
SeaBee Base volunteers
District curriculum committees
District Leadership Team
School Counselor
District Leadership Team

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholder groups, SSC, ELAC and staff have been involved in the review, planning and development of the goals for ensuring students meet common core state standards, as outlined in the School Plan for Student Achievement and how funding will be used, both Title I and ASES, to meet the goal.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- -The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students.
- -Title I monies fund after school tutorials, reading groups, English Language Development interventions and homework assistance.
- -Title II funds are used to improve teacher and principal quality through professional development and other activities and to provide low-income and minority students greater access to

effective teachers, principals, and other school leaders.

- -Title III funds are used to extend English Language Development and academic tutorials for English Learners.
- -Title IV funds are used to provide a well-rounded education for students with professional development for teachers in AVID, TIPS and PBIS.
- -ASES funds are used to provide an extended learning day to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment.
- Our site also provides parent education to empower parents to work with their children.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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 LCAP annual review and analysis was discussed at a variety of stakeholder engagement meetings throughout the year. Input from our parents, staff, students, and community informed us of the priorities for our school and our district. Information was discussed at English Learner Advisory Committee (ELAC) meetings, School Site Council meetings, Staff Meetings, School Leadership Meetings, Back to School Nights and Open House.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Hueneme Elementary School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.52%	0.26%	0.27%	2	1	1
African American	3.35%	2.57%	2.95%	13	10	11
Asian	1.29%	1.29%	1.34%	5	5	5
Filipino	2.84%	2.06%	1.07%	11	8	4
Hispanic/Latino	72.94%	74.29%	73.73%	283	289	275
Pacific Islander	0.52%	0.51%	0.8%	2	2	3
White	13.92%	13.11%	14.21%	54	51	53
Multiple/No Response	%	%	5.63%			0
			Total Enrollment	388	389	373

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	80	74
Grade 1	66	67	67
Grade 2	66	73	63
Grade3	51	56	65
Grade 4	70	49	55
Grade 5	58	64	49
Total Enrollment	388	389	373

Conclusions based on this data:

1. Overall, the number of students enrolled has dropped.
2. All grade levels are seeing a decrease; with the exception of Grade 1- which has remained about the same and Grade 3- which has shown an increase.

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	101	91	103	26.0%	23.4%	27.6%
Fluent English Proficient (FEP)	47	50	35	12.1%	12.9%	9.4%
Reclassified Fluent English Proficient (RFEP)	23	22	6	22.5%	21.8%	6.6%

Conclusions based on this data:

1. Overall, enrollment of English Learners has increased.
2. The percent of Fluent English Proficient and Reclassification of Fluent English Proficient has decreased over the last 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	53	54	72	53	53	72	53	53	98.6	100	98.1
Grade 4	55	67	47	55	66	47	55	66	47	100	98.5	100
Grade 5	53	55	62	53	54	62	53	54	62	100	98.2	100
All	181	175	163	180	173	162	180	173	162	99.4	98.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2376.	2362.	2368.	11.11	11.32	9.43	18.06	16.98	13.21	20.83	16.98	26.42	50.00	54.72	50.94
Grade 4	2434.	2421.	2420.	16.36	7.58	10.64	14.55	25.76	14.89	20.00	21.21	25.53	49.09	45.45	48.94
Grade 5	2473.	2524.	2507.	7.55	24.07	24.19	26.42	37.04	29.03	32.08	25.93	25.81	33.96	12.96	20.97
All Grades	N/A	N/A	N/A	11.67	13.87	15.43	19.44	26.59	19.75	23.89	21.39	25.93	45.00	38.15	38.89

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	12.50	11.32	15.09	37.50	33.96	32.08	50.00	54.72	52.83
Grade 4	18.18	12.12	12.77	43.64	51.52	40.43	38.18	36.36	46.81
Grade 5	11.32	27.78	29.03	52.83	53.70	43.55	35.85	18.52	27.42
All Grades	13.89	16.76	19.75	43.89	46.82	38.89	42.22	36.42	41.36

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	11.11	11.54	9.43	41.67	28.85	37.74	47.22	59.62	52.83
Grade 4	10.91	10.61	4.26	52.73	43.94	57.45	36.36	45.45	38.30
Grade 5	16.98	35.19	20.97	56.60	44.44	62.90	26.42	20.37	16.13
All Grades	12.78	18.60	12.35	49.44	39.53	53.09	37.78	41.86	34.57

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	11.11	5.66	5.66	58.33	60.38	62.26	30.56	33.96	32.08
Grade 4	7.27	3.03	6.38	58.18	66.67	70.21	34.55	30.30	23.40
Grade 5	5.66	22.22	19.35	79.25	66.67	59.68	15.09	11.11	20.97
All Grades	8.33	9.83	11.11	64.44	64.74	63.58	27.22	25.43	25.31

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	9.72	13.21	5.66	51.39	39.62	35.85	38.89	47.17	58.49
Grade 4	12.73	15.15	10.64	54.55	42.42	40.43	32.73	42.42	48.94
Grade 5	13.21	40.74	32.26	49.06	51.85	43.55	37.74	7.41	24.19
All Grades	11.67	22.54	17.28	51.67	44.51	40.12	36.67	32.95	42.59

Conclusions based on this data:

1. Overall achievement for all students in ELA shows that Hueneme students in grades 3 and 4 show an increase in the "Standards Nearly Met" level; grade 3 is approximately 9% and grade 4 is 4% respectively. According the the California Dashboard, Hueneme's socioeconomically disadvantaged and students with disabilities groups both showed an increase in ELA test scores.
2. One area of strength in ELA for all grades is in the area of writing: producing clear and purposeful writing. There was a growth of approximately 18% in % of at/near the standards in grade 5; 13% in grade 4; and 8% in grade 3.
3. One area of weakness in ELA for all grades is in the area of Reading and Research/Inquiry where the % at or near standards has decreased from year to year.

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			% of Enrolled Students		
	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	53	54	73	53	53	73	53	53	100	100	98.1
Grade 4	55	67	47	55	66	47	55	66	47	100	98.5	100
Grade 5	53	55	62	53	54	62	53	54	62	100	98.2	100
All	181	175	163	181	173	162	181	173	162	100	98.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2386.	2377.	2378.	2.74	3.77	3.77	28.77	13.21	26.42	27.40	28.30	18.87	41.10	54.72	50.94
Grade 4	2427.	2425.	2415.	7.27	1.52	6.38	9.09	18.18	8.51	40.00	39.39	36.17	43.64	40.91	48.94
Grade 5	2458.	2471.	2478.	3.77	5.56	12.90	15.09	14.81	12.90	30.19	40.74	33.87	50.94	38.89	40.32
All Grades	N/A	N/A	N/A	4.42	3.47	8.02	18.78	15.61	16.05	32.04	36.42	29.63	44.75	44.51	46.30

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	9.59	13.21	16.98	42.47	32.08	32.08	47.95	54.72	50.94
Grade 4	9.09	6.06	6.38	27.27	31.82	19.15	63.64	62.12	74.47
Grade 5	5.66	9.26	12.90	35.85	29.63	32.26	58.49	61.11	54.84
All Grades	8.29	9.25	12.35	35.91	31.21	28.40	55.80	59.54	59.26

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	9.59	9.43	1.89	45.21	22.64	52.83	45.21	67.92	45.28
Grade 4	9.09	6.06	8.51	43.64	46.97	29.79	47.27	46.97	61.70
Grade 5	7.55	11.11	6.45	49.06	40.74	56.45	43.40	48.15	37.10
All Grades	8.84	8.67	5.56	45.86	37.57	47.53	45.30	53.76	46.91

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	12.33	5.66	15.09	49.32	52.83	35.85	38.36	41.51	49.06
Grade 4	10.91	10.61	10.64	36.36	40.91	25.53	52.73	48.48	63.83
Grade 5	5.66	9.26	14.52	49.06	57.41	48.39	45.28	33.33	37.10
All Grades	9.94	8.67	13.58	45.30	49.71	37.65	44.75	41.62	48.77

Conclusions based on this data:

1. Overall achievement for all students in mathematics reveals the percentage of students that have nearly met the standards has decreased in grades 3-5. While the percentage of students at or near the standards shows a decrease only in grade 3. Grade 4 remained the same and grade 5 showed an increase in students at or near the standards.
2. Additional professional development for teachers in the area of mathematics is needed.
3. One area of weakness in mathematics is in the communicating reasoning-demonstrating ability to support mathematical conclusions.

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	1422.5	1406.9	1438.4	1425.3	1384.9	1364.2	25	16
Grade 1	1421.6	1472.9	1429.4	1474.3	1413.4	1470.9	19	24
Grade 2	1429.7	1448.1	1443.1	1449.7	1415.9	1445.9	14	22
Grade 3	1465.9	1456.3	1463.1	1437.8	1468.2	1474.5	13	11
Grade 4	1439.2	1497.5	1431.6	1488.9	1446.2	1505.5	13	11
Grade 5	*	*	*	*	*	*	*	6
All Grades							92	90

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	*	6.25	44.00	25.00	*	50.00	*	18.75	25	16
1	*	12.50	*	54.17	*	20.83	*	12.50	19	24
2	*	4.55	*	13.64	*	63.64	*	18.18	14	22
3		0.00	*	18.18	*	36.36	*	45.45	13	11
4		0.00	*	45.45	*	54.55	*	0.00	13	11
5	*	*	*	*		*	*	*	*	*
All Grades	15.22	5.56	30.43	34.44	23.91	43.33	30.43	16.67	92	90

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	44.00	12.50	*	31.25	*	43.75	*	12.50	25	16
1	*	25.00	*	41.67	*	25.00	*	8.33	19	24
2	*	9.09	*	27.27	*	45.45	*	18.18	14	22
3	*	0.00	*	18.18	*	45.45	*	36.36	13	11
4	*	27.27	*	36.36	*	27.27	*	9.09	13	11
5	*	*	*	*	*	*	*	*	*	*
All Grades	31.52	16.67	29.35	33.33	20.65	35.56	18.48	14.44	92	90

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	*	6.25	*	0.00	44.00	56.25	*	37.50	25	16
1	*	8.33	*	45.83	*	33.33	*	12.50	19	24
2		0.00	*	18.18	*	45.45	*	36.36	14	22
3		0.00	*	27.27	*	36.36	*	36.36	13	11
4		0.00	*	9.09	*	81.82	*	9.09	13	11
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.33	15.22	22.22	32.61	50.00	42.39	24.44	92	90

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	80.00	12.50	*	87.50	*	0.00	25	16
1	*	75.00	*	20.83	*	4.17	19	24
2	*	9.09	*	77.27	*	13.64	14	22
3	*	0.00	*	27.27	*	72.73	13	11
4	*	27.27	*	63.64	*	9.09	13	11
All Grades	45.65	28.89	39.13	56.67	15.22	14.44	92	90

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	*	6.25	64.00	68.75	*	25.00	25	16
1	*	4.17	57.89	79.17	*	16.67	19	24
2	*	9.09	*	72.73	*	18.18	14	22
3	*	18.18	*	45.45	*	36.36	13	11
4	*	18.18	*	63.64	*	18.18	13	11
5	*	*	*	*	*	*	*	*
All Grades	30.43	12.22	47.83	66.67	21.74	21.11	92	90

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	64.00	87.50	*	12.50	25	16
1	*	37.50	*	37.50	57.89	25.00	19	24
2	*	0.00	*	63.64	*	36.36	14	22
3		0.00	*	54.55	*	45.45	13	11
4	*	0.00	*	63.64	*	36.36	13	11
5	*	*	*	*	*	*	*	*
All Grades	13.04	11.11	42.39	60.00	44.57	28.89	92	90

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	*	6.25	48.00	31.25	*	62.50	25	16
1		8.33	*	79.17	57.89	12.50	19	24
2	*	4.55	*	63.64	*	31.82	14	22
3		9.09	*	72.73	*	18.18	13	11
4	*	0.00	*	100.00	*	0.00	13	11
5	*	*	*	*	*	*	*	*
All Grades	11.96	5.56	56.52	70.00	31.52	24.44	92	90

Conclusions based on this data:

1. The ELPAC Summative Assessment data shows that the overall scores show an increase in grades 1, 2, and 4. There was a small decrease in grades K and 3.

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**
389	**70.7**	**23.4**	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	91	23.4
Homeless	3	0.8
Socioeconomically Disadvantaged	275	70.7
Students with Disabilities	59	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.6
American Indian	1	0.3
Asian	5	1.3
Filipino	8	2.1
Hispanic	289	74.3
Two or More Races	23	5.9
Pacific Islander	2	0.5
White	51	13.1

Conclusions based on this data:

1. The 2018-2019 Student Population shows that from previous years' data that our numbers of students have been slowly declining.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. The 2019 Fall Dashboard Overall Performance for All students shows that Hueneme Elementary is in the orange level for Academic Performance, Academic Engagement and Conditions and Climate.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
32.2 points below standard	47.4 points below standard	0 Students
Maintained -0.8 points	Maintained -2.5 points	
155	58	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	36.1 points below standard	79.5 points below standard
	Increased ++3.6 points	Increased ++10.6 points
	125	27

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 Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 43.6 points below standard Declined -3 points 120	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 23.9 points above standard Increased Significantly 14

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**
100.3 points below standard Increased Significantly 27	1.4 points below standard Increased ++7.6 points 31	26.8 points below standard Maintained -2.9 points 86

Conclusions based on this data:

1. The 2019 Fall Dashboard for English Language Arts indicates that all students maintained the orange level status with a change of -0.8 points; however, Hueneme is -32.2 points below the standards. The English learner group and the students with disabilities showed an increase of 3.6 and 10.6 points respectively. These two groups are in the yellow level.
2. The 2019 Fall Dashboard English Language Arts data comparison for English learners shows that both the reclassified and current English learners showed gains in ELA with an increase of 7.6% and 16.4% respectively.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	
58.1 points below standard	72.7 points below standard	
Maintained -2.9 points	Declined -9.6 points	
155	58	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	61.9 points below standard	107.6 points below standard
	Maintained 0 points	Declined -10.7 points
	125	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 70.6 points below standard Declined -8.8 points 120	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 8.1 points below standard Increased Significantly ++31.3 points 14

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**
109.8 points below standard Declined Significantly -16.2 points 27	40.3 points below standard Increased ++7.5 points 31	50.9 points below standard Maintained -0.1 points 86

Conclusions based on this data:

1. The 2019 Fall Dashboard for Mathematics Performance indicates that All Students maintained the yellow level status with a decrease of 2.9 points and overall -58.1 points below the standard. English learner and students with disabilities group show a decline of -9.6 and -10.7 respectively. Socioeconomically disadvantaged students maintained the same status level with 0 points loss or gain.
2. The 2019 Fall Dashboard Mathematics data comparison for English learners shows that Hueneme's reclassified English learners showed an increase of 7.5 points; however our current English learners had a significant decline of -16.2 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.7 making progress towards English language proficiency
Number of EL Students: 69
Performance Level: Medium

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
8.6	40.5	1.4	49.2

Conclusions based on this data:

1. California Dashboard English Learner Progress page show that approximately 34 of 69 students are making progress towards English proficiency, which places Hueneme in the Medium performance level.
2. California Dashboard English Learner Progress page also indicates that 49% of students progressed at least one ELPI level.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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
12.8	12.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Declined -1.4	0
400	97	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	14.6	17.8
3	Increased +1.3	Increased +5
	294	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	1	5	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
12.2	17.4	Less than 11 Students - Data Not Displayed for Privacy	14
Declined -0.5	Increased +13.2	2	Increased +3.9
294	23		57

Conclusions based on this data:

1. Overall, on the California Dashboard Chronic Absenteeism page there was an increase in All Students of +0.6%; with socioeconomically disadvantaged and students with disabilities groups both showing an increase in absenteeism.
2. An area of growth is that English Learners are moving into the yellow level with a decline of 1.4% in chronic absenteeism.
3. The Covid-19 Pandemic has made our teams reconsider class incentives and rewards for attendance at this time to ensure the health and safety of staff and other students on campus.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
1.2	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Maintained 0	1
408	99	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	1.7	2.7
3	Increased +1.4	Increased +2.7
	298	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	1	5	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
1.3	0	Less than 11 Students - Data Not Displayed for Privacy	1.7
Increased +1	Maintained 0	2	Increased +1.7
299	24		58

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	1.2

Conclusions based on this data:

1. There was in increase in suspensions by 1.0% from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase 3 points or more in status on the English Language Arts Indicator on the California School Dashboard from current status of -32.2 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

1. Statewide summative (CAASPP) student achievement data and professional learning teacher surveys both indicate the need for continued professional development in and instructional materials for English Language Arts and English language development and technology.

2. The LCAP stakeholder survey and meeting identifies the need to provide academic assistance and increase intervention services.

3. Statewide summative (CAASPP) student achievement data, English Learner Indicator Report, stakeholder meetings and surveys indicate the need to provide intervention and support for English learners.

4. Implementation of the academic content and performance standards adopted by the State Board:

- English Language Arts- Common Core State Standards (CCSS) for English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of all students scoring Standards Met or Exceeding on the CAASPP Summative Assessment in English Language Arts (California School Dashboard)	All students: -32.2 points below the standard Socioeconomically disadvantaged: -36.1 points below the standard English Learners: -47.4 points below the standard Students with Disabilities: -79.5 points below the standard	All students: Increase of 3 points toward the standard or -29.2 Socioeconomically disadvantaged: Increase of 3 points toward the standard or -33.1 English Learners: Increase of 3 points toward the standard or -44.4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities; Increase of 3 points toward the standard or -76.5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by strategies below, including low income, English Learners and students with disabilities.

Strategy/Activity

I. Common Core State Standards and Curriculum/Instruction:

1. Teachers will fully implement Common core State Standards (CCSS) based language arts programs utilizing board adopted core and supplemental materials.

2. Teachers collaboratively identify strengths and weaknesses of students in ELA and use the CCSS to address them. Collaboratively identify supplemental materials to serve students' needs.

3. Teachers collaborate and coordinate lessons, ensuring that CCSS are achieved by students.

4. Teachers regularly assess students progress and adjust groups and instruction in response to student achievement.

5. Teachers analyze relevant data school wide and for significant subgroups in department and grade level meetings.

6. Time will be scheduled for department/grade level teams to review data and to plan instruction and interventions.

7. During small group instruction, teachers will deliver targeted intervention to address academic gaps, including guided reading. Teacher will use Daily 5 strategies to promote student motivation, independence, and academic growth.

8. The Intervention Progress Team (IPT) which consists of administrator, counselor, and two classroom teachers will meet every other month to monitor the progress of at-risk students to collaborate and review student data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I 1000-1999: Certificated Personnel Salaries
700	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low Income, English Learners and Students with Disabilities

Strategy/Activity

II. Motivation

1. Enhance Accelerated Reader program to improve student enthusiasm for reading, reading fluency, comprehension, and literacy skills.

2. The Library Clerk will maintain a fully functioning school library, provide students additional opportunities to use Accelerated Reader to improve comprehension and maintain a list of Accelerated Reader books and tests for future purchases.

3. The Library Clerk will ensure that a safe and welcoming environment is available to all students during unstructured time as a Tier 1 Social Emotional and Behavioral support.

4. Books will be purchased to maintain high quality and quantity of high interest literature at all instructional levels; this will include informational text.

5. Supplemental supplies, books and motivational prizes will also be funded.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,000	Title I 2000-2999: Classified Personnel Salaries
900	Title I 4000-4999: Books And Supplies
1000	Title I 4000-4999: Books And Supplies

	Supplies/Motivational

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Up to 100 students will be served by the strategies below including Low income, English Learners, and Students with disabilities.

Strategy/Activity

III. After School Intervention (ASES): After school targeted programs for up to 100 students identified as at-risk or academically deficient in Language Arts and/or English Language Development.

1. District Site Coordinator to oversee ASES Program

2. CityCorps/ASES staff will provide an after school program for up to 100 Hueneme students.

3. Academic/Strategic Interventions

4. ASES staff will receive professional development throughout the year and follow-up coaching support.

5. Summer planning, professional learning (instructional support)

6. Supplies/materials and enrichment classes will be funded through ASES funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6805	Title I 2000-2999: Classified Personnel Salaries
84,229	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
8765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries
6000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
4000	After School and Education Safety (ASES)

	2000-2999: Classified Personnel Salaries
6000	After School and Education Safety (ASES) 4000-4999: Books And Supplies
6805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

IV. Intervention

1. Students will be afforded opportunities for independent practice and differentiated learning opportunities. Struggling students and English Learner (EL) students will have the opportunity to attend interventions

2. Teachers will seek assistance from the Intervention Progress Team (IPT) when students are identified as requiring additional intervention and classroom interventions have not be effective. The team will collaborate with the classroom teacher to provide targeted intervention for academics, social-emotional, and behavior needs.

3. Teachers and intervention personnel will provide intensive and strategic interventions for students struggling to meet standards.

4. Interventions are scheduled during the school day, before, and after school.

5. CHAMPS- Positive Behavior Support system will continue to be used in the classrooms and throughout the campus.

6. Character Counts will be incorporated to support social-emotional and behavior interventions.

7. Supplemental instructional materials and supplies will be funded.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries

500	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

V. Assessments, Progress Monitoring and Data

1. Teachers will assess students each trimester for all grade levels to monitor student progress and make instructional adjustments.

2. Teachers will analyze data for all students and look for patterns to service struggling students in the area of English Language Arts (ELA) utilizing Educator's Assessment Data Management System (EADMS), Renaissance Learning STAR, Accelerated Reader, ESGI, and other reports at regularly scheduled grade level meetings.

3. Substitute teachers will be provided to release teachers to analyze data and collaborate.

4. Teachers will use data to plan instruction and to determine intervention strategies needed for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

VI. Professional Development and Leadership

1. Teachers and administrators will participate in professional development offered by the district to further develop Integrated Units and ELD (Designated and Integrated) instructional strategies. Teachers will be notified of the "Teachers Supporting Teachers" opportunities offered by the district.

2. Grades 1 & 2 will have training in Fountas and Pinnell Guided Reading for small group instruction in the classroom.

3. Leadership team will be open to all those who would like to be part of this team. Discussions will include school-wide progress on ELA, as well as other topics.

4. All teachers will be given the opportunity to participate in a variety of professional development conferences including, but not limited to, conferences on the following topics: Restorative Justice, CABE, and Gifted and Talented Education (GATE).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

VII. Family Engagement

1. Triple P Parenting Series will be conducted. The school counselor will conduct and arrange the series with the support of administrator. Counselors will be paid for their professional time. Childcare and snacks will be provided during the classes.

2. Teacher led parent engagement. Teachers will offer parent education classes throughout the school year to support ELA development in the home. Childcare will be provided during the classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries

715	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below, including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

VIII. Attendance and Social Emotional Well Being

1. Students will attend school regularly to maximize opportunities for learning; meeting or exceeding a target goal of 97% attendance school-wide.

2. Teachers will inform families of attendance expectations at Back to School Night and during parent conferences.

3. Principal will regularly remind families about attendance expectations in the school newsletter.

4. Teachers will conference with students and parents when a child's attendance is of concern. Principal will attend if teacher requests.

5. Principal will send attendance concern letters and other HESD attendance letter to parents of children with excessive absences, tardies, or leaving school early.

6. Principal will meet with parents to explain SARB process and to improve students' attendance.

7. Students with perfect attendance will be recognized each trimester at the Trimester Awards Assembly- 3 times per year.

8. Students will be invited to attend Saturday Attendance Academy to "make-up" an absence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Up until March 13, 2020, all strategies and activities were being implemented. Due to the Covid-19 Pandemic that changed how and what student instruction and teaching looked like from March 16 - June 18, 2020, the 2020 CAASPP was not administered and we do not have local assessment data for the last trimester of the 2019-20 school year to determine the overall effectiveness of strategies and activities. We did not meet the goal of growth by 3 points for all students and English learners. However, students with disabilities and socio-economically disadvantaged students exceeded the 3 point growth from 2018-2019 CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the Covid-19 Pandemic that changed how and what student instruction and teaching looked like from March 16 - June 18, 2020, teaching and learning came to a halt, as schools pivoted to trying distance learning. The 2020 CAASPP was not administered and we do not have local assessment data for the last trimester of the 2019-20 school year to determine the overall effectiveness of strategies and activities.

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.

Minor changes have been made to goal 1. Office personnel are working collaboratively on attendance. Staff will have more collaboration around the CAASPP data and local data. Strategy/Activity 8 and 1 respectively are where these changes may be found in Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics.

Goal 2

All students will increase 3 points or more in status on the Mathematics Indicator on the California School Dashboard from current status of -58.1 points from the Standard (fall 2019.) This goal aligns to LCAP Goal #1: Increase academic achievement for all students.

Identified Need

1. Statewide summative (CAASPP) student achievement data and professional learning teacher surveys both indicate the need for continued professional development in and instructional materials for Mathematics.
2. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and to increase intervention services.
3. Statewide summative (CAASPP) student achievement data, English Learner Indicator Report, stakeholder meetings and surveys indicate the need to provide intervention and support for Math instruction.
4. Implementation of the mathematics academic content and performance standards adopted by the State Board - Mathematics CCSS

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	All students: -58.1 points below the standard Socioeconomically Disadvantaged: -61.9 points below the standard English Learners: -72.7 points below the standard Students with Disabilities: -107.6 below the standard	All students: Increase of 3 points toward the standard or -55.1 Socioeconomically Disadvantaged: Increase of 3 points toward the standard or -58.9 English Learners: Increase of 3 points toward the standard or -69.7 Students with Disabilities: Increase of 3 points toward the standard or -104.6

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

I. Common Core State Standards & Curriculum/Instruction

1. Teachers will fully implement grade level standards-based mathematics program utilizing board adopted core and supplemental instructional materials. (EnVisions/Saavas Math)

2. Teachers collaborate to identify strengths and weaknesses in order to address them as a grade level and identify supplemental materials needed to meet students' needs.

3. Students are actively engaged, participating in classroom activities, and developing academic vocabulary and background knowledge.

4. Teachers modify instruction in response to students' understanding (continuously checking for understanding).

5. Teachers regularly assess student progress and adjust groups and instruction in response to student achievement.

6. The Intervention Progress Team (IPT) will meet every other month to evaluate progress of at-risk students with collaboration and review of student data by administrator, counselor, and classroom teachers.

7. Supplemental instructional materials and supplies will be purchased to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries
500	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

II. Intervention/Challenge Activities

1. Teachers and administrators will identify students "at risk" academically and provide focused intervention strategies within the classroom.

2. Students will be offered the opportunity to attend a homework club allowing for a teacher to provide additional tutoring for the students at their grade level.

3. Teachers will seek assistance from the Intervention Progress Team (IPT) when students are identified as requiring intervention when classroom interventions have not been effective.

4. Math Olympiads challenge for Grades 4 & 5 students who show interest in math. Math Olympiad activities include weekly meetings and a year-end inter-school competition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income; English Learners, and Students with Disabilities.

Strategy/Activity

III. Assessments and Monitoring of Student Progress

1. Teachers will use district math assessments, including EnVision/Saavas Math, to regularly monitor student progress and make instructional adjustments.

2. Teachers will analyze local measure assessments (including EnVision Math) for all students.

3. Teachers will use data to plan instruction and to determine intervention strategies and groups and use entry and exit points for interventions.

4. Teachers in grades 3-5 will administer the Easy CBM screener to students to identify students' overall math proficiency, to monitor progress, and to identify students that may benefit from enrichment or intervention support.

5. Teachers and Principal will monitor the use of Khan Academy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners and Students with Disabilities.

Strategy/Activity

IV. Professional Development and Leadership

1. District support personnel will be included in the discussions to provide staff development and to demonstrate lessons as required. Teachers will be notified of the "Teachers Supporting Teachers" opportunities offered by the district.

2. Staff will be afforded professional development opportunities provided by the district, by consultants from the Ventura County Office of Education, and state, regional, and local conferences.

3. Leadership Team will be open to all those who would like to be part of this team. Discussions will include school-wide progress on Mathematics, as well as other topics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students will be served by the strategies below including Low income, English Learners, and Students with disabilities.

Strategy/Activity

III. After School Intervention (ASES): After school targeted programs for up to 100 students identified as at-risk or academically deficient in Language Arts and/or English Language Development.

1. District Site Coordinator to oversee ASES Program

2. CityCorps/ASES staff will provide an after school program for up to 100 Hueneme students.

3. Academic/Strategic Interventions

4. ASES staff will receive professional development throughout the year and follow-up coaching support.

5. Summer planning, professional learning (instructional support)

6. Supplies/materials and enrichment classes will be funded through ASES funds.
Duplicated expenditure from Goal 1, Strategy/Activity #3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Up until March 13, 2020, all strategies and activities were being implemented. Due to the Covid-19 Pandemic that changed how and what student instruction and teaching looked like from March 16-June18, 2020, the 2020 CAASPP was not administered and we do not have local assessment data for the last trimester of the 2019-20 school year to determine the overall effectiveness of strategies and activities. We did not meet the goal of growth by 3 points for all students, English learners, and students with disabilities from 2018-2019 on the California Dashboard ELA and Math Indicators.

However, socioeconomically disadvantaged students maintained the status level showing no increase or decrease in scores.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the Covid-19 Pandemic that changed how and what student instruction and teaching looked like from March 16 - June 18, 2020, the 2020 CAASPP was not administered and we do not have local assessment data for the last trimester of the 2019-20 school year to determine the overall effectiveness of strategies and activities.

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.

Minor changes have been made to goal 2. Staff will have more collaboration around CAASPP data and local data; including EasyCBM and Khan Academy. Strategy/Activity 3 are where these changes may be found in goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students making progress in becoming English proficient will increase by 1.5% from spring 2019 on the English Language Proficiency Assessment for California (ELPAC). This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

Include all data, assessments, benchmark assessments, IAB's, and district local assessment calendar

1. Statewide summative (CAASPP) student achievement data and professional learning teacher survey both indicate the need for continued professional development in and instructional materials for English Language Arts, Mathematics, and English Language development and technology.

2. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services.

3. Statewide summative (CAASPP)

4. Implementation of the academic content and performance standards adopted by the State Board:
   - English Language Arts- Common Core State Standards (CCSS) for English Language Arts
   - English Language Development (ELD)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC assessment on California School Dashboard	In Spring 2019, 50.7% of English Learner students made progress toward English language proficiency	In Spring 2021, 52.2% of English learner students will make progress toward English language proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

I. Implementation of California ELD Standards.

1. Designated and integrated instruction in all classrooms.

2. School-Wide English Language Development is scheduled and implemented for thirty minutes each day.

3. This year, students are grouped by class, under normal circumstances students are grouped by English acquisition level across each grade.

4. Teachers will collaborate to share effective teaching practices and materials that lead to student mastery of grade level ELD standards. Teachers will be supported by ELST teacher.

5. Supplemental materials, technology and supplies will be purchased as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

II. Interventions and Support

1. English Learner Support Teachers (ELST's) will provide on-going coaching and technical assistance for ELD instruction, model lessons and provide ELD instructional support to classroom teachers. They will provide additional small group ELD support to students. ELST's are providing coaching via zoom on Friday professional development days; staff attends by grade levels and are offered strategies for ELL students.

2. Teachers will have the opportunity to provide additional support/tutoring in reading and writing to English Learners/LTELS before and after school.

3. Supplemental instructional materials, technology and supplies will be purchased as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
356	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

III. Monitoring

1. Students will be assessed annually in the spring using the state ELPAC test. Teachers will monitor student progress using local measures and make adjustments to instruction based on data outcomes.

2. The school's Language Assessment Team (LAT) will meet to monitor student's progress toward acquiring English proficiency and for reclassification.

3. Personnel will assist the principal in coordination, organization, and scheduling of the ELPAC assessment and will collect and maintain documents pertinent to federal program monitoring.

4. Supplemental materials and supplies will be purchased.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by the strategies below; including Low income, English Learners, and Students with Disabilities.

Strategy/Activity

IV. Professional Development and Training

1. Staff will attend conferences (CABE), trainings, and other professional development opportunities to acquire new research-based methods and strategies for English Learners. The information will be presented to staff at a staff meeting or grade-level meeting.

2. Bilingual Paraprofessionals will be trained by HESD to administer the ELPAC yearly to returning students and to newly registered students and will assist in assessments, if needed.

3. Staff will be afforded staff development opportunities provided by the district, Ventura County Office of Education, state, regional and local conferences.

4. ELST will provided trainings, data updates, and reclassification criteria to staff and stakeholder groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students will be served by the strategies below including Low income, English Learners, and Students with disabilities.

Strategy/Activity

III. After School Intervention (ASES): After school targeted programs for up to 100 students identified as at-risk or academically deficient in Language Arts and/or English Language Development. Duplicated expenditure from Goal 1, Strategy/Activity #3

1. District Site Coordinator to oversee ASES Program

2. CityCorps/ASES staff will provide an after school program for up to 100 Hueneme students.

3. Academic/Strategic Interventions

4. ASES staff will receive professional development throughout the year

5. Summer planning, professional learning and follow-up coaching support (instructional support)

6. Supplies/materials and enrichment classes will be funded through ASES funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teacher and master schedule reflect designated ELD time for all grade levels. Grade levels have a protected time during the day to provide designated ELD. Although we have no comparison data due to 2018 being the first year of the ELPAC, we looked at our reclassification reviews. Our overall reclassification rate was lower in 2019 at .09% compared to 29% in 2018. However, at each review, we had a higher percentage of reclassified students who made overall growth. Reclassification review year 1- 63% in 2018 and 67% in 2019, reclassification review year 2- 75% in 2018 and 79% in 2019, reclassification review year 3- 58% in 2018 and 100% in 2019, reclassification review year 4- 89% in 2019. Due to the Covid-19 Pandemic that changed how and what student instruction and teaching looked like from March 16 - June 18, 2020, the spring 2020 ELPAC was cancelled, so there is no data to substantiate meeting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the Covid-19 pandemic that changed how and what student instruction and teaching looked like from March 16 - June 18, 2020, the 2020 ELPAC was partially administered and we do not have local assessment data for the last trimester of the 2019-20 school year to determine the overall effectiveness of strategies and activities.

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.

Minor changes have been made to goal 3. Under strategy/activity 2; staff members are attending Friday professional development focused on Designated/Integrated ELD. Under strategy/activity 1; students are grouped by classroom this year, where in a regular school year- students are grouped across grade level by language acquisition level. Strategy/activity 4; ELST will provide training, data updates, and reclassification information to staff and stakeholders.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,875.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$34,361.00
Title I Part A: Parent Involvement	$715.00

Subtotal of additional federal funds included for this school: $35,076.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $150,875.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	34,361.00
Title I Part A: Parent Involvement	715.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,065.00
2000-2999: Classified Personnel Salaries	36,325.00
4000-4999: Books And Supplies	9,256.00
5800: Professional/Consulting Services And Operating Expenditures	90,229.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	10,805.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	90,229.00
1000-1999: Certificated Personnel Salaries	Title I	6,300.00
2000-2999: Classified Personnel Salaries	Title I	24,805.00

4000-4999: Books And Supplies	Title I	3,256.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	715.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,519.00
Goal 2	1,000.00
Goal 3	1,356.00

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

0 Secondary Students

Name of Members	Role
Maria Landeros	Other School Staff
Katherine Riley	Classroom Teacher
Luis Gonzalez	Classroom Teacher
Earla Griggs	Classroom Teacher
Monica Shallenberger	Principal
Andrea Navarro	Parent or Community Member
Charlotte Woods	Parent or Community Member
Rachel Valadez	Parent or Community Member
Liliana Renteria	Parent or Community Member
Khushbu Bhakta	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 22, 2020.

Attested:

Principal, Monica Shallenberger on

SSC Chairperson, Luis Gonzalez on

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
ANSGAR LARSEN ELEMENTARY SCHOOL	56-72462-6055016	October 8, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Larsen School obtained input from parents and the school community on a survey in 2019-2020 in the areas listed below. The results of the survey show 80% or higher responded 'YES' to the following questions:

SCHOOL CULTURE
1 Parents are greeted warmly and courteously when they visit the school
2 Parents are welcomed at the school at any time
3 Parents are valued as partners in their child's education
4 Students are safe in this school
5 There is good discipline in the school
6 I'm happy my child/children attend this school

HOME-SCHOOL COMMUNICATION
7 Parents know where to go when they have concerns or questions
8 The school communicates school policies, rules and procedures effectively
9 Written communication is provided to parents in a language they understand
10 School office staff speak the language of the parents
11 Teachers communicate frequently and timely with parents

PARENT - COMMUNITY INVOLVEMENT
12 Parents are invited and encouraged to:
*visit the school
*observe lessons taught in classrooms
*assist in class as a volunteer
*serve in advisory groups such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA)
13 Activities for parents are scheduled at times and places that are convenient to parents
14 Meetings are conducted in a language that the parents understand

STANDARDS AND ASSESSMENT
15 This school has high academic standards for all students
16 I know the grade-level standards my child must meet this year
17 I understand how my child's academic progress will be graded
18 Parents are informed regularly and timely about their child's academic progress

TEACHING AND LEARNING
19 All students have equal opportunity to learn
20 My child is getting a good education at this school
21 My child is making good progress in reading
22 My child is making good progress in writing
23 My child is making good progress in math
24 My child is making good progress in learning English

25 My child has regularly assigned homework
26 The best thing about this school is
27 One thing the school can do better is

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted weekly in each classroom. During these observations it was observed that teachers are using district adopted curricula regularly to support the implementation of collaboratively developed integrated units. It was observed that teachers use technology to support instruction. Teachers were also observed using accommodations and strategies to support the needs of English Learners, gifted learners, and students with disabilities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of the standards-based state and local performance assessments are routinely analyzed and utilized to drive instruction. Multiple measures, housed on the district databases, are also used to monitor student achievement and make program changes. These measures include:

CAASPP/Smarter Balanced Test Summative and Interim Assessments
California English Language Proficiency Assessments for California (ELPAC)
Publisher theme tests for Reading
Envisions Math Benchmark Tests
Running Records
Promotion-Retention criteria
Standards-based Report cards
EADMS tests and reports
Accelarated Readers Reports
Renaissance reports and Star reading data
Gifted and Talented Education screening -GATE
Transition criteria
Re-designation/Re-classification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following curriculum-embedded assessments are available to be administered and analyzed by teachers, grade-level teams, and the Intervention Progress Team.

EnVisions Unit Math Tests (Beginning, End-of-Year)
Publisher Chapter and Unit Tests
Lucy Calkins
Wonders
Maravillas

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Larsen teachers are credentialed and highly qualified. Teachers attend all district planned professional development that is aligned to SBE-adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers are implementing the curriculum that is aligned to the common core state standards. Extensive staff development at our school and in the district is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessments to measure student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing instructional support from the site English Language Support Teacher, from the district Technology Resource Specialist, and from Ventura County Office of Education consultants who provide professional development on MTSS.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration and professional development sessions are scheduled for every Friday during Distance Learning Phase 1. Grade level meetings occur twice a month, as a part of the contracted faculty meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standards-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English Language Development. Bi-weekly grade level meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the synchronous and asynchronous instructional minutes for reading/language arts, mathematics, and ELD according to the district designed 2020-2021 instructional schedule.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district collaboratively developed integrated units containing pacing schedules for instruction of standards in ELA, Science, and History Social-Studies. The math curriculum, Envisions, has an embedded pacing guide that teachers follow as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups received all text books required by William's Act per grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials provided to students are standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Multi-Tiered System of Supports process is in place, providing additional leveled support during the course of the school day, including small group English Learner Support provided by the ELST. Additionally, curriculum differentiation through reading and math groups allow students greater success in the curriculum, and the after school program, ASES, also offers homework assistance and and enrichment for at-risk students. Small group reading interventions are also provided to identified students.

Evidence-based educational practices to raise student achievement

Teachers collaborate regularly to set goals for student achievement based on formative and summative assessment data and they share best practices in order to build collective teacher efficacy. Teachers also collaborate regularly to develop pedagogy and ensure instructional clarity. They hold small group reading instruction for identified students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Food Share
Oxnard Fire Department
VCBH- Ventura County Behavioral Health
Interface Children and Family Services
El Concilio Family Services
CAUSE- Central Coast Alliance United for a Sustainable Economy
CRLA- California Rural Legal Assistance

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers and other school personnel are involved in the planning and implementation of programs and services provided for in the School Plan for Student Achievement with Title I and ASES funding through School Site Council and the. English Learner Advisory Committee. The Local Control Accountability Plan (LCAP) is shared with the school community.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Opportunities for students to access the school library to borrow books to increase reading fluency, reading comprehension and inquiry and research standards are supported by a library clerk. Students identified as at-risk have first priority for enrollment in the after school program (ASES) to receive support with understanding and completing homework, to learn social-emotional learning skill sets, to participate in structured physical education and movement activities and enrichment and to receive targeted interventions from credentialed teachers via a school site coordinator, after school staff and credentialed teachers.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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 review and development of the SPSA annual update was the focus of all meetings with our stakeholders. The monitoring process of our 2019-20 SPSA included updates on expenditures, student achievement progress monitoring and all other results of our expected measurable outcomes.

Invitations to provide input went out to teachers, staff, students, administration, families, and community members through multiple means, including the district website, automated phone messages, school bulletins/newsletters/flyers, and parent meetings. Our key stakeholders consisted of our school Collaborative Leadership Team, school staff, School Site Council with input from English Language Advisory Committee, and the Multi Tiered Systems of Support (MTSS) Team. Stakeholders reviewed data and provided input through site meetings, district level meetings and online surveys. All stakeholder groups receive data broken out by unduplicated student groups in order to quantitatively see the impact of the SPSA on each group. Each priority point was measured by applicable metrics. The Goals, Actions and Services section outlines the new changes to the SPSA with stakeholder input, including but not limited to, increased access to expanded learning programs, behavior support personnel, increased site support, and additional professional development support for teachers.

English Learner Advisory Committee (ELAC): This committee met regularly. Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance. Input on services provided to English Learners received from these meetings were provided to the School Site Council (SSC).

School Site Council (SSC): This committee met regularly to review input from numerous stakeholders, including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone calls, and postings on campus. These meetings discussed the SPSA in-depth and received input from the parents in attendance. On October 8, 2020, SSC conducted an annual review of the SPSA and participated in analysis of the data. At this meeting, SSC members received a digital copy of the SPSA to assist in the review, development and approval.

Faculty Collaborative Leadership Team: The site Collaborative Leadership Team met regularly. An analysis of data was conducted to drive goals for this year's plan. Input received at these meetings was provided to the SSC to gather information on progress toward goals.

Faculty at Large: The faculty met to review stakeholder teams' data analysis to drive goals for this year's plan. Input received at these meetings was provided to the SSC to gather information on progress toward goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Larsen School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.28%	0.15%	0.15%	2	1	1
Asian	0.14%	0.15%	0.3%	1	1	2
Filipino	1.40%	0.73%	0.76%	10	5	5
Hispanic/Latino	70.55%	72.34%	72.91%	503	497	479
Pacific Islander	0.14%	0.15%	0.3%	1	1	2
White	27.35%	26.2%	25.27%	195	180	166
Multiple/No Response	%	%	0.3%			0
			Total Enrollment	713	687	657

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	137	121	105
Grade 1	103	111	97
Grade 2	121	96	113
Grade3	124	121	98
Grade 4	116	120	123
Grade 5	112	118	121
Total Enrollment	713	687	657

Conclusions based on this data:

1. The enrollment has decreased slightly over the last couple of years; some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county. 90% of our population is Socioeconomically disadvantaged.

2. Our student enrollment is predominantly Latino students and is consistent over the last few years, with 66.2% of students being classified as English Learners.

3. The number of students by grade level has steadily declined in grades Kindergarten and 1 over the last few years. This year grades 2, 3, 4 and 5 remain steady.

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	500	455	405	70.1%	66.2%	61.6%
Fluent English Proficient (FEP)	79	91	118	11.1%	13.2%	18.0%
Reclassified Fluent English Proficient (RFEP)	80	79	82	15.3%	15.8%	18.0%

Conclusions based on this data:

1. We have steadily increased the rate of Reclassified Fluent English Proficient (RFEP) students at our site over the last three years.
2. Our Fluent English Proficient (FEP) percentage has steadily increased over the last three years; 2.1 % growth from 2017-2018 to 2018-2019 and 4.8% growth from 2018-2019 to 2019-2020.
3. Because more than half of the students (61.6%) enrolled at Larsen at English Learners, we are implementing strategies and supporting current ones that will be aimed at specifically assisting our EL students to develop their speaking and listening skills. Strategies include having a school-wide designated ELD time for each grade level and using integrated ELD throughout the day.

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			% of Enrolled Students		
	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	115	123	122	115	123	120	115	123	120	100	100	98.4
Grade 4	114	118	123	112	118	122	112	118	122	98.2	100	99.2
Grade 5	143	115	117	141	113	116	141	113	116	98.6	98.3	99.1
All	372	356	362	368	354	358	368	354	358	98.9	99.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2351.	2351.	2376.	0.87	4.88	6.67	11.30	11.38	12.50	27.83	23.58	31.67	60.00	60.16	49.17
Grade 4	2405.	2418.	2408.	3.57	10.17	4.92	20.54	16.10	15.57	17.86	22.88	29.51	58.04	50.85	50.00
Grade 5	2416.	2444.	2462.	4.26	3.54	6.90	14.89	21.24	27.59	17.02	23.89	27.59	63.83	51.33	37.93
All Grades	N/A	N/A	N/A	2.99	6.21	6.15	15.49	16.10	18.44	20.65	23.45	29.61	60.87	54.24	45.81

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	5.22	5.69	7.50	28.70	38.21	43.33	66.09	56.10	49.17
Grade 4	6.25	13.56	7.38	50.00	44.07	49.18	43.75	42.37	43.44
Grade 5	5.67	8.85	13.79	41.13	46.02	47.41	53.19	45.13	38.79
All Grades	5.71	9.32	9.50	39.95	42.66	46.65	54.35	48.02	43.85

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	4.35	4.07	4.20	35.65	31.71	43.70	60.00	64.23	52.10
Grade 4	5.36	5.08	4.92	40.18	46.61	46.72	54.46	48.31	48.36
Grade 5	7.09	11.50	12.07	36.88	42.48	54.31	56.03	46.02	33.62
All Grades	5.71	6.78	7.00	37.50	40.11	48.18	56.79	53.11	44.82

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	7.83	4.88	6.67	59.13	49.59	62.50	33.04	45.53	30.83
Grade 4	5.36	10.17	5.74	58.04	66.10	60.66	36.61	23.73	33.61
Grade 5	3.55	3.54	8.62	55.32	61.95	64.66	41.13	34.51	26.72
All Grades	5.43	6.21	6.98	57.34	59.04	62.57	37.23	34.75	30.45

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	3.48	7.32	6.67	44.35	43.90	55.00	52.17	48.78	38.33
Grade 4	7.14	7.63	7.38	49.11	50.85	49.18	43.75	41.53	43.44
Grade 5	7.80	10.62	11.21	34.75	47.79	55.17	57.45	41.59	33.62
All Grades	6.25	8.47	8.38	42.12	47.46	53.07	51.63	44.07	38.55

Conclusions based on this data:

1. Overall in ELA, student performance in grades 3, 4 and 5 increased by 6.16% in the "Standard Nearly Met" level. Student performance in grades 3 and 5 improved the most in the "Standard Met" level. Student performance in grades 3, 4 and 5 improved in the "Standard Not Met" with a decrease of 8.43%. According to the California Dashboard data, overall Larsen is 53.5 points below standard and improved by 9.9 points toward meeting the Standard.
2. Overall areas of strength in ELA student performance include an increase of 6.16% on the "Standard Nearly Met" level. Another area of strength for all grades is the decrease of 8.43% in the "Below Standard" level.
3. Overall areas of weakness in ELA student performance include 4th grade's decrease in the "Standard" and "Standard Met" levels.

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			% of Enrolled Students		
	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	115	123	122	115	123	121	115	123	121	100	100	99.2
Grade 4	114	118	123	114	118	122	114	118	122	100	100	99.2
Grade 5	143	115	117	143	113	116	143	113	116	100	98.3	99.1
All	372	356	362	372	354	359	372	354	359	100	99.4	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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2370.	2361.	2387.	2.61	0.81	4.13	13.04	16.26	20.66	31.30	27.64	29.75	53.04	55.28	45.45
Grade 4	2407.	2412.	2415.	3.51	2.54	0.82	9.65	13.56	17.21	31.58	33.90	34.43	55.26	50.00	47.54
Grade 5	2417.	2431.	2432.	2.10	2.65	3.45	6.99	4.42	6.03	21.68	31.86	26.72	69.23	61.06	63.79
All Grades	N/A	N/A	N/A	2.69	1.98	2.79	9.68	11.58	14.76	27.69	31.07	30.36	59.95	55.37	52.09

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	5.22	6.50	14.05	33.91	32.52	33.88	60.87	60.98	52.07
Grade 4	9.65	9.32	9.02	16.67	18.64	25.41	73.68	72.03	65.57
Grade 5	2.80	4.42	6.03	25.87	27.43	17.24	71.33	68.14	76.72
All Grades	5.65	6.78	9.75	25.54	26.27	25.63	68.82	66.95	64.62

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	4.35	5.69	9.92	46.96	41.46	47.93	48.70	52.85	42.15
Grade 4	5.26	5.93	5.74	27.19	34.75	41.80	67.54	59.32	52.46
Grade 5	3.50	0.88	3.45	27.27	36.28	34.48	69.23	62.83	62.07
All Grades	4.30	4.24	6.41	33.33	37.57	41.50	62.37	58.19	52.09

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	7.83	4.07	5.79	44.35	42.28	55.37	47.83	53.66	38.84
Grade 4	7.89	5.08	5.74	26.32	40.68	42.62	65.79	54.24	51.64
Grade 5	3.50	1.77	4.31	29.37	36.28	36.21	67.13	61.95	59.48
All Grades	6.18	3.67	5.29	33.06	39.83	44.85	60.75	56.50	49.86

Conclusions based on this data:

1. Overall in mathematics, student performance improved; grades 3 and 5 increased on the "Standard" level. Grades 3, 4 and 5 increased by 3.18% in the "Standard Met" level. Grades 3 and 4 increased in "Standard Nearly Met" and grades 3 and 4 declined in the "Standard Not Met" level. According to the California Dashboard data, overall in mathematics Larsen is 69.3 points below standard and we increased by 9.9 points.
2. Overall areas of strength in student performance on mathematics include increases in all grades for "Standard Met" level. Grades 3 and 5 also increased in the "Standard" level. Grades 3 and 4 decreased in the "Below Standard" level.
3. Overall areas of weakness in student performance on mathematics include grade 4's decline by 1.72% in the "Standard" level, grade 5's decline by 5.14% in the "Standard Nearly Met" level and an increase by 2.73% in the "Standard Not Met" level.

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	1399.0	1394.7	1404.0	1407.5	1387.2	1364.8	98	72
Grade 1	1439.3	1440.2	1442.8	1449.6	1435.2	1430.5	77	83
Grade 2	1471.8	1473.5	1467.9	1474.2	1475.2	1472.2	95	68
Grade 3	1471.6	1479.3	1454.8	1461.7	1487.8	1496.3	83	70
Grade 4	1495.2	1501.1	1482.5	1481.2	1507.4	1520.5	54	64
Grade 5	1512.5	1512.9	1494.1	1495.0	1530.5	1530.3	39	42
All Grades							446	399

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	12.24	5.56	27.55	18.06	26.53	48.61	33.67	27.78	98	72
1	22.08	6.02	25.97	26.51	23.38	48.19	28.57	19.28	77	83
2	31.58	5.88	47.37	47.06	12.63	39.71	*	7.35	95	68
3	*	8.57	30.12	35.71	34.94	32.86	32.53	22.86	83	70
4	*	9.38	50.00	53.13	31.48	23.44	*	14.06	54	64
5	*	11.90	51.28	45.24	*	35.71	*	7.14	39	42
All Grades	16.37	7.52	36.77	36.34	24.66	38.85	22.20	17.29	446	399

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	18.37	5.56	23.47	31.94	19.39	30.56	38.78	31.94	98	72
1	31.17	10.84	27.27	34.94	22.08	37.35	19.48	16.87	77	83
2	47.37	14.71	33.68	51.47	12.63	26.47	*	7.35	95	68
3	*	12.86	25.30	32.86	30.12	28.57	32.53	25.71	83	70
4	22.22	20.31	44.44	45.31	24.07	18.75	*	15.63	54	64
5	41.03	26.19	28.21	35.71	*	28.57	*	9.52	39	42
All Grades	28.03	14.04	29.60	38.60	20.85	28.82	21.52	18.55	446	399

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	12.24	2.78	13.27	19.44	55.10	47.22	19.39	30.56	98	72
1	15.58	3.61	24.68	19.28	19.48	32.53	40.26	44.58	77	83
2	22.11	2.94	47.37	32.35	17.89	39.71	12.63	25.00	95	68
3	*	7.14	14.46	22.86	43.37	51.43	40.96	18.57	83	70
4	*	7.81	42.59	43.75	37.04	34.38	*	14.06	54	64
5	*	2.38	51.28	21.43	*	66.67	*	9.52	39	42
All Grades	12.11	4.51	29.60	26.32	33.63	43.61	24.66	25.56	446	399

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	38.78	12.50	43.88	75.00	17.35	12.50	98	72
1	61.04	40.96	27.27	46.99	*	12.05	77	83
2	62.11	35.29	33.68	58.82	*	5.88	95	68
3	*	8.57	73.49	67.14	14.46	24.29	83	70
4	*	18.75	75.93	68.75	*	12.50	54	64
5	35.90	7.14	56.41	83.33	*	9.52	39	42
All Grades	39.46	22.06	49.33	64.91	11.21	13.03	446	399

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	*	2.78	45.92	59.72	44.90	37.50	98	72
1	20.78	7.23	37.66	65.06	41.56	27.71	77	83
2	41.05	13.24	44.21	69.12	14.74	17.65	95	68
3	22.89	24.29	38.55	48.57	38.55	27.14	83	70
4	40.74	28.13	40.74	53.13	*	18.75	54	64
5	41.03	42.86	43.59	30.95	*	26.19	39	42
All Grades	27.13	17.54	41.93	56.39	30.94	26.07	446	399

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	12.24	1.39	68.37	66.67	19.39	31.94	98	72
1	28.57	24.10	36.36	27.71	35.06	48.19	77	83
2	31.58	5.88	50.53	77.94	17.89	16.18	95	68
3	*	4.29	50.60	61.43	48.19	34.29	83	70
4	*	4.69	74.07	70.31	24.07	25.00	54	64
5	*	9.52	71.79	66.67	*	23.81	39	42
All Grades	16.14	8.77	56.73	60.15	27.13	31.08	446	399

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	23.47	20.83	53.06	45.83	23.47	33.33	98	72
1	*	1.20	54.55	61.45	36.36	37.35	77	83
2	15.79	2.94	74.74	72.06	*	25.00	95	68
3	*	15.71	68.67	71.43	19.28	12.86	83	70
4	27.78	25.00	59.26	64.06	*	10.94	54	64
5	48.72	16.67	43.59	76.19	*	7.14	39	42
All Grades	19.96	13.03	60.76	64.16	19.28	22.81	446	399

Conclusions based on this data:

1. Student performance demonstrates that all grades increased by 14.19% in the "Overall Language" Level 2. Also, all grades maintained at approximately 36% in the "Overall Language" Level 3.
2. An area of strength in student performance in the "Overall Language" data indicates that grades 3, 4, and 5 all demonstrated increases ranging from 8.57% to 11.90% in Level 4.
3. An area of weakness in student performance in the "Overall Language" data indicates that grades 3, 4, and 5 did not increase in performance level from Level 2 to Level 3.

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**
687	**90.2**	**66.2**	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	455	66.2
Socioeconomically Disadvantaged	620	90.2
Students with Disabilities	53	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
Asian	1	0.1
Filipino	5	0.7
Hispanic	497	72.3
Two or More Races	2	0.3
Pacific Islander	1	0.1
White	180	26.2

Conclusions based on this data:

1. There continues to be a decrease overall in student population at Larsen School. Our largest student group continues to be our Hispanic population, currently at 497 students.
2. 66.2% of the student population are identified as English Learners.
3. 90.2% of the student population qualify for a free lunch program and are identified as Socioeconomically Disadvantaged students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Larsen Chronic Absenteeism maintained at 4.1% from 2017-2018 to 2018-2019 and is in the green performance indicator.
2. Larsen Suspension Rates declined 0.4% from 2017-2018 to 2018-2019 which is in the green performance indicator.
3. Overall Math and ELA scores have both increased the same, by exactly 9.9% which places both subjects in the yellow performance indicator.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
53.5 points below standard	58.3 points below standard	0 Students
Increased ++9.9 points	Increased ++10.7 points	
346	287	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	56.4 points below standard	130.7 points below standard
	Increased ++9.5 points	Declined -8.2 points
	313	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
1			4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
53.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	74.6 points below standard
Increased ++10 points	2	1	Increased ++13.2 points
318			20

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**
93.5 points below standard	20.8 points below standard	39.9 points below standard
Increased Significantly ++17.4 points	Increased ++6.3 points	Maintained -1.3 points
148	139	53

Conclusions based on this data:

1. English Learners are performing 58.3 points below standard; however there was a gain of 9.5 points.
2. Overall, all students are performing 53.5 points below standard; however there was a gain of 9.9 points.
3. Overall, all students Students with Disabilities are our lowest performing student group at 130.7 points below standard; there was a decline of -8.2 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

All Students	English Learners	Foster Youth
Yellow	Yellow	
69.3 points below standard	72.1 points below standard	
Increased ++9.9 points	Increased ++11.1 points	
346	287	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	70.2 points below standard	142 points below standard
	Increased ++10.3 points	Increased Significantly ++35.6 points
	313	33

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 4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 70.7 points below standard Increased ++8.7 points 318	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 61.4 points below standard Increased Significantly ++41.3 points 20

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**
92.9 points below standard Increased ++14 points 148	50 points below standard Increased ++9.5 points 139	63.9 points below standard Maintained ++1 points 53

Conclusions based on this data:

1. English Learners are performing 72.1 points below standard; however there was a gain of 11.1 points.
2. Overall, all students are performing 69.3 points; however there was a gain of 9.9 points.
3. Overall, all students Students with Disabilities are our lowest performing student group at 142 points below standard; however there was a large gain of 35.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.3 making progress towards English language proficiency
Number of EL Students: 319
Performance Level: Medium

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**
18.1	28.5	1.2	52.0

Conclusions based on this data:

1. Of Larsen's 319 English Learners, 53.3% are making progress towards English Language Proficiency.
2. Areas of strength include 166 students progressed at least one ELPI level, 4 students maintained Level 4, and 91 students maintained their ELPI Level 1, 2L, 2H, 3L, or 3H.
3. An area of weakness is that 58 students decreased one ELPI level.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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
Green	Yellow	No Performance Color
4.1	3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Increased +0.5	0
707	470	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	4.1	9.1
0	Maintained +0.4	Increased +4.4
	638	66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	0	1	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
4.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.5
Increased +0.8	2	1	Declined -1.2
517			179

Conclusions based on this data:

1. 4.1% of all students are absent 10 percent or more of the instructional days they were enrolled, which is the green color on the performance level.
2. Areas of strength revealed by the data indicate that not only did all students maintain a 4.1% in Chronic Absenteeism overall, but our socioeconomically disadvantaged student group also maintained at 4.1% in Chronic Absenteeism, which is the green color on the performance indicator.
3. Areas of weakness revealed by the data indicate that our English Learners, Students with Disabilities, and Hispanic groups slightly increased in Chronic Absenteeism as follows: English learners (+0.5%), Hispanic (+0.8%), and Students with Disabilities(+4.4%).

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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

All Students	English Learners	Foster Youth
Green	Blue	
0.6	0.4	
Declined -0.4	Maintained +0.2	
720	473	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Green
	0.5	1.5
	Declined -0.5	Declined -4.8
	650	68

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 1	No Performance Color Less than 11 Students - Data 7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.6 Declined -0.7 526	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1	Yellow 0.6 Increased +0.6 180

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0.6

Conclusions based on this data:

1. Suspensions for Larsen students declined overall by -0.4%, which is the green color on the performance level.
2. Areas of strength indicate that Socioeconomically Disadvantaged and English Learners student groups continue to be in the blue color of the performance indicator for suspension rates. Also, both Students with Disabilities and Hispanic student groups continue to be in the green color of the performance level.
3. Areas of weakness revealed by the data indicate that the White student group increased in suspension rate by 0.6%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will maintain or increase 2 points or more in status on the English Language Arts Indicator on the California School Dashboard from current status of -53.5 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Based on the California School Dashboard English Language Arts Assessment Report, Larsen's student performance level is "yellow" with a status of low (53.5 points below the Standard) and increased +9.9 points.

Performance on the state measures is calculated based on data from current and prior years resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red. The five color-coded performance levels are calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine data from the current and prior years.

Statewide summative (CAASPP) student achievement data and professional learning teacher survey both indicate the need for continued professional development in and instructional materials for English language arts and English language development. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services. Statewide summative (CAASPP) student achievement data, ELPAC results, stakeholder meetings and surveys indicate the need to provide intervention and support for English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in English Language Arts (California School Dashboard).	The measure of how far (or the distance) all students are from the standard (Standard Met) Smarter Balanced performance level in Math (California School Dashboard) 2018/19: All Students: 53.5 points below standard	All Students: Increase of 2 points Socioeconomically Disadvantaged Students: Increase of 2 points Socioeconomically Disadvantaged Students: Increase of 2 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged Students: 56.4 points below standard English learners: 58.3 points below standard Students with Disabilities: 130.7 points below standard	Students with Disabilities: Increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

I. Curriculum & Instruction

A. Program Structure
K-5 Comprehensive ELA Curriculum Alignment: Teachers will develop a thorough K-5 ELA program curriculum to define which CCSS will be taught each trimester. All grade levels will determine which ELA program(s) will be used to teach CCSS, which will include state and school district adopted curriculum.

B. Teacher Collaboration
All teachers will be given time to collaborate, both with and across grade levels. Lateral and vertical communication will allow teachers to plan curriculum backwards or with end-goals in mind. Leadership team will meet to make curriculum decisions and help plan for the school year.

C. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions by general education teachers. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

II. Teaching Strategies

A. Core, Whole Group Instruction
Teachers will deliver core, whole group instruction using a variety of strategies, including, but not limited to: Kagan techniques, depth and complexity icons, Think-Pair-Share activities, fluid grouping, oral prompts, scaffolding, the use of realia, and gradual release of academic performance (I do, we do, you do). Opportunities for student engagement and collaboration will be evident during whole group lessons, as well as student-centered activities that promote academic engagement, meaning that students will be given plenty of opportunities to speak during lessons (teacher:student speaking ratio will be targeted at 50:50).

B. Differentiated, Small Group Instruction
Students will be grouped in heterogeneous and homogeneous groups according to lesson goals. During small group instruction, teachers will deliver targeted intervention to address academic gaps, included guided reading. Teachers will use Daily 5 strategies to promote student motivation, independence, and academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,078	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

III. Benchmark Assessments, Progress Monitoring, & Intervention Tools

A. ESGI, LRA/RESULTS (Benchmarks)
Kindergarten and 1st grade teachers will use ESGI to assess students every trimester. 1st through 5th grade teachers will use LRA tests to measure student gains three times per year. Substitute teachers will be provided to release teachers to analyze data and to collaborate.

B. Ongoing Progress Monitoring

All teachers will decide which tools will be used to monitor student learning in between benchmark assessments. These assessments will be used during grade level collaboration meetings to guide instruction and to identify students who are in need of Tier II interventions and/or students who need to be discussed during IPT meetings. Consistent progress monitoring will be practiced by all teachers at Larsen. Grade levels will determine which assessments will be used to ensure that students are meeting standards and goals.

C. Intervention Tools
Grade levels will agree on what intervention materials to use when students are not making academic gains. All teachers will have access to LRA/RESULTS materials, as well as Wonders/Maravillas Tier II intervention tools. Teachers will work collaboratively to determine action plans when students do/do not make academic progress. Intervention and extension teaching will be delivered to students, as needed and identified by assessments. Teachers will report student progress with teachers in their grade level, in addition to school administration, the academic intervention teacher, and the EL Support Teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries
497.40	Title I 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

IV. School-Wide Intervention & Teacher Support

A. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction.

B. IPT Committee and IPT Process
The IPT committee will be composed of at least one school administrator, the English Language Support Teacher, the RSP teacher, the school counselor, one lower grade teacher, and one upper grade teacher. All students' progress will be monitored by each grade level, which will identify struggling students. As grade levels, teachers will determine which interventions to deliver in small

group instruction in their classrooms. From this data set, students who might qualify for special education services will be identified and recommended to the IPT team.

C. English Language Support Teachers are funded by LCAP to support students. Allowing the students to access the core curriculum and academic vocabulary.

D. Paraprofessionals Supporting Teachers & Students
Para-professionals will be hired to support all teachers during small group instruction. These individuals may work with whole or small groups while certificated teachers deliver research-based, tiered interventions.

E. Homework support, tutoring and RTI for students struggling in language arts provided by certificated staff. A certificated teacher will provide assistance with homework, AR testing, EL support, MobyMax, and technology every day for thirty minutes before school begins.

F. CRLP Training & Teacher Support
The purpose to (re)train all teachers on CRLP (California Reading and Literacy Project/ RESULTS) is two-fold. First, it is imperative to ensure that proper intervention is delivered by each teacher in their classroom. Second, it is equally important that staff be calibrated on how to interpret assessments across grade levels. CRLP/RESULTS training will be on-going throughout the school year, by CRLP certified trainers. In addition, coaching will be offered to all teachers.

G. Library Clerk
Provide one library clerk to ensure students have access to the school library to obtain reading materials to increase foundational reading skills, reading fluency and reading comprehension skills towards meeting the common core ELA standards below:
Demonstrating understanding of literary and non-fictional texts
Producing clear and purposeful writing as modeled through reading
Research/Inquiry; Investigating, analyzing, and presenting information from reading materials
Students will be given the opportunity to take AR (Accelerated Reader) The library clerk will maintain a list of AR books and tests for future purchases; order and organize the A.R. incentives; and provide teachers with ZPD/STAR reports in order to monitor academic growth in reading.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,444	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

V. After School Program

A. ASES Staff (City Corps. Instructors):
Oxnard City Corp personnel -will provide enrichment and recreation to Larsen students identified as at-risk or academically deficient in ELA, Math, and/or ELD.

B. Site Coordinator Stipend- The coordinator support the goals of the regular school day in the After School Program (50% paid from ASES funds)

C. Professional Learning/Consultants- Ongoing professional learning will be in place for the team to align the curriculum of ASES with the daily instruction.

D. Supplies & Materials- All the ASES material is research-based and aligned to the CCSS. The materials are at the school site and the team is all
trained on how to implement and deliver the lessons using the ASES material. Cross-age collaboration is used for
hands-on learning opportunities even more meaningful and impactful to help students of all ages develop valuable skills and become
knowledgeable in the CCSS and 21 century skills. Funds are also set aside to support the team and allow them to purchase
materials as needed to plan monthly events.

E. Instructional Support (Follow-up Coaching Support)- Follow-up coaching to ensure effective professional development of instructors.

F. Enrichment/Fieldtrips- The team will plan with the district support educational fieldtrips and enrichment activities for all of the ASES students.

H. Site Coordinator Stipend-The coordinator support the goals of the regular school day in the After School Program (50% paid from Title I funds)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,347	Title I 1000-1999: Certificated Personnel Salaries
6,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures

14,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies
21,184	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
5,000	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,347	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VI. Professional Development & Leadership

A. Collaboration
Teachers will meet every Tuesday to prepare general grade level plans. In addition, each grade level will meet twice per month in the capacity of a Professional Learning Community(Grade Level Department Meetings) to discuss student progress, assessments, instructional practices, and interventions. Three staff meetings will be held each month to promote communication within and across grade levels.

B. Leadership Opportunities
Although there will be one grade level lead per grade, all teachers will be encouraged to meet during grade level leadership meetings. Discussions will include school-wide progress on ELA standards, best pedagogy practices and interventions.

C. District Wide Learning
All teachers and administrators will participate in professional development opportunities offered by the District. Teachers will be notified of the "Teachers Supporting Teachers" opportunities offered by the District and the administrative team will attend these sessions with Larsen teachers.

D. Professional Conferences
All teachers will be given the opportunity to participate in a wide variety of professional conferences, including, but not limited to conferences on the following topics: Dual Language, Restorative Justice, and CRLP/RESULTS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,743	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VII. Clerk and Technology Support

A. Clerk
One clerk will help with ordering supplemental teaching materials, maintaining student files and printing reports during her contracted hours. This person will also be responsible for running AR Saturday School four times per year, specifically targeted for students who lack academic gains as specified by teachers and lack of academic gains in AR testing.

B. Technology Support Teacher
The Technology Support Teacher will train staff to create reports and common grade level assessments, utilizing the District's software program data monitoring system, Renaissance Learning Accelerated Reader, Renaissance Learning STAR Reading assessments, ESGI, and MobyMax to analyze student performance and determine re-teaching needs. The Tech Support Teacher will also assist teachers with overall use of technology. The following on-line programs will be monitored and maintained by the Technology Support Teacher: AR, EADMS, Capstone Library, PebbleGo, Brain Pop, Brain Pop Junior, Starfall, RAZ-Kids and Kiddle (Google for kids).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,460.60	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VIII. Parent Engagement

A. Teacher-Led Parent Engagement
Teachers will offer parent education classes throughout the school year to inform parents on how to support ELA development at home. Childcare and snacks will be provided to increase parent attendance.

B. School Counselor
The school counselor will conduct and arrange a variety of meetings for parents to learn how to best support their children at home. Included are Positive Parenting Program (Triple P) classes, MICOP, ELAC, and Parent Outreach classes. Childcare and snacks will always be provided during these events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,231	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

IX. Attendance and Social Emotional Well Being

A. Students will attend school regularly to maximize opportunities for learning, meeting or exceeding a target goal of 97% attendance school-wide.

B. Teachers will inform families of attendance expectations at Back to School Night and during parent conferences.

C. Principal will regularly remind families about attendance expectations in the school's newsletter.

D. Teachers will conference with students and parents when a child's attendance is of concern.

E. Principal will send Attendance letters of concern and other HESD Attendance letters to parents of children demonstarting excessive absences, tardies, or leaving school early.

F. Principal will meet with parents to explain SARB process and to improve students' attendance.

G. Students with perfect attendance will be recognized each Trimester at the Student of the Trimester Assemblies, and in June at the Student of the Year Assemblies.

H. The students will be invited to attend Saturday Academy for Attendance Recovery to "make-up" an absence.

I. The school Nurse will contact families when a medical need prohibits students from attending school and will make arrangements for a "Home Teacher" when warranted.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in goal 1 were implemented as described in the 2019 SPSA to the extent possible before March 13th, when schools closed for the year due to the COVID-19 pandemic. Due to school closures, CAASPP testing did not take place, limiting the data to be analyzed to determine effectiveness of goals. Larsen's focus has been on training all teachers in the California Reading and Literature Project's (CRLP) Results foundational skills small group reading routines and the correlating assessments. Intervention para-educators were also trained in these routines. In 2019-2020, Larsen's intervention program included small group reading instruction with the teacher and with the intervention teacher and paraprofessional in an intervention room. CRLP assessments including the Basic Phonic Skills Test (BPST) and DIBELS results by students are analyzed by the Intervention Progress Team.

Progress towards our academic goal in ELA has been achieved for all student groups, except Students with Disabilities, through the implementation of the plan's strategies and activities. We will continue to execute our ELA Goal 1 Action Plan to improve services for students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastic material differences in proposed implementation and actual budget expenditures. Larsen does not have new state assessment data from the 2019-2020 school year due to the COVID-19 pandemic school closure during which the Smarter Balanced state assessment was not administered.

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.

Due to the drastic $30,000 decrease in Title I funding to Larsen School, our expected outcomes and actions and services have been scaled back considerably. The considerable reduction in funding is due to declining enrollment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics.

Goal 2

All students will maintain or increase 2 points or more in status on the Mathematics Indicator California Dashboard placement from current status of -69.3 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal 1: Increase academic achievement of all students.

Identified Need

Based on the California School Dashboard Math Assessment Report, Larsen's student performance level is "yellow" with a status of low (-69.3 points below standard) and a change of +9.9 points .

Performance on the state measures is calculated based on data from current and prior years resulting in five color-coded performance levels for each indicator. From highest to lowest the performance levels are: Blue, Green, Yellow, Orange, and Red. The five color-coded performance levels are calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine data from the current and prior years.

Statewide summative (CAASPP) student achievement data and professional learning teacher survey both indicate the need for continued professional development in and instructional materials for mathematics and English language development. The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services. Statewide summative (CAASPP) student achievement data, ELPAC results, stakeholder meetings and surveys indicate the need to provide intervention and support for English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level in English Language Arts (California School Dashboard).	The measure of how far (or the distance) all students are from the standard (Standard Met) Smarter Balanced performance level in Math (California School Dashboard) 2018/19: All Students: 69.3 points below standard	All Students Increase of 2 points Socioeconomically Disadvantaged Students: Increase of 2 points English learners: Increase of 2 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged Students: 70.2 points below standard English learners: 72.1 points below standard Students with Disabilities: 142 points below standard	Students with Disabilities:Increase of 2 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

I. Curriculum & Instruction
A. K-5 Comprehensive Math Curriculum Alignment
Teachers will develop a thorough K-5 math program curriculum to define which CCSS will be taught each trimester. All grade levels will fully implement the EnVision curriculum, the standards-based board adopted curriculum for core and supplemental instructional materials.
(Duplicated expenditure for Goal 1, Strategy I/Activity A)

B. Teacher Collaboration, K-5
All teachers will be given time to collaborate, both with and across grade levels. Lateral and vertical communication will allow teachers to plan curriculum backwards, or with end-goals in mind.
(Duplicated expenditure for Goal 1, Strategy I/Activity B)

C. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions by general education teachers. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction. (Duplicated expenditure for Goal 1, Strategy I/Activity C)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

II. Teaching Strategies
A. Core, Whole Group Instruction
Teachers will deliver core, whole group instruction using a variety of strategies, including, but not limited to: Kagan techniques, depth and complexity icons, Think-Pair-Share activities, fluid grouping, oral prompts, scaffolding, the use of realia, and gradual release of academic performance (I do, we do, you do). Opportunities for student engagement and collaboration will be evident during whole group lessons, as well as student-centered activities that promote academic engagement, meaning that students will be given plenty of opportunities to speak during lessons (teacher / student speaking ratio will be targeted at 50:50). (Duplicated expenditure for Goal 1, Strategy I!/Activity A)

B. Differentiated, Small Group Instruction
Students will be grouped in heterogeneous and homogeneous groups according to lesson goals. During small group instruction, teachers will deliver targeted intervention to address academic gaps. (Duplicated expenditure for Goal 1, Strategy II/Activity B)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

III. Benchmark Assessments, Progress Monitoring, & Intervention Tools

A. EnVision (Benchmarks)
All teachers will use the EnVision benchmark assessments three times per year. (Duplicated expenditure for Goal 1, Strategy III, Activity A)

B. easyCBM
Implement easyCBM mathematics assessment in order to gather data and to plan and implement specific targeted mathematics instruction.

C. Ongoing Progress Monitoring
All teachers will decide which tools will be used to monitor student learning, in between benchmark assessments. Grade levels will determine which assessments will be used to ensure that students are meeting standards and goals.These assessments will be used during grade level collaboration

meetings to guide instruction; identify students who are in need of Tier II interventions; and/or, students who need to be discussed during IPT meetings.

D. Intervention Tools
Grade levels will agree on what intervention materials shall be used when students are not making academic gains.
Consistent progress monitoring will be practiced by all teachers at Larsen. Teachers will work collaboratively to determine action when students do and do not make academic progress. Intervention and extension teaching will be delivered to students, as needed and identified by assessments. Teachers will report student progress with teachers in their grade level in addition to school administration, the academic intervention teacher, and the EL Support Teacher.
(Duplicated expenditure for Goal 1, Strategy III, Activity C)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

IV. School-Wide Intervention & Teacher Support

A. Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. A school-wide schedule will be developed in order for students to receive targeted, explicit interventions. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction. (Duplicated expenditure for Goal 1, Strategy IV, Activity A)

B. IPT Committee and IPT Process
The IPT committee will be composed of: at least one school administrator, the academic intervention teacher, the EL Support Teacher, the SAI teacher, one lower grade teacher, and one upper grade teacher. All students' progress will be monitored by each grade level, which will identify struggling students. As grade levels, teachers will determine which interventions to deliver in small group instruction, in their classrooms. From this data set students who might qualify for special education services will be identified and recommended to the IPT team.
(Duplicated expenditure for Goal 1, Strategy IV, Activity B)

C. Academic Intervention Teacher, Reading Intervention Teacher, & EL Support Teachers are funded by LCAP to support students. Allowing the students to access the core curriculum and academic vocabulary.

D. Paraprofessionals Supporting Teachers & Students
Para-professionals will be hired to support all teachers during small group instruction. These individuals may work with whole or small groups while certificated teachers deliver research-based, tiered interventions. These individuals will also be trained on ELPAC testing.

E. Homework support, tutoring and RTI for students struggling in language arts provided by certificated staff. A certificated teacher will provide assistance with homework, AR testing, EL support, MobyMax, and technology every day for thirty minutes before school begins.

F. Math Olympiad
Math Olympiads challenge 4th and 5th grade students who are high achievers in math. Activities include weekly lunch meetings and a year-end inter-school competition.

G. GATE
GATE students will participate in enrichment activities. The instructional program will incorporate science, performing arts, music, research and field trips.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

V. After School Pupil Platforms (Duplicated Expenditure, Goal #1, Activity #5)

A. ASES Staff (City Corps. Instructors):
Oxnard City Corp personnel -will provide enrichment and recreation to Larsen students identified as at-risk or academically deficient in ELA, Math, and/or ELD.

B. Site Coordinator Stipend- The coordinator support the goals of the regular school day in the After School Program (50% paid from ASES funds)

C. Professional Learning/Consultants- Ongoing professional learning will be in place for the team to align the curriculum of ASES with the daily instruction.

D. Supplies & Materials- All the ASES material is research-based and aligned to the CCSS. The materials are at the school site and the team is all
trained on how to implement and deliver the lessons using the ASES material. Cross-age collaboration is used for
hands-on learning opportunities even more meaningful and impactful to help students of all ages develop valuable skills and become

knowledgeable in the CCSS and 21 century skills. Funds are also set aside to support the team and allow them to purchase
materials as needed to plan monthly events.

E. Instructional Support (Follow-up Coaching Support)- Follow-up coaching to ensure effective professional development of instructors.

F. Enrichment/Fieldtrips- The team will plan with the district support educational fieldtrips and enrichment activities for all of the ASES students.

H. Site Coordinator Stipend-The coordinator support the goals of the regular school day in the After School Program (50% paid from Title I funds)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VI. Professional Development & Leadership

A. Collaboration
Teachers will meet every Tuesday to prepare general grade level plans. In addition, each grade level will meet once per month in the capacity of a Professional Learning Community to discuss student progress, assessments, instructional practices, and interventions. Three staff meetings will be held each month to promote communication within and across grade levels.

B. Leadership Opportunities
Although there will be one grade level lead per grade, all teachers will be encouraged to meet during grade level leadership meetings. Discussions will include school-wide progress on ELA standards, best pedagogy, and intervention, among others.
(Duplicated expenditure for Goal 1, Strategy VI, Activity B)

C. District Wide Learning
All teachers and administrators will participate in professional development opportunities offered by the Hueneme Elementary School district. Teachers will be notified of the "Teachers Supporting Teachers" opportunities offered by the district, and the administrative team will attend these sessions with Larsen teachers.

D. Professional Conferences
All teachers will be given the opportunity to participate in a wide variety of professional conferences, including, but not limited to conferences on the following topics: Dual Language,

Restorative Justice, CRLP/RESULTS, GATE, and others. (Duplicated expenditure for Goal 1, Strategy VI, Activity D)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VII. Paraprofessionals, Clerk, and Technology Support

A. Paraprofessionals will be hired to support all teachers during small group instruction. These individuals may work with whole groups or small groups while certificated teachers deliver research based, tiered interventions. These individuals will also be trained on ELPAC testing.

B. Clerk
One office clerk will help with ordering supplemental teaching materials, maintaining student files, and printing reports. (Duplicated expenditure for Goal 1, Strategy VI, Activity B)

C. Technology Support Teacher
The Technology Support Teacher will train staff to create reports and common grade level assessments, utilizing the district's software program data monitoring system. The Tech Support Teacher will also assist teachers with overall use of technology. The following online programs will be monitored and maintained by the Technology Support Teacher: AR, EADMS, Capstone Library, PebbleGo, Brain Pop, Brain Pop Junior, Starfall, RAZ-Kids, and Kiddle (Google for kids).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

VIII. Parental Engagement

A. Teacher Led Parent Engagement
Teachers will hold parent education classes throughout the school year to inform parents on how to support ELA development at home. Childcare and snacks will be provided to increase parent attendance.

B. School Counselor
The school counselor will conduct and arrange a variety of meetings for parents to learn how to best suppor their children at home. Included are Positive Parenting Program (PPP) classes, MICOP, ELAC, and Parent Outreach classes. Childcare and snacks will always be provided during these events. (Duplicated expenditure for Goal 1, Strategy VIII, Activity B)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in goal 2 were implemented as described in the 2019 SPSA, to the extent possible before March 13th when schools closed for the year due to the COVID-19 pandemic. Due to school closures, CAASPP testing did not take place, limiting the data to be analyzed to determine effectiveness of goals. Larsen's focus has been on training all teachers in the California Reading and Literature Project's (CRLP) Results foundational skills small group reading routines and the correlating assessments. Intervention paraeducators were also trained in these routines. In and 2019-2020, Larsen's intervention program included small group reading instruction with the teacher and with and intervention teacher and paraprofessionals in an intervention room. CRLP assessments including the Basic Phonic Skills Test (BPST) and DIBELS results by students are analyzed by the Intervention Progress Team.

Progress towards our academic goal in math has been achieved for all student groups. We will continue to use our math Action Plan and action items to improve services to students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastic material differences in proposed implementation and actual budget expenditures. Larsen does not have new state assessment data from the 2019-2020 school year due to the COVID-19 pandemic school closure during which the Smarter Balanced state assessment was not administered.

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.

Based on an analysis of our data and staff and stakeholder feedback, we will continue to implement actions principally directed to improve services for low-income pupils and English Learners to help them excel in math. For instance, our English Learner Support Teachers (ELST) are specifically tasked to improve the academic performance and language acquisition of our English Learners. Administrators and ELST will continue to deepen our professional learning in partnership with Consultants from Ventura County Office of Education.

Due to the drastic $30,000 decrease in Title I funding to Larsen School, our expected outcomes and actions and services have been scaled back. The considerable reduction in funding is due to declining enrollment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students who progressed at least one level will increase by 2%. In spring 2019, 52% of English Learners progressed at least one level. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

The LCAP stakeholder survey and meetings identifies the need to provide academic assistance and increase intervention services for English learners.
Statewide summative (CAASPP) student achievement data, and ELPAC results, show that Larsen continues to make steady progress for English learners; however 48% of students did not progress at least one level on the ELPAC from 2018 to 2019, Larsen must focus on increasing the percentage of English Learners progressing at least one level on the ELPAC from year to year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of English learners will maintain or increase in status on the English learner progress report for the English Language Proficiency Assessments for California(ELPAC) in the California School Dashboard.	52% making progress towards English language proficiency from 2018 to 2019. Level 4: 7.52% Level 3: 36.34% Level 2: 38.85% Level 1: 17.29%	54% of English Learners will make progress towards English Language proficiency in 2021 on the ELPI.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

I. Curriculum and Instruction

A. Program Structure
K-5 Comprehensive ELD Curriculum aligned to the ELD Standards. Teachers will plan by trimester how to deliver lessons implementing language instruction and assessment for multilingual learners as they learn academic content. Teachers will use the ELD standards to: Promote and guide students' English language development.(Duplicated expenditure for Goal 1, Strategy I/Activity A)

B. Integrated & Designated ELD
While teachers will use SDAIE (Specially Designed Academic Instruction in English) strategies in all content areas, teachers will also adhere to a school-wide English Language Development schedule, which will protect 30 minutes of ELD instruction in kindergarten classrooms and 60 minutes of ELD instruction for 1st through 5th grade classrooms. Students will be grouped by English Acquisition levels during Designated ELD.

C. Materials
Teachers will use a variety of materials, including teacher-created materials, to deliver ELD instruction. Additional materials are available to all teachers including the Wonders ELD components such as: Foundational Skills Practice, ELD Curriculum, Read Naturally Curriculum, and Newcomer Resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

II. Teacher Collaboration

A. Professional Learning Communities
Each grade level will meet once per month in the capacity of a Professional Learning Community to discuss student progress, assessments, instructional practices, and interventions. ELD curriculum, teaching strategies, and materials will be shared by teachers. Tasks will include: grouping students English proficiency level; monitoring student progress and adjusting instructional groups as needed; identifying students at risk of becoming Long Term English Learners (LTELs); discussing newcomer students for intervention and additional services; providing input for ELST schedule; analyzing ELPAC data to identify areas of need; identifying English Learner students which may meet Reclassification Criteria.

B The Principal and/or the Language Appraisal Team (LAT) chair will attend District English Learner's Committee. The LAT team will work with the teachers on RFEP and providing support to teachers on how to support EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

III. Intervention & Support

A. English Learner Support Teacher (ELST)
The role of the ELST will be to provide on-going coaching and technical assistance for ELD development, model lessons, and to provide small group intervention to students. In addition, she will provide training on ELD best teaching practices, provide assessments for ELs, and she will present current ELPAC results to staff, parents and students. Together with teachers, the ELST will monitor and support reclassification process using ELPAC data. The ELST will work directly with LTELS and newcomer students in small-groups to provide targeted instruction on academic vocabulary, reading comprehension, and how English language works.

B. Paraprofessional Support
Paraprofessionals will be hired to support all teachers during small group instruction. These individuals may work with whole groups or small groups while certificated teachers deliver research based, tiered interventions. Additionally, the paraprofessionals will aid the ELST during ELPAC administration and evaluation.

C. Before & After School Support
Technology will be used to provide additional learning opportunities to English Learners, including Read Naturally, RAZ and Moby Max. (Duplicated expenditure for Goal 1, Strategy IV/Activity F)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

IV. Yearly Assessment & Progress Monitoring

A. ELPAC
Students will be assessed once a year using the ELPAC (English Language Proficiency Assessments for California) to determine current English level proficiency and yearly progress. The school's Language Assessment Team (LAT) will meet to monitor students' progress towards acquiring English Proficiency and meeting Reclassification criteria.

B. Language Assessment Team (LAT)
The LAT will meet regularly to monitor students' progress towards acquiring English Proficiency, transition from Primary Language Instruction to English Language Instruction, and Re-designation progress.

C. Ongoing Progress Monitoring
All teachers will decide which tools will be used to monitor students' English language development. These assessments will be used during grade level collaboration meetings to guide instruction; identify students who are in danger of becoming Long Term English Learners (LTELs); and to re-group students based on English language development progress. (Duplicated expenditure for Goal 1, Strategy III/Activity B)

D. Protection of ELD Minutes
The principal will ensure that scheduling and school events do not interfere with Designated ELD instruction. During walk-throughs, the principal will monitor that the minimum number of required ELD minutes are instructed and that appropriate materials are being used.

E. Research Based Practices
Teachers will use a variety of strategies and techniques to make content comprehensible during all lessons. Some of these techniques include: communicating clear learning targets; linking new learning to previously learned material; extensive modeling by the teacher; and group and individual practice (I do, we do, you do). Additional support for English learners will include using multimedia, providing additional repetition and practice, building background knowledge, explicit instruction in literacy skills, making vocabulary meaningful, expecting students to get involved in oral discourse.

F. Teachers will form Professional Learning Communities (PLC), collaborating at least twice a month for grade level and cross-grade level meetings to discuss and analyze student achievement data (Common Assessments, CST, Reading RESULTS, MobyMax, Accelerated Reader Reports, or authentic student work), monitor student progress, evaluate effectiveness of instructional practice, and modify and adapt as needed. Meeting Agendas and Minutes will be turned in to Principal along with other artifacts created at the PLC meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English learners

Strategy/Activity

V. Professional Development & Leadership

A. Teachers and Administrators
"Teachers and administrators will attend conferences, trainings, and other professional development opportunities to acquire new research-based methods and strategies for English Learners. Such conferences include CABE, ATDLE, La Cosecha and various ELD trainings at VCOE. The information that is learned will be presented to all staff through presentations at staff meetings and/or grade level collaboration meetings." (Duplicated expenditure for Goal 1, Strategy VI/Activity D)

B. Paraprofessionals
Bilingual Paraprofessionals will be trained by HESD on ELPAC administration, scoring, and reporting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

VI. Family Engagement & Parental Support

A. English Language Support Teacher (ELST)
The ELST will host parent informational meetings to explain what the ELPAC is, and how parents can support students at home. The ELST will also conduct meetings for parents whose children did not meet all the reclassification criteria to inform them of process, their student's data and ways they can promote student academic growth. When students meet all the criteria for re-classifcation, the ELST will contact parents and invite them to RFEP assemblies to celebrate their child's accomplishments. Childcare and snacks will be provided during these meetings.

B. School Counselor (Duplicated expenditure for Goal 1, Strategy VIII/Activity B)
The school counselor and principal will conduct and arrange a variety of meetings for parents to learn how to best support their children at home. Included are "Cafe con leche" meetings, Positive Parenting Program (PPP) classes, ELAC, and Parent Outreach classes. Childcare and snacks will always be provided during these events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in goal 3 were implemented as described in the 2019 SPSA to the extent possible before March 13th, when teaching and learning changed to remote learning, which was disruptive and virtually unsuccessful. CAASPP testing did not take place, limiting the data to be analyzed to determine the effectiveness of achieving the goal 3. Strategies that were implemented prior to March 13th, included training all teachers in the California Reading and Literature Project's (CRLP) Results foundational skills small group reading routines and the correlating assessments. Intervention para-educators were also trained in these routines. In 2019-2020, Larsen's intervention program included small group reading instruction with the teacher and with the intervention teacher and paraprofessionals in an intervention room. CRLP assessments including the Basic Phonic Skills Test (BPST) and DIBELS results by students are analyzed by the Intervention Progress Team.

Progress towards our academic goal for English Language Learners and reclassification of English Learners has been achieved. We will continue to use our English Learner Action Plan to improve services to students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no drastic material differences in proposed implementation and actual budget expenditures. The plan enacted last year was highly successful, based on reclassification and California Dashboard ELPAC data.

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.

Due to the drastic $30,000 decrease in Title I funding to Larsen School, our expected outcomes and actions and services have been scaled back. The drastic reduction in funding is due to declining enrollment. Based on the analysis of our data and staff and stakeholder feedback, we will continue to implement actions principally directed to improve services for low-income pupils and English Learners. For instance, our English Learner Support Teacher(ELST) is specifically tasked with improving the academic performance and language acquisition of our English Learners.

Administrators and ELST will continue to deepen our professional learning in partnership with Ventura County Office of Education.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$197,561.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$59,570.00
Title I Part A: Parent Involvement	$1,231.00

Subtotal of additional federal funds included for this school: $60,801.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$136,760.00

Subtotal of state or local funds included for this school: $136,760.00

Total of federal, state, and/or local funds for this school: $197,561.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	136,760.00
Title I	59,570.00
Title I Part A: Parent Involvement	1,231.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,925.00
2000-2999: Classified Personnel Salaries	46,904.60
4000-4999: Books And Supplies	15,575.40
5000-5999: Services And Other Operating Expenditures	92,972.00
5800: Professional/Consulting Services And Operating Expenditures	27,184.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	6,347.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	14,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	89,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	27,184.00
1000-1999: Certificated Personnel Salaries	Title I	7,347.00

2000-2999: Classified Personnel Salaries	Title I	46,904.60
4000-4999: Books And Supplies	Title I	1,575.40
5000-5999: Services And Other Operating Expenditures	Title I	3,743.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,231.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,561.00

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
Marisol Guillen	Principal
Roberto Martin	Classroom Teacher
Jazmin Martinez	Classroom Teacher
Bertha Guzman	Classroom Teacher
Xochitl Ochoa	Other School Staff
Marta Matias	Parent or Community Member
Angelica Curtis	Parent or Community Member
Luz Maria Sanchez	Parent or Community Member
Adriana Patricio	Parent or Community Member
Linda Hurtado	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 10/08/2020.

Attested:

	Principal, Marisol Guillen on October 8, 2020
	SSC Chairperson, Roberto Martin on October 8, 2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
PARKVIEW ELEMENTARY SCHOOL	56-72462-6055099	October 15, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parkview parents completed a survey asking parents questions related to parental awareness of standards and their students' achivement. The results of the survey show 74% or higher of the parents surveyed responded "yes" to the following questions:
1. This school has high academic standards for all students.
2. I know the grade-level standards my child must meet this year.
3. I understand how my child's academic progress will be graded.
4. Parents are informed regularly and timely about their child's academic progress.
5. All students have an equal opportunity to learn.
6. My child is getting a good education at this school.
7. My child is making good progress in reading.
8. My child is making good progress in writing.
9. My child is making good progress in math.
10. My child is making good progress in learning English.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walk-through observations were conducted weekly in each classroom. During these observations it was observed that teachers are using district adopted curricula regularly to support the implementation of collaboratively developed integrated units. It was observed that teachers use technology to support instruction. Teachers were also observed using accommodations and strategies to support the needs of English Learners, gifted learners, and students with disabilities. Formal observations are conducted on a bi-yearly schedule or on a 5 year timeline for teachers having 10 or more years in the district. Data from these formal evaluations show that teachers are meeting the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results of the state and local assessments are routinely analyzed and utilized to drive instruction. Multiple measures are used to monitor student achievement and make program changes. These measures include:

- CAASPP Data/ Smarter Balanced Assessments
- English Language Proficiency Assessments for California
- California Reading and Literature Project (CRLP) Running Records and the Basic Phonics Skills Tests
- Renaissance/ STAR reading data
- Redesignation/Reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following curriculum-embedded asessments are available to be administered and analyzed by teachers, grade level teams, and the intervention progress team.

- Envisions Unit and Topic Math tests
- Lucy Calkins Units of Writing Assessments
- Wonders/ Maravillas Running Records and Unit assessments
- Curriculum-embedded chapter and unit tests
- easyCBM Math screening benchmarks

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers attend all district planned and directed professional development yearly and each trimester. All Parkview teachers are credentialed and highly-qualified.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the District is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing instructional support from the site English Learner Support Teacher, from the district Technology Resource Specialist, and from consultants from the Ventura County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is scheduled for every Friday during Distance Learning. Grade level meetings occur twice per month during contracted faculty meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standard-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English Language Development. Bi-weekly grade level meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the synchronous and asynchronous instructional minutes for reading/language arts, mathematics, and ELD according to the district designed instructional schedule.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District collaboratively developed integrated units contain pacing schedules for instruction of standards in ELA, Science, and History Social-Studies. The math curriculum, Envisions, has an embedded pacing guide that teachers follow as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups recieved all text books required by William's Act per grade level. These books were provided to be kept at home during distance learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards aligned instructional materials are used in the delivery of district-designed integrated units.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Multi-Tiered System of Supports process is in place, providing additional leveled support during the course of the school day, including small group English Learner support provided by the English Learner Support Teacher. Additionally, curriculum differentiation through reading and math groups allows students greater success in the curriculum, and after school program offers homework assistance and both remediation and enrichment for at-risk students.

Evidence-based educational practices to raise student achievement

Teachers collaborate regularly to set goals for student achievement based on formative and summative assessment data and to share best practices in order to build collective teacher efficacy. Teachers also collaborate regularly to develop pedagogy and ensure instructional clarity.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High-school tutors from the local high school future educators academy, Operation School Bell, Ventura County Behavioral Health, and Interface are community resources that are available to Parkview to support students and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, and other school personnel are involved in the planning and implementation of programs and services provided for in the School Plan for Student Achievement with Title 1 and ASES funding through School Site Council and the English Learner Advisory Committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- -The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students.
- -Title I monies fund after school tutorials, reading groups, English Language Development interventions and homework assistance.
- -Title II funds are used to improve teacher and principal quality through professional development and other activities and to provide low-income and minority students greater access to

effective teachers, principals, and other school leaders.

- -Title III funds are used to extend English Language Development and academic tutorials for English Learners.
- -Title IV funds are used to provide a well-rounded education for students with professional development for teachers in AVID, TIPS and PBIS.
- -ASES funds are used to provide an extended learning day to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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 review and development of the SPSA annual update was the focus of all meetings with our stakeholders. The monitoring process of our 2019-20 SPSA included updates on expenditures, student achievement progress monitoring and all other results of our expected measurable outcomes.

Invitations to provide input went out to teachers, staff, students, administration, families, and community members through multiple means, including the school website, automated text messages, school bulletins/newsletters, and parent meetings. Our key stakeholders consisted of our School Leadership Team, school staff, School Site Council with input from English Language Advisory Committee, and the MTSS team. Stakeholders reviewed data and provided input through site meetings and online surveys. All stakeholder groups receive data broken out by unduplicated student groups in order to quantitatively see the impact of the SPSA on each group. Each priority point was measured by applicable metrics. The Goals, Actions and Services section outlines the new changes to the SPSA with stakeholder input.

English Learner Advisory Committee (ELAC): This committee met regularly. Parents were invited to attend by email, personal phone call, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance. Input received from meetings was provided to the School Site Council (SSC).

School Site Council (SSC): This committee met regularly to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone calls, and postings on campus. These meetings discussed the SPSA in-depth and received input from the parents in attendance. Faculty Leadership Team: The Site Leadership Team met regularly. An analysis of data was conducted to drive goals for this year's plan. Input received at these meetings was provided to the SSC to gather information on progress toward goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Parkview Elementary School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.30%	0.31%	0.65%	2	2	4
African American	0.60%	0.62%	0.33%	4	4	2
Asian	0.45%	0.62%	0.49%	3	4	3
Filipino	1.19%	1.09%	1.46%	8	7	9
Hispanic/Latino	93.60%	91.58%	92.2%	629	587	567
Pacific Islander	%	0.16%	0.33%		1	2
White	2.68%	4.21%	2.6%	18	27	16
Multiple/No Response	%	%	1.95%			0
			Total Enrollment	672	641	615

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	107	103	89
Grade 1	112	106	101
Grade 2	112	99	101
Grade3	114	109	102
Grade 4	108	114	108
Grade 5	119	110	114
Total Enrollment	672	641	615

Conclusions based on this data:

1. Our enrollment has been decreasing over the last few years. Some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county.
2. Our student population is predominantly Latinx (92.2%) and has remained consistent over time.
3. The number of students at each grade level has slightly decreased over the last few years.

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	312	292	277	46.4%	45.6%	45.0%
Fluent English Proficient (FEP)	113	99	86	16.8%	15.4%	14.0%
Reclassified Fluent English Proficient (RFEP)	77	30	25	22.4%	9.6%	8.6%

Conclusions based on this data:

1. Our percentage of students who are Reclassificied Fluent English Profiicient percentage decreased from 17-18 to 19-20, with a drastic drop from 17-18 to 18-19 due to a change in benchmarks for reclassification.
2. Our percentage of students who are Fluent English Percentage has decreased steadily over the last three years. This could be due to changing demographics in the community.
3. Our percentage of English Learners has slightly decreased over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	100	109	113	100	107	110	100	107	110	100	98.2	97.3
Grade 4	116	106	107	116	105	106	116	105	106	100	99.1	99.1
Grade 5	137	118	103	136	118	103	136	118	103	99.3	100	100
All	353	333	323	352	330	319	352	330	319	99.7	99.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2382.	2372.	2370.	4.00	10.28	7.27	16.00	16.82	9.09	38.00	28.04	38.18	42.00	44.86	45.45
Grade 4	2403.	2417.	2407.	2.59	6.67	11.32	17.24	15.24	16.04	24.14	25.71	15.09	56.03	52.38	57.55
Grade 5	2436.	2435.	2488.	5.88	2.54	11.65	19.85	18.64	33.01	20.59	28.81	26.21	53.68	50.00	29.13
All Grades	N/A	N/A	N/A	4.26	6.36	10.03	17.90	16.97	19.12	26.70	27.58	26.65	51.14	49.09	44.20

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	6.00	11.21	10.00	44.00	46.73	40.91	50.00	42.06	49.09
Grade 4	6.03	9.52	12.26	46.55	52.38	35.85	47.41	38.10	51.89
Grade 5	7.35	5.08	18.45	47.79	43.22	53.40	44.85	51.69	28.16
All Grades	6.53	8.48	13.48	46.31	47.27	43.26	47.16	44.24	43.26

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	5.00	10.28	6.36	55.00	36.45	44.55	40.00	53.27	49.09
Grade 4	3.45	4.76	9.43	47.41	41.90	36.79	49.14	53.33	53.77
Grade 5	9.56	11.86	15.69	43.38	43.22	57.84	47.06	44.92	26.47
All Grades	6.25	9.09	10.38	48.01	40.61	46.23	45.74	50.30	43.40

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	9.00	10.28	6.36	60.00	55.14	68.18	31.00	34.58	25.45
Grade 4	3.45	6.67	6.60	58.62	71.43	59.43	37.93	21.90	33.96
Grade 5	8.09	2.54	15.53	58.09	59.32	63.11	33.82	38.14	21.36
All Grades	6.82	6.36	9.40	58.81	61.82	63.64	34.38	31.82	26.96

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	14.02	5.45	53.00	42.99	49.09	37.00	42.99	45.45
Grade 4	3.45	8.57	8.49	53.45	55.24	45.28	43.10	36.19	46.23
Grade 5	5.88	6.78	21.36	44.12	42.37	47.57	50.00	50.85	31.07
All Grades	6.25	9.70	11.60	49.72	46.67	47.34	44.03	43.64	41.07

Conclusions based on this data:

1. Parkview's overall achievement in ELA has steadily increased school-wide over the last three years, increasing from 22.16% of students meeting or exceeding standards in 2016/2017 to 29.15% meeting or exceeding standards in 2018/2019. Fifth grade students have had the greatest increase with 21.18% meeting or exceeding standards in 2017/2018 and 44.66% percent meeting or exceeding standards in 2018/2019.
2. Listening is the greatest area of strength for Parkview students with 73.04% of students scoring Above Standard or At or Near Standard. Students in the 5th grade scored the highest in the area of listening with 78.64% of students scoring Above Standard or At or Near Standard. Students in the 4th grade scored the lowest with 66.03% of students scoring Above Standard or At or Near Standard.
3. Writing is the greatest area of needed growth for Parkview students with 56.61% of students scoring Above Standard or At or Near Standard. Students in the 5th grade scored the highest in the area of writing with 73.53% students scoring Above Standard or At or Near Standard. Students in the 4th grade scored the lowest with 46.22% of students scoring Above Standard or At or Near Standard.

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			% of Enrolled Students		
	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	100	109	113	100	108	112	100	108	112	100	99.1	99.1
Grade 4	116	106	107	116	105	106	116	105	106	100	99.1	99.1
Grade 5	137	118	103	137	118	102	137	118	102	100	100	99
All	353	333	323	353	331	320	353	331	320	100	99.4	99.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2377.	2379.	4.00	4.63	3.57	22.00	18.52	14.29	29.00	24.07	31.25	45.00	52.78	50.89
Grade 4	2406.	2415.	2407.	4.31	0.95	2.83	12.93	11.43	13.21	30.17	38.10	28.30	52.59	49.52	55.66
Grade 5	2426.	2444.	2469.	2.19	5.08	4.90	8.03	11.86	18.63	21.17	27.12	32.35	68.61	55.93	44.12
All Grades	N/A	N/A	N/A	3.40	3.63	3.75	13.60	13.90	15.31	26.35	29.61	30.63	56.66	52.87	50.31

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	15.00	12.04	5.36	34.00	27.78	39.29	51.00	60.19	55.36
Grade 4	6.90	3.81	4.72	20.69	22.86	19.81	72.41	73.33	75.47
Grade 5	4.38	9.32	9.80	23.36	22.03	35.29	72.26	68.64	54.90
All Grades	8.22	8.46	6.56	25.50	24.17	31.56	66.29	67.37	61.88

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	16.00	10.19	4.46	46.00	34.26	50.89	38.00	55.56	44.64
Grade 4	6.90	4.76	4.72	34.48	43.81	34.91	58.62	51.43	60.38
Grade 5	1.46	5.93	7.84	32.12	32.20	48.04	66.42	61.86	44.12
All Grades	7.37	6.95	5.63	36.83	36.56	44.69	55.81	56.50	49.69

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	9.00	9.26	5.36	56.00	47.22	46.43	35.00	43.52	48.21
Grade 4	6.90	5.71	8.49	26.72	36.19	33.02	66.38	58.10	58.49
Grade 5	2.92	7.63	8.82	36.50	40.68	59.80	60.58	51.69	31.37
All Grades	5.95	7.55	7.50	38.81	41.39	46.25	55.24	51.06	46.25

Conclusions based on this data:

1. Students overall mathematics scores increased slightly from 17.53% scoring Standard Met or Exceeded in 2017/2018 to 19.06% scoring Standard Met or Exceeded in 2018/2019. Students in the 5th grade scored the highest in 2018/2019 with 23.53% scoring Standard Met or Exceeded, while students in the 3rd grade scored highest in 2017/2018 with 23.15% of students scoring Standards Met or Exceeded.
2. Communicating and Reasoning was the area of greatest strength for Parkview students with 48.94% of students scoring Above Standard or At or Near Standard in 2017/2018 and with 53.75% of students scoring Above Standard or At or Near Standard in 2018/2019. Students in the 5th grade scored highest in Communicating Reasoning in 2018/2019 with 68.62% of students scoring Above Standard or At or Near Standard.
3. Concepts and Procedures was the area of greatest need for Parkview students with 32.63% of students scoring Above Standard or At or Near Standard in 2017/2018 and with 38.12% of students scoring Above Standard or At or Near Standard in 2018/2019. Students in the 5th grade scored highest in Concepts and Procedures in 2018/2019 with 45.09%% of students scoring Above Standard or At or Near Standard.

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	1392.7	1398.3	1399.6	1405.3	1376.4	1381.7	60	58
Grade 1	1425.1	1432.9	1439.3	1436.4	1410.4	1429.0	60	57
Grade 2	1452.6	1459.4	1452.8	1465.8	1451.8	1452.4	53	57
Grade 3	1465.5	1474.8	1456.7	1471.2	1473.6	1477.8	40	53
Grade 4	1483.2	1487.8	1465.4	1484.2	1500.8	1490.8	30	42
Grade 5	1501.2	1530.0	1485.1	1514.6	1516.8	1544.7	35	29
All Grades							278	296

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	*	8.62	23.33	29.31	28.33	41.38	33.33	20.69	60	58
1	*	5.26	28.33	26.32	25.00	42.11	30.00	26.32	60	57
2	*	0.00	52.83	42.11	22.64	40.35	*	17.54	53	57
3		3.77	*	35.85	50.00	39.62	30.00	20.75	40	53
4	*	14.29	43.33	30.95	36.67	38.10	*	16.67	30	42
5	*	13.79	51.43	68.97	*	10.34	*	6.90	35	29
All Grades	11.15	6.76	35.25	36.49	30.22	37.50	23.38	19.26	278	296

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	20.00	5.17	26.67	34.48	18.33	39.66	35.00	20.69	60	58
1	33.33	5.26	26.67	36.84	25.00	31.58	*	26.32	60	57
2	30.19	19.30	35.85	35.09	*	33.33	*	12.28	53	57
3	*	16.98	37.50	43.40	32.50	16.98	*	22.64	40	53
4	*	30.95	56.67	30.95	*	26.19	*	11.90	30	42
5	*	27.59	42.86	58.62	*	6.90	*	6.90	35	29
All Grades	21.94	15.88	35.25	38.51	23.38	27.70	19.42	17.91	278	296

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	*	5.17	*	34.48	41.67	43.10	26.67	17.24	60	58
1	*	5.26	25.00	24.56	*	28.07	45.00	42.11	60	57
2	*	1.75	33.96	21.05	28.30	47.37	28.30	29.82	53	57
3		0.00	*	13.21	37.50	60.38	55.00	26.42	40	53
4		9.52	40.00	16.67	*	35.71	*	38.10	30	42
5	*	6.90	34.29	31.03	48.57	51.72	*	10.34	35	29
All Grades	9.35	4.39	25.18	23.31	33.09	43.92	32.37	28.38	278	296

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	36.67	12.07	46.67	68.97	*	18.97	60	58
1	55.00	22.81	35.00	52.63	*	24.56	60	57
2	39.62	38.60	49.06	54.39	*	7.02	53	57
3	*	9.43	57.50	64.15	*	26.42	40	53
4	*	23.81	66.67	64.29	*	11.90	30	42
5	*	3.45	62.86	89.66	*	6.90	35	29
All Grades	37.05	19.59	50.36	63.51	12.59	16.89	278	296

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	20.00	8.62	35.00	58.62	45.00	32.76	60	58
1	26.67	5.26	48.33	63.16	25.00	31.58	60	57
2	28.30	12.28	60.38	59.65	*	28.07	53	57
3	*	35.85	55.00	47.17	37.50	16.98	40	53
4	*	26.19	63.33	59.52	*	14.29	30	42
5	42.86	68.97	40.00	24.14	*	6.90	35	29
All Grades	23.74	21.96	49.28	54.39	26.98	23.65	278	296

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.72	63.33	82.76	26.67	15.52	60	58
1	20.00	12.28	33.33	45.61	46.67	42.11	60	57
2	*	3.51	50.94	66.67	30.19	29.82	53	57
3		0.00	45.00	54.72	55.00	45.28	40	53
4	*	4.76	56.67	45.24	*	50.00	30	42
5	*	13.79	57.14	75.86	31.43	10.34	35	29
All Grades	12.59	5.41	50.36	61.49	37.05	33.11	278	296

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	38.33	27.59	40.00	55.17	21.67	17.24	60	58
1	*	7.02	55.00	57.89	38.33	35.09	60	57
2	*	1.75	67.92	66.67	22.64	31.58	53	57
3	*	0.00	60.00	83.02	35.00	16.98	40	53
4	*	9.52	80.00	71.43	*	19.05	30	42
5	*	13.79	68.57	79.31	*	6.90	35	29
All Grades	16.19	9.80	59.35	67.57	24.46	22.64	278	296

Conclusions based on this data:

1. Of the students tested, 43.25% scored in Level 3, Somewhat Developed and Level 4, Well Developed of the ELPAC.
2. % of students showing positive growth in Reading Domain, performance level "Somewhat/Moderately," improved in all but one grade level. Notably, Kinder increased by 19.89% and grade 2 by 23.99% % of students in performance
3. Our biggest concentration (77.86%) of students scored at level 2 and 3.

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**
641	**82.7**	**45.6**	**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	292	45.6
Foster Youth	1	0.2
Homeless	2	0.3
Socioeconomically Disadvantaged	530	82.7
Students with Disabilities	76	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.6
American Indian	2	0.3
Asian	4	0.6
Filipino	7	1.1
Hispanic	587	91.6
Two or More Races	9	1.4
Pacific Islander	1	0.2
White	27	4.2

Conclusions based on this data:

1. Parkview's student population is 91.6% Latinx or Hispanic, making up the largest student group. The next largest student group is white students, making up 4.2% of Parkview's population, while Pacific Islander is the smallest student group making up only .2% of the student population.
2. The majority of Parkview's student population is comprised of 82.7% students who are socio-economically disadvantaged.
3. Forty five and six tenths of Parkview students are English Learners, however the percentage of students whose first language was not English is higher when you include students who have been reclassified as fluent English proficient.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Parkview fell in the yellow category on the California School Dashboard for both English Language Arts and Mathematice due to a decrease in the average distance from met in 2017/2018 to 2018/2019. The goal is to the have the average distance from met decrease from a large negative number below zero to zero, and ultimately to have the average distance from met be a positive number that increases away from zero.
2. Parkview students fell in the orange category for Student Engagement because 7.8% of students were chronically absent, an increase of 1.5% from the prior year.
3. Parkview students fell in the green category for Conditions and Climate because 1.8% of students were suspended at least once, an increase of 1.1% from the prior 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
46.1 points below standard	59.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.6 points	Increased ++5.3 points	1
325	191	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	54.4 points below standard	67.8 points below standard
2	Increased ++9.9 points	Increased Significantly ++45.4 points
	266	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
48.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	42.5 points below standard
Increased ++13.9 points	7		13
293			

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**
97.2 points below standard	8.1 points below standard	35.2 points below standard
Increased ++11.6 points	Increased ++14 points	Increased Significantly ++21.3 points
111	80	122

Conclusions based on this data:

1. Parkview students overall increased by 14.6 points, moving closer to the average distance from the Standard at 46.1 points below.
2. Parkview's students with disabilities had the greatest increase, increasing by 45.4 points, bringing the average distance from the Standard to 67.8 points below.
3. Parkview's English learners had the smallest increase, increasing by 5.3 points, bringing the average distance from the Standard to 59.9 points below.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
63.6 points below standard	72.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7 points	Maintained ++2.6 points	1
324	190	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	71.5 points below standard	91.7 points below standard
2	Increased ++3.5 points	Increased Significantly ++23.2 points
	265	48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
63.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		65.3 points below standard
Increased ++7.9 points	7		13
292			

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**
94.7 points below standard	42.2 points below standard	57 points below standard
Increased ++9.4 points	Increased ++4.3 points	Increased ++9.4 points
110	80	122

Conclusions based on this data:

1. Parkview students overall increased by 7 points, bringing the average distance from the Standard to 63.6 points below.
2. Parkview's students with disabilities had the greatest increase, increasing by 23.2 points, bringing the average distance from the Standard to 91.7 points below.
3. Parkview's English Learners had the smallest increase, increasing by 2.6 points, bringing the average distance from the Standard to 72.6 points below.

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

English Learner Progress
No Performance Color
47 making progress towards English language proficiency
Number of EL Students: 234
Performance Level: Medium

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
16.2	36.7	0.4	46.5

Conclusions based on this data:

1. Out of the 234 English Learners at Parkview, 109 progressed at least one ELPI level on the ELPAC, and 1 maintained at level 4.
2. Out of the 234 English Learners at Parkview, 38 decreased one ELPI level on the ELPAC.
3. Eighty-six of Parkview's English Learners maintained their ELPI level.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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	Green	No Performance Color
7.8	5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Maintained +0.3	1
664	301	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.3	8.6
4	Increased +2.2	Increased +0.6
	551	93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	2	4	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
7.1	9.1	Less than 11 Students - Data Not Displayed for Privacy	16
Increased +1	11	1	Increased +16
608			25

Conclusions based on this data:

1. Chronic absenteeism increased by 7.8 percent for all students.
2. Chronic absenteeism increased the most for white students by 16%.
3. Chronic absenteeism increased the least for English Learners, increasing by 5%. Pacific Islanders, students of two or more races, Filipino students, Asian students, American Indian Students, African American Students, Homeless, and Foster Youth have no students with chronic absenteeism.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	1

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.8	2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Increased +2	1
673	306	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not Displayed for Privacy	2	0
4	Increased +1.3	Maintained 0
	558	94

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
4	2	4	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
1.8	0	Less than 11 Students - Data	3.8
Increased +1.2	Maintained 0	1	Declined -1.4
615	12		26

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.8

Conclusions based on this data:

1. Suspensions for Parkview students increased overall by 1.1% to a total of 1.8%.
2. Students with disabilities maintained their blue status with zero suspensions, while white students declined by 1.4% to a total of 3.8%.
3. English learners had the greatest increase in suspension rate, incrasing by 2% to a total of 2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase our status placement on the English Language Arts Indicator on the California School Dashboard 5 x5 Placement from current status of -46.1 from the average distance from the Standard (fall 2019) to an average distance from Standard of -43.1 points. This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

This goal has been established in order to address our students' current status and distance from the Standard of -46.1 in English Language arts according to the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level. (California School Dashboard)	Currently the average distance from standard is -46.1 overall. For English Learners, currently the average distance from standard is -59.9. For Socio-economically disadvantaged students, currently the average distance from standard is -54.4. For Hispanic students, currently the average distance from standard is -48.1. For white students, currently the average distance from standard is -42.5. For students with disabilities, currently the average distance from standard is -67.8. Parkview is currently in the yellow (low: -5.1 to -70/ increased: by 3 to <15 points) on the California School Dashboard 5x5 overall and for	Parkview expects to reach an average distance from standard of -43.1, which would keep Parkview in the yellow on the California School Dashboard. For English Learners, the expected outcome for average distance from standard is -56.9. For Socio-economically disadvantaged students, the expected outcome for average distance from standard is -51.4. For Hispanic students, the expected outcome for average distance from standard is -45.1. For white students, the expected outcome for average distance from standard is -39.5.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	all student groups except students with disabilities. Students with disabilities are in the yellow (low: -5.1 to -70/ increased significantly: by 15 points or more).	For students with disabilities, the expected outcome for average distance from standard is -64.8. Parkview expects to remain in the yellow (low: -5.1 to -70/ increased: by 3 to <15 points) on the California School Dashboard 5x5 overall and for all student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via after school education and support.

Strategy/Activity

1. ASES
a. SC Stipend
b. CitiCorps Staff
c. Professional Learning
d. Supplies and Materials
e. Instructional support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,963.00	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries
5,647.00	Title I 2000-2999: Classified Personnel Salaries
84,229.00	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures

6,000.00	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,000.00	After School and Education Safety (ASES) 4000-4999: Books And Supplies
4,000.00	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via increased access to the school library.

Strategy/Activity

2. Library Clerk
a. Increase library hours to increase book circulation among students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,869.00	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3. All students will be served by this strategy via enhanced parental support.

Strategy/Activity

Parent Support.
a. Support parent involvement and education through workshops, assemblies and additional outreach, such as Triple P parenting classes.
b. Monthly educational parent meetings with the counselor and administrator and English Learner Support Teacher parent support meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,070.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via strategic interventions.

Strategy/Activity

4. Provide 4.5 hours per week for 27 weeks of reading intervention with a credentialed and trained intervention teacher.
a. Small group intervention focused on teaching foundational reading skills and spelling pattern routines.
b. Adminster formative and summative assessments to monitor students progress in intervention and to determine next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7607.00	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via tutoring or homework support.

Strategy/Activity

Recruit high school students to help with homework support during intervention time. Volunteers can tutor small groups while the intervention teacher provides targeted instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies in goal 1 were implemented as described in the 2019 SPSA to the extent possible before March 13th when schools closed for the year due to the COVID-19 pandemic. Due to school closures, CAASPP testing did not take place, limiting the data to be analyzed to determine effectiveness of goals. Parkview's focus has been on training all teachers in the California Reading and Literature Project's (CRLP) Results foundational skills small group reading routines and the correlating assessments. Intervention teachers were trained in these routines as well. In 2019-2020, Parkview redesigned it's intervention program to be 100% push-in, wherein the classroom teacher taught small group reading intervention while the push-in intervention teacher also taught a small group reading intervention concurrently in the classroom, doubling the number of students being served, or the intervention teacher circulated the room providing support to students working independently while the classroom teacher taught small groups. CRLP assessments including the Basic Phonic Skills Test (BPST) and DIBELS results by students were analyzed by the Intervention Progress Team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Subsititute teachers for IEP meetings were not charged to Title 1 as originally included in this plan, as it was not an appropriate Title 1 expenditure and the school year was curtailed after two trimesters with in-person teaching and learning, which impacted a full year of teaching and learning to meet the articulated goal for student growth and the spring 2020 CAASPP was not administered.

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.

Due to a drastic decrease in funding, the intervention program will not be continued this year to the extent that it was in 2019-2020. This plan only allows for a total of 5 hours per week of intervention to be provided. The intervention will be conducted via video-conferencing until such time as the school is permitted to open to 100% in-person instruction in Phase 3 of the reopening plan. All other strategies were removed due to decreased funding from declining enrollment, except for the strategies relating to the ASES program, parent education, and the library clerk.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Increase the academic achievement of all students on the Mathematics Indicator on the California School Dashboard.

Goal 2

All students will increase our status placement on the Mathematics Assessment on the California School Dashboard 5 x5 Placement from current status of an average distance from the Standard of -63.6 (fall 2019) to an average distance from Standard of -60.6 in 2021. This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

This goal has been established in order to address our students' current status and distance from the Standard of -63.6 in Mathematics according to the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level. (California School Dashboard) easyCBM	Currently the average distance from standard is -63.6. For English Learners, currently the average distance from standard is -72.6. For Socio-economically disadvantaged students, currently the average distance from standard is -71.5. For Hispanic students, currently the average distance from standard is -63.8. For white students, currently the average distance from standard is -65.3. For students with disabilities, currently the average distance from standard is -91.7. Parkview is currently in the yellow (low: -25.1 to -95/ increased: by 3 to <15 points) on the California School Dashboard 5x5 overall and for	Parkview expects to reach an average distance from standard of -60.6, which would keep Parkview in the yellow on the California School Dashboard. For English Learners, the expected outcome of average distance from standard is -72.6. For Socio-economically disadvantaged students, the expected outcome of average distance from standard is -71.5. For Hispanic students, the expected outcome of average distance from standard is -63.8. For white students, the expected outcome of average distance from standard is -65.3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	all student groups except students with disabilities and English Learners. Students with disabilities are in the yellow (low: -25.1 to -95/ increased significantly: by 15 points or more). English Learners are in the orange (low: -25.1 to -95/ maintained: decreased or increased by less than 3).	For students with disabilities, the expected outcome of average distance from standard is -91.7. Parkview expects to remain in the yellow (low: -25.1 to -95/ increased: by 3 to <15 points) on the California School Dashboard 5x5 overall and for all student groups except students with disabilities and English Learners. We expect Students with disabilities to remain in the yellow (low: -25.1 to -95/ increased: by 3 to <15 points). English Learners are expected to change to the yellow (low: -25.1 to -95/increased: by 3 to <15 points). We expect to see growth in scores from the easyCBM from the October administration to the spring adminstration.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via after school education and support.

Strategy/Activity

1. ASES
a. SC Stipend
b. CitiCorps Staff
c. Professional Learning
d. Supplies and Materials
e. Instructional support
Duplicated expenditure. See Goal 1 strategy 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2. All students will be served by this strategy via enhanced parental support.

Strategy/Activity

Parent Support.
a. Support parent involvement and education through workshops, assemblies and additional outreach, such as Triple P parenting classes.
b. Monthly educational parent meetings with the counselor and admin, and English Learner Support Teacher parent support meetings.
Duplicated expenditure. See Goal 1 strategy 3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Third through 5th grade students will be served by this strategy via in-class instruction.

Strategy/Activity

Third through fifth grade teachers will analyze the data gathered from the fall and spring adminstrations of the easyCBM benchmark screeners in order to make instuctional decisions needed for universal design or differentiation through small groups instruction. Small groups time will be limited during phase 1 and 2 of school reopening due to limited time in class with the teacher, but will increase when Parkview progresses to phase 3 in which school will resum a full schedule with all enrolled students. No funding necessary to meet this goal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via tutoring or homework support.

Strategy/Activity

Recruit high school students to help with homework support during intervention time. Volunteers can tutor small groups while the intervention teacher provides targeted instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

All strategies in goal 2 were implemented as described in the 2019 SPSA to the extent possible before March 13, 2020, when schools pivoted to distance learning for the year due to the COVID-19 pandemic. Due to school closures, CAASPP testing did not take place, limiting the data to be analyzed to determine effectiveness of goals. In 2019-2020, Parkview redesigned it's intervention program to be 100% push-in, wherein the classroom teacher taught small group reading or math intervention while the push-in intervention teacher also taught a small group reading or math intervention concurrently in the classroom, doubling the number of students being served. Alternatively, the intervention teacher circulated the room providing support to students working independently, while the classroom teacher taught small groups.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Subsititute teachers for IEP meetings were not charged to Title 1 as originally included in this plan, as it was not an appropriate Title 1 expenditure and the full implementation of all strategies and activities did not occur as schools closed on March 13, 2020 due to COVID-19 pandemic.

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.

Due to a drastic decrease in funding, the intervention program will not be continued this year to the extent that it was in 2019-2020. All strategies were removed except for the strategies relating to the ASES program, and parent education, due to lack of funding. The drastic reduction in Title 1 funds is due to declining enrollment. A new metric that will be analyzed is the easyCBM benchmark screener 3rd through 5th grade students will take in the fall and spring. Teachers will analyze the easyCBM data to make formative instructional decisions and to guide in-class instruction and interventions. These chages can be found in Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students who progressed at least one level will increase by 2%. In spring 2019, 46.5% of English Learners progressed at least one level. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

This goal has been established in order to address our students' progress toward English Language Proficiency according to the English Language Proficiency Assessments for California (ELPAC). More than half, 53.1%, of English learners are not proficient in English based on the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	46.5% of English Learners progressed at least one level from 2018 to 2019.	48.5% of English Learners will progress at least one level from 2019 to 2021.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy via after school education and support.

Strategy/Activity

1. ASES
a. SC Stipend
b. CitiCorps Staff
c. Professional Learning
d. Supplies and Materials
e. Instructional support
Duplicated expenditure. See Goal 1 strategy 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English learners will be served by this strategy via increased access to the school library.

Strategy/Activity

2. Library Clerk
a. Increase library hours to increase book circulation among students
Duplicated expenditure. See Goal 1 strategy 2.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners will be served by this strategy.

Strategy/Activity

3. All classes in 1st through 5th grade will participate in the daily Designated ELD instructional block with no more than two ELD Levels per class (Emerging, Expanding, or Bridging) from 8:15 to 8:45. Groups will be initially formed using the prior year's ELPAC data and school-wide ELD instruction will begin by the third week of instruction, when school resumes 100% in-person instruction in Phase 3 of reopening schools.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners will be served by this strategy via increased parental support.

Strategy/Activity

Parent Support.

a. Support parent involvement and education through workshops, assemblies and additional outreach, such as Triple P parenting classes.
b. Monthly educational parent meetings with the counselor and administrator and English Learner Support Teacher.
Duplicated expenditure. See goal 1, strategy 3.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

All strategies in goal 3 were implemented as described in the 2019-20 SPSA to the extent possible before March 13th, 2020, when schools closed for the year due to the COVID-19 pandemic. Due to school closures, CAASPP and ELPAC testing did not take place, limiting the data to be analyzed to determine effectiveness of goals. In order to increase the achievement of English Learners with Part 3 of the California ELD standards, Reading Foundational Skills, Parkview's focus has been on training all teachers in the California Reading and Literature Project's (CRLP) Results foundational skills small group reading routines and the correlating assessments. Intervention teachers were trained in these routines as well. In 2019-2020, Parkview redesigned it's intervention program to be 100% push-in, wherein the classroom teacher taught small group reading intervention while the push-in intervention teacher also taught a small group reading intervention concurrently in the classroom, doubling the number of students being served, or the intervention teacher circulated the room providing support to students working independently while the classroom teacher taught small

groups. CRLP assessments including the Basic Phonic Skills Test (BPST) and DIBELS results by students are analyzed by the Intervention Progress Team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Subsititute teachers for IEP meetings were not charged to Title 1 as originally included in this plan, as it was not an appropriate Title 1 expenditure. Due to school closures on March 13, 2020, the strategies and activities were not fully implemented in the 2019-20 school year.

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

Due to a drastic decrease in funding, the intervention program will not be continued this year to the extent that it was in 2019-2020. This plan only allows for a total of 5 hours per week of intervention to be provided. The intervention will be conducted via video-conferencing until such time as the school is permitted to open to 100% in-person instruction in Phase 3 of the reopening plan. All other strategies were removed except for the strategies relating to the ASES program, parent education, and the library clerk, due to lack of funding. The drastic reduction in Title 1 funds is due to declining enrollment. These changes can be found in Goal 3.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$168,385.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$51,516.00
Title I Part A: Parent Involvement	$1,070.00

Subtotal of additional federal funds included for this school: $52,586.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $168,385.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	51,516.00
Title I Part A: Parent Involvement	1,070.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,607.00
2000-2999: Classified Personnel Salaries	63,479.00
4000-4999: Books And Supplies	7,070.00
5000-5999: Services And Other Operating Expenditures	90,229.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	7,607.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	11,963.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	90,229.00
2000-2999: Classified Personnel Salaries	Title I	51,516.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,070.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	168,385.00

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

n/a Secondary Students

Name of Members	Role
Cara Comstock	Principal
Martha Soria-Cervantez	Classroom Teacher
Miguel Heredia	Classroom Teacher
Cristina De Leon	Classroom Teacher
Cindy Perez	Other School Staff
Eliseo Mendez	Parent or Community Member
Daniela Moreno	Parent or Community Member
Gricet Renteria	Parent or Community Member
Lucia Aguilar	Parent or Community Member
Vanessa Villalobos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Leadership Team

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 15, 2020.

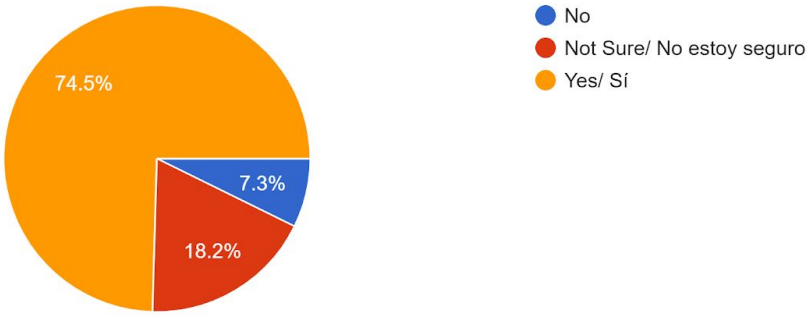
Attested:

Principal, Cara Comstock on
SSC Chairperson, Cindy Perez on

Parkview Parent Survey 2019-2020 Results

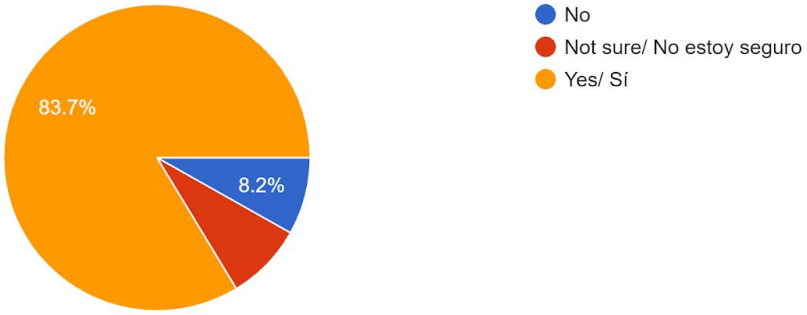
This school has high academic standards for all students.
Esta escuela tiene altos estándares académicos para todos los estudiantes

55 responses



Sé los estándares de nivel de grado que mi hijo debe cumplir este año.
I know the grade-level standards my child must meet this year.

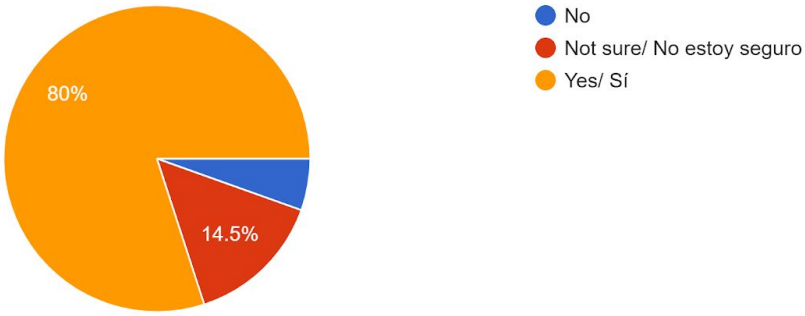
49 responses



Parkview Parent Survey 2019-2020 Results

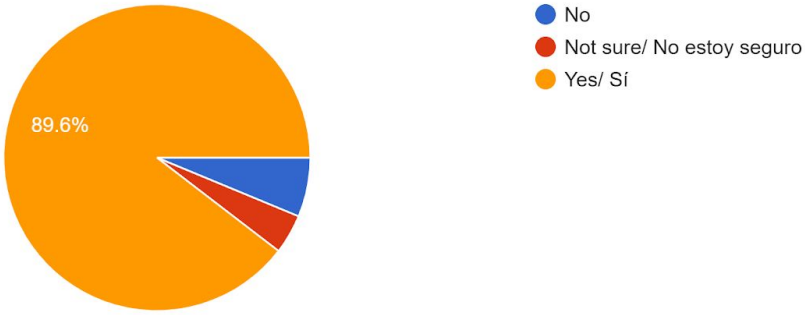
I understand how my child's academic progress will be graded.
Entiendo cómo se calificará el progreso académico de mi hijo.

55 responses



Padres son informados regularmente y a tiempo sobre el progreso académico de sus hijos.
Parents are informed regularly and timely about their child's academic progress.

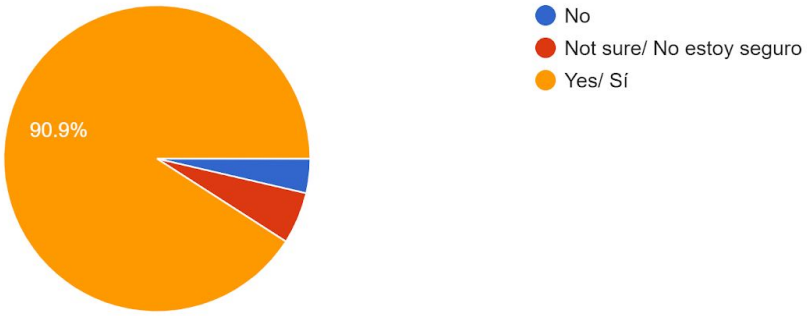
48 responses



Parkview Parent Survey 2019-2020 Results

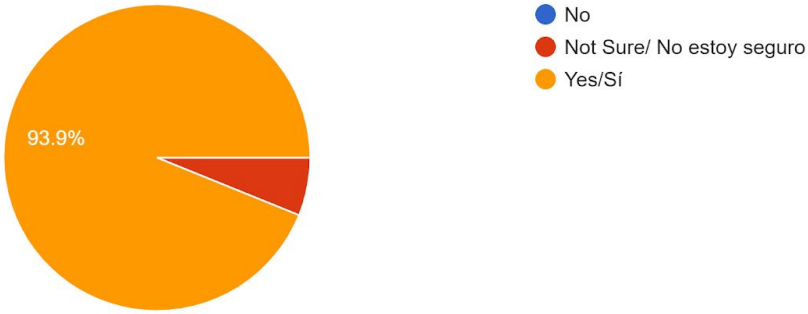
All students have an equal opportunity to learn. Todos los estudiantes tienen la misma oportunidad de aprender.

55 responses



Mi hijo está recibiendo una buena educación en esta escuela. My child is getting a good education at this school.

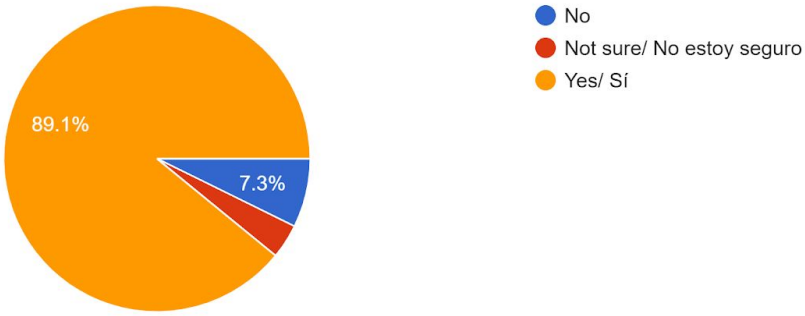
49 responses



Parkview Parent Survey 2019-2020 Results

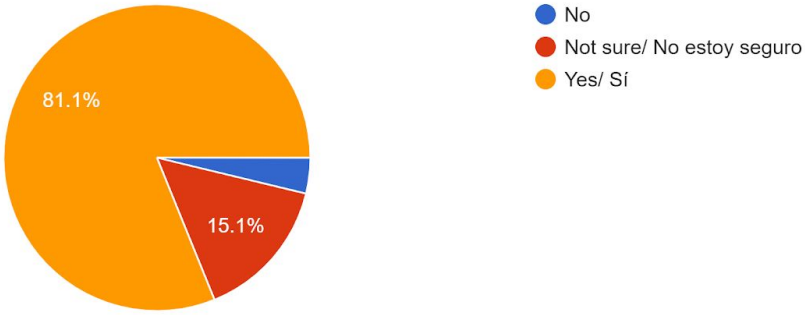
My child is making good progress in reading.
progreso en la lectura.
55 responses

Mi hijo está haciendo un buen



My child is making good progress in writing.
un buen progreso en la escritura
53 responses

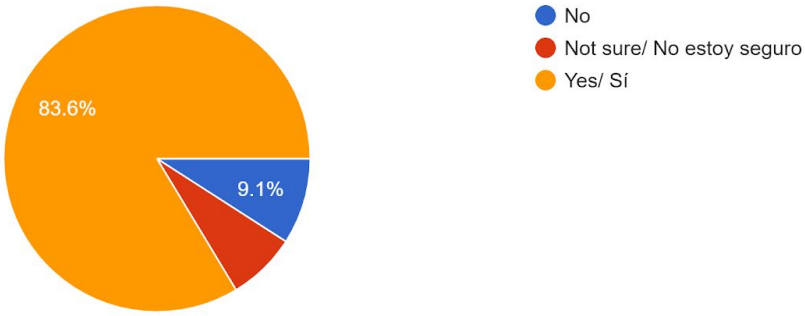
Mi hijo está haciendo



Parkview Parent Survey 2019-2020 Results

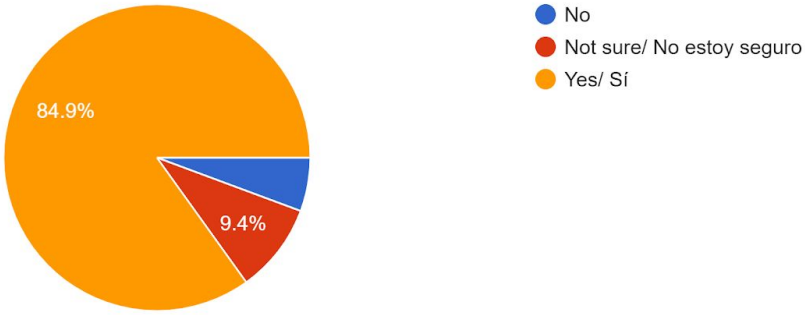
My child is making good progress in math. Mi hijo está haciendo un buen progreso en matemáticas.

55 responses



My child is making good progress in learning English. Mi hijo está haciendo un buen progreso en el aprendizaje del inglés

53 responses



School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
SUNKIST ELEMENTARY SCHOOL	56-72462-6055115	October 6, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Various stakeholder groups including whole staff, leadership team, SSC, ELAC, and PTA executive board provided input after reviewing student performance on state indicators on the California Dashboard, progress towards SPSA goals, and local assessment data. Progress was identified, as well as areas of improvement. Discussions took place on how to maintain and build on academic success.
These discussions allowed stakeholders to identify state indicators for which targeted student group performance was in the "orange" performance category as indicated by the 5X5. This helped determine the areas for improvement and helped guide discussions for improvement.
Finally, stakeholders identified student groups that were two or more performance levels below the "All Student" performance on the California School Dashboard state indicators. Steps to address these performance gaps were discussed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of our district's PLC collective commitments, the principal will conduct regular virtual classroom observations. All teachers have included the principal as a co-teacher in their Google Classroom or SeeSaw platforms. Principal joins class session, virtually and in person, to reinforce and monitor targeted areas in the plan. Formal observations will not be conducted this year due to distance learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures are also used to monitor student achievement and make adjustments to program. These measures include:

Standardized tests (CAASPP) Summative Assessments
English Language Proficiency Assessments for California (ELPAC)
Publisher themed assessments for Reading/Language Arts
ESGI Assessments
EnVisions Math Benchmark Tests
Chapter tests in all curricular areas
Running Records
Standards-based Report Cards
Accelerated Reader reports
Gifted and Talented Education screening
Transition criteria
Redesignation/Reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students are offered multiple opportunities to demonstrate their level of mastery in all core subject areas. At Sunkist Elementary School, it is understood that using only summative assessment measures does not provide a valid picture of what the student is capable of doing. Multiple assessments are administered throughout the year in all core subject areas to monitor student progress. These assessments include teacher tests, classroom observation, report card grades, district benchmark assessments, and results of standardized assessments.The results are analyzed and discussions are held to monitor individual student progress, modify instruction, evaluate the effectiveness of the instructional program, and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and appropriately assigned.
100% of Teachers are approved/certificated to teach English Learners.
Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology.
Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
Professional needs of staff have prompted other specialized training, such as Reading Wonders, Designated and Integrated ELD and UDL strategies, EnVisions math support.
Professional needs of staff in regards to distance learning have prompted specialized training in Google Classroom/ Zoom and SeeSaw platforms.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the District is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Our Leadership Team meets regularly to analyze data and student achievement in order to determine staff development needs. Annual “Power Standards” are selected each year by the Leadership Team to focus our efforts on identified academic areas in need of improvement. Considerable professional development has been conducted in the area of administering and analyzing student performance assessment instruments. Staff development is scheduled on District buy-back days with rigorous Science Curriculum, Writing Development, and English Language Development. Tuesday staff meetings and weekly grade level meetings are focusing on reading data and providing instruction and targeted intervention according to the data results. Staff development trainers are national, county and district- recognized experts.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District English Learner Support Teachers (ELST) are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. In person and virtual classroom observations occur regularly to provide feedback and support to teachers on a continual basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet virtually at a regularly scheduled time to collaborate throughout the year. Teachers will plan and reflect on lessons in order to strengthen instruction. Teachers will collaborate and plan for instructional alignment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the State and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standards-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Weekly grade level meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Hueneme School District adhere to or exceed the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in the Hueneme School District provide for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:

Curricular Area District Curriculum
Reading/Language Arts: Language Arts Wonders by MacMillan, McGraw-Hill (K-5)
English Language Development: ELL ELD Wonders by MacMillan, McGraw Hill (K-5)
Mathematics: EnVisions Mathematics Pearson
History/Social Science:
Science:Houghton Mifflin (K-5)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As part of the regular program at our site, underperforming students participate in Accelerated Reader, Success Maker computer software programs, English Language Development, transition reading instruction, Corrective Reading, Reading Mastery, Language for Learning, Language for Thinking, Language for Writing, and cross-age tutoring as needed. Additionally curriculum differentiation through reading and math groups allows students greater success in the curriculum.

Evidence-based educational practices to raise student achievement

All staff have been trained in research based Daily 5/CAFE strategies, Lucy Calkins Writers Workshop Model, designated ELD and integrated ELD, and instructional educational practices to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:
The School Site Council (SSC)/ District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Parent-Teacher Association (PTA)
Parent Advisory Committee (PAC) for Migrant parents
Clinicas de Camino Real (Haycox campus)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
City Corps
District curriculum committees
District Leadership Team
Parent Expectations Support Achievement (PESA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Student achievement is influenced but not dictated by the high poverty rate, parent illiteracy, underemployment, or on the other extreme, parents that work long hours resulting in low parent involvement. School Site Council and English Language Advisory Committee members are comprised of parents, classroom teachers, and other school personnel in the planning, implementation and evaluation of the School Plan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students. After School Education and Safety (ASES) funds provide an extended learning day for students to receive homework support and instruction in social-emotional learning skill sets, physical movement and enrichment. Title I funds provide a library clerk to operate and manage the school library to support all students with access to books that assist them in meeting the English Language Arts standards. Title III funds are used to extend English Language Development and academic tutorials for English Learners. Our site also provides parent education using Title I, Part A Parent Education funds, to empower parents to work with their children using the Parent Expectations Support Achievement (PESA) strategies.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

Stakeholder groups meet regularly throughout the year to discuss and analyze data, provide input, update, and monitor/evaluate SPSA.

Faculty at Large:
The faculty met virtually on September 22, 2020 and October 6, 2020 to review data. An analysis of data was conducted to drive goal development for this year's School Plan for Student Achievement (SPSA). Input from this meeting was provided to the SSC that same evening, October 6, 2020. Future meetings are scheduled on November 3, 2020, December 8, 2020, January 5 and 19, 2021, February 2 and 16, 2021, March 2 and 16, 2021, April 20, 2021, May 4 and 18, 2021, and June 8, 2021.

Faculty Leadership Team:
The site Leadership Team met virtually on September 29, 2020 to review student data and to discuss goals for this year's SPSA. Input from this meeting was presented to SSC on October 6, 2020. Future meetings are scheduled on October 27, 2020, December 1, 2020, January 26, 2021, February 23, 2021, March 23, 2021, April 27, 2021, and May 25, 2021.

English Learner Advisory Committee (ELAC):
This committee met virtually on September 29, 2020. Parents were invited to attend by SMS message, postings on campus, and postings on school website. This meeting discussed the SPSA in-depth and parents provided input in regards to English Learner progress. Feedback received at the September 29th meeting was included in the School Site Council (SSC) meeting held on

October 6, 2020. . Future meetings are scheduled on December 1, 2020, February 23, 2021, and April 27, 2021 to share the progress and monitoring of goals and activities in the 2020-2021 SPSA.

School Site Council (SSC):
This committee met virtually on October 6, 2020 to review input from numerous stakeholders including parents, faculty, and ELAC. Parents were invited to attend by SMS messages, postings on campus, and postings on school website. SSC conducted an annual review of the SPSA and participated in analyzing data and evaluating strategies that were effective. SSC members developed the final SPSA to submit for approval by the Board of Education. Future meetings are scheduled on November 17, 2020, January 12, 2021, March 9, 2021, and May 18, 2021.

Parent Teacher Association (PTA) Executive Board:
The PTA Executive Board met virtually on September 14, 2020 and October 12, 2020. Parents were invited to attend by email/Zoom. These meetings discussed the SPSA and received input from the parents in attendance each afternoon. Future meetings are scheduled on October 12, 2020, November 9, 2020, December 14, 2020, January 11, 2021, February 8, 2021, March 8, 2021, April 19, 2021, and May10, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Sunkist School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	0.31%	0.34%	0.17%	2	2	1
African American	0.31%	%	0%	2		0
Asian	0.15%	0.17%	0.17%	1	1	1
Filipino	0.77%	0.85%	0.7%	5	5	4
Hispanic/Latino	94.47%	95.06%	94.59%	615	558	542
Pacific Islander	0.15%	0.17%	0.35%	1	1	2
White	2.30%	2.04%	2.97%	15	12	17
Multiple/No Response	0.15%	%	1.05%	1		0
			Total Enrollment	651	587	573

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	88	98
Grade 1	116	97	79
Grade 2	95	110	99
Grade3	96	94	106
Grade 4	110	94	99
Grade 5	125	104	92
Total Enrollment	651	587	573

Conclusions based on this data:

1. Our student enrollment has decreased over the past few years due to various reasons
2. Our student population has remained fairly constant over the last few years, with our HIspanic/Latino student group being our largest enrollment group
3. Grade level student enrollment has remained fairly constant

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	359	347	311	55.1%	59.1%	54.3%
Fluent English Proficient (FEP)	101	80	101	15.5%	13.6%	17.6%
Reclassified Fluent English Proficient (RFEP)	96	35	65	22.6%	9.7%	18.7%

Conclusions based on this data:

1. Our number of English Learners has decreased over the last few years
2. Our number of Fluent English Proficient students decreased from 17-18 to 18-19, but regained the difference during the 19-20 school year
3. The percentage of Reclassified Fluent English Proficient students declined in 18-19 to 9.7%, but in 19-20 the percent of students reclassified improved to 18.7%. Possible factors that influenced this increase are the implementation of school-wide ELD strategies (designated and integrated ELD) specifically aimed at assisting our EL students in developing speaking and listening skills

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			% of Enrolled Students		
	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	106	94	93	106	94	93	106	94	93	100	100	100
Grade 4	131	108	93	130	107	93	130	107	93	99.2	99.1	100
Grade 5	130	119	103	125	118	102	125	118	102	96.2	99.2	99
All	367	321	289	361	319	288	361	319	288	98.4	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2423.	2391.	2420.	22.64	15.96	15.05	20.75	13.83	29.03	35.85	31.91	33.33	20.75	38.30	22.58
Grade 4	2417.	2426.	2434.	7.69	14.02	13.98	16.92	24.30	19.35	25.38	18.69	22.58	50.00	42.99	44.09
Grade 5	2450.	2462.	2488.	7.20	4.24	19.61	17.60	34.75	24.51	32.00	21.19	26.47	43.20	39.83	29.41
All Grades	N/A	N/A	N/A	11.91	10.97	16.32	18.28	25.08	24.31	30.75	23.51	27.43	39.06	40.44	31.94

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	20.75	17.02	17.20	43.40	44.68	56.99	35.85	38.30	25.81
Grade 4	9.23	14.95	16.13	49.23	46.73	47.31	41.54	38.32	36.56
Grade 5	11.20	16.10	22.55	45.60	50.00	53.92	43.20	33.90	23.53
All Grades	13.30	15.99	18.75	46.26	47.34	52.78	40.44	36.68	28.47

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	20.75	9.57	16.13	50.00	47.87	58.06	29.25	42.55	25.81
Grade 4	6.92	14.02	8.60	44.62	39.25	54.84	48.46	46.73	36.56
Grade 5	10.40	10.17	18.63	49.60	47.46	46.08	40.00	42.37	35.29
All Grades	12.19	11.29	14.58	47.92	44.83	52.78	39.89	43.89	32.64

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	18.87	14.89	15.05	63.21	63.83	70.97	17.92	21.28	13.98
Grade 4	6.15	12.15	12.90	61.54	58.88	66.67	32.31	28.97	20.43
Grade 5	9.60	6.78	14.71	60.80	64.41	64.71	29.60	28.81	20.59
All Grades	11.08	10.97	14.24	61.77	62.38	67.36	27.15	26.65	18.40

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	28.30	19.15	11.83	54.72	44.68	68.82	16.98	36.17	19.35
Grade 4	12.31	14.95	9.68	50.77	47.66	53.76	36.92	37.38	36.56
Grade 5	12.00	11.02	21.57	44.80	53.39	49.02	43.20	35.59	29.41
All Grades	16.90	14.73	14.58	49.86	48.90	56.94	33.24	36.36	28.47

Conclusions based on this data:

1. There has been a significant increase in achievement in 5th grade, with 44.12% of students having Met or Exceeded Standard. Grade 3 also demonstrated improvement with 44.08% of students having Met or Exceeded Standard. Grade 4 declined in regards to the 2017-2018 scores (33.33% Met or Exceeded Standards) but are still higher than the 2016-2017 scores (24.61%).
2. The number of students scoring Below Standard in the areas of Reading, Writing, and Listening have decreased significantly.
3. Grades 3 and 5 students who Met or Exceeded Standard in the area of Research/Inquiry increased significantly to 80.65% and 70.59% respectively.

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			% of Enrolled Students		
	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	106	94	93	106	94	93	106	94	93	100	100	100
Grade 4	131	108	93	130	107	93	130	107	93	99.2	99.1	100
Grade 5	130	119	103	129	119	102	129	119	102	99.2	100	99
All	367	321	289	365	320	288	365	320	288	99.5	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2435.	2410.	2429.	16.04	5.32	10.75	33.02	38.30	39.78	32.08	21.28	26.88	18.87	35.11	22.58
Grade 4	2427.	2426.	2428.	3.08	5.61	2.15	15.38	13.08	17.20	40.77	42.06	41.94	40.77	39.25	38.71
Grade 5	2443.	2450.	2465.	4.65	1.68	7.84	10.85	6.72	13.73	27.13	46.22	38.24	57.36	45.38	40.20
All Grades	N/A	N/A	N/A	7.40	4.06	6.94	18.90	18.13	23.26	33.42	37.50	35.76	40.27	40.31	34.03

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	32.08	20.21	30.11	45.28	38.30	39.78	22.64	41.49	30.11
Grade 4	6.92	10.28	5.38	34.62	29.91	33.33	58.46	59.81	61.29
Grade 5	9.30	4.20	16.67	27.91	32.77	32.35	62.79	63.03	50.98
All Grades	15.07	10.94	17.36	35.34	33.44	35.07	49.59	55.63	47.57

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	22.64	14.89	10.75	50.94	44.68	62.37	26.42	40.43	26.88
Grade 4	6.92	6.54	3.23	43.08	52.34	50.54	50.00	41.12	46.24
Grade 5	5.43	2.52	9.80	36.43	43.70	41.18	58.14	53.78	49.02
All Grades	10.96	7.50	7.99	43.01	46.88	51.04	46.03	45.63	40.97

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	29.25	18.09	17.20	53.77	56.38	60.22	16.98	25.53	22.58
Grade 4	7.69	9.35	7.53	46.15	47.66	37.63	46.15	42.99	54.84
Grade 5	4.65	1.68	7.84	31.01	53.78	52.94	64.34	44.54	39.22
All Grades	12.88	9.06	10.76	43.01	52.50	50.35	44.11	38.44	38.89

Conclusions based on this data:

1. There has been an increase in achievement in all grades, with 50.53% of 3rd grade students having Met or Exceeded Standard, 19.35% of 4th grade students having Met or Exceeded Standard, and 21.57% of 5th grade students having Met or Exceeded Standard.
2. All grade levels significantly improved in the area of Concept and Procedures, with a 52.43% of students performing at Met or Near Standard.
3. There has been a significant increase in 5th grade for students having Met or Exceeded Standards, from 8.4% in 2017-2018 to 30.02% in 2018-2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1404.9	1416.0	1413.8	1423.9	1384.1	1397.1	80	63
Grade 1	1450.7	1438.9	1453.3	1446.6	1447.5	1430.8	81	67
Grade 2	1475.2	1479.4	1469.5	1472.5	1480.3	1485.8	57	59
Grade 3	1483.8	1484.5	1467.9	1472.2	1499.5	1496.2	43	37
Grade 4	1488.9	1517.0	1472.6	1512.2	1504.7	1521.2	40	39
Grade 5	1512.0	1529.9	1498.1	1505.8	1525.5	1553.6	31	34
All Grades							332	299

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	16.25	9.52	28.75	28.57	32.50	49.21	22.50	12.70	80	63
1	27.16	5.97	43.21	25.37	*	46.27	18.52	22.39	81	67
2	45.61	8.47	33.33	49.15	*	37.29	*	5.08	57	59
3	*	2.70	37.21	43.24	32.56	40.54	*	13.51	43	37
4	*	17.95	50.00	48.72	*	23.08	27.50	10.26	40	39
5	*	20.59	48.39	41.18	*	35.29	*	2.94	31	34
All Grades	22.89	10.03	38.55	37.79	19.88	40.13	18.67	12.04	332	299

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	21.25	14.29	30.00	31.75	28.75	39.68	20.00	14.29	80	63
1	45.68	13.43	32.10	32.84	*	34.33	13.58	19.40	81	67
2	49.12	11.86	33.33	59.32	*	23.73	*	5.08	57	59
3	*	24.32	27.91	29.73	34.88	21.62	*	24.32	43	37
4	*	43.59	42.50	38.46	*	12.82	*	5.13	40	39
5	48.39	35.29	35.48	38.24	*	17.65	*	8.82	31	34
All Grades	34.34	21.07	32.83	38.80	17.47	27.09	15.36	13.04	332	299

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	*	4.76	17.50	28.57	56.25	50.79	17.50	15.87	80	63
1	25.93	1.49	27.16	20.90	27.16	43.28	19.75	34.33	81	67
2	36.84	8.47	38.60	37.29	*	40.68	*	13.56	57	59
3	*	0.00	32.56	43.24	34.88	40.54	27.91	16.22	43	37
4	*	12.82	35.00	30.77	37.50	41.03	*	15.38	40	39
5	*	14.71	41.94	32.35	*	50.00	*	2.94	31	34
All Grades	17.47	6.35	29.82	31.10	33.43	44.48	19.28	18.06	332	299

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	53.75	11.11	30.00	79.37	16.25	9.52	80	63
1	66.67	31.34	23.46	53.73	*	14.93	81	67
2	70.18	40.68	26.32	57.63	*	1.69	57	59
3	32.56	8.11	55.81	78.38	*	13.51	43	37
4	*	43.59	60.00	51.28	*	5.13	40	39
5	45.16	8.82	45.16	82.35	*	8.82	31	34
All Grades	52.41	25.08	36.14	65.89	11.45	9.03	332	299

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	18.75	20.63	42.50	47.62	38.75	31.75	80	63
1	35.80	11.94	44.44	56.72	19.75	31.34	81	67
2	42.11	3.39	40.35	86.44	*	10.17	57	59
3	*	27.03	30.23	48.65	46.51	24.32	43	37
4	30.00	43.59	42.50	48.72	27.50	7.69	40	39
5	51.61	64.71	38.71	23.53	*	11.76	31	34
All Grades	31.93	24.08	40.66	54.85	27.41	21.07	332	299

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	*	3.17	71.25	85.71	23.75	11.11	80	63
1	38.27	16.42	41.98	46.27	19.75	37.31	81	67
2	42.11	11.86	47.37	79.66	*	8.47	57	59
3	*	0.00	67.44	72.97	25.58	27.03	43	37
4	*	10.26	65.00	69.23	32.50	20.51	40	39
5	*	26.47	64.52	70.59	*	2.94	31	34
All Grades	21.08	11.04	58.13	70.23	20.78	18.73	332	299

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	37.50	34.92	47.50	44.44	15.00	20.63	80	63
1	18.52	0.00	64.20	53.73	17.28	46.27	81	67
2	19.30	8.47	64.91	69.49	*	22.03	57	59
3	*	5.41	62.79	89.19	25.58	5.41	43	37
4	*	17.95	72.50	69.23	*	12.82	40	39
5	35.48	5.88	54.84	91.18	*	2.94	31	34
All Grades	23.49	12.71	60.24	65.55	16.27	21.74	332	299

Conclusions based on this data:

1. Of the 347 students tested, 47.82% of students scored in Level 3 and Level 4 on this assessment.
2. Our highest concentration of students scored in Level 2 and Level 3.
3. Students are making the most progress in the domains of Listening and Speaking.

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**
587	**83.8**	**59.1**	**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	347	59.1
Foster Youth	1	0.2
Socioeconomically Disadvantaged	492	83.8
Students with Disabilities	49	8.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	2	0.3
Asian	1	0.2
Filipino	5	0.9
Hispanic	558	95.1
Two or More Races	8	1.4
Pacific Islander	1	0.2
White	12	2.0

Conclusions based on this data:

1. The majority of our students are categorized as socioeconomically disadvantaged and qualify for the free lunch program
2. There continues to be a decrease overall in student population, from 651 to 587; there has been an increase in our EL population from 55.1% to 59.1%.
3. Our largest student group continues to be our Hispanic population of students

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. Student achievement improved in the area of mathematics from orange to yellow
2. Student achievement improved in the area of language from orange to yellow
3. Chronic Absenteeism increased from orange to yellow

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
19.9 points below standard	28.8 points below standard	0 Students
Increased Significantly ++22 points 284	Increased Significantly ++20.5 points 200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0 Students	23.1 points below standard	92.5 points below standard
	Increased Significantly ++25.7 points 237	Increased Significantly ++37.5 points 35

2019 Fall Dashboard English Language Arts Performance 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 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 22.4 points below standard Increased Significantly ++21.6 points 269	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 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
85.7 points below standard Increased Significantly ++21.8 points 92	19.6 points above standard Increased ++14.5 points 108	3.5 points below standard Increased Significantly ++25.8 points 79

Conclusions based on this data:

1. Our English Learners performance increased significantly from 50 points below standard (Level orange) to 28.8 points below standard (Level Yellow).
2. Our Students with Disabilities performance increased significantly from 129.2 points below standard (Level Red) to 92.5 points below standard (Level Orange).
3. Both our current English Learner population and our Reclassified English Learner populations' performance increased significantly by 21.8 points and increased by 14.5 points, respectively.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

All Students	English Learners	Foster Youth
Yellow	Yellow	
41.6 points below standard	43.5 points below standard	
Increased ++13.6 points	Increased ++11.1 points	
284	200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	43 points below standard	100 points below standard
	Increased Significantly ++16.9 points	Increased ++11.9 points
	237	35

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	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 42.9 points below standard Increased ++13.6 points 269	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 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
82.2 points below standard Increased ++7.1 points 92	10.4 points below standard Increased ++11.6 points 108	42 points below standard Increased Significantly ++16 points 79

Conclusions based on this data:

1. All of our student groups increased their achievement in mathematics according to 18-19 data
2. Our socioeconomically disadvantaged students and our English only students increased significantly in 18-19 by 16.9 and 16 points respectively
3. Our students with disabilities increased in 18-19 as well, however they are still in the orange level at 100 points below standard

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.2 making progress towards English language proficiency
Number of EL Students: 232
Performance Level: Medium

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
15.0	32.7	0.8	51.2

Conclusions based on this data:

1. Even though our EL performance level is medium, the majority of our EL students have progressed at least one ELPI level (52.2 %)
2. Of the remaining English Learners, the 33% maintained their EL levels
3. 15% of our ELs decreased one level

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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
Yellow	Yellow	No Performance Color
3.2	3.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.9	Increased +2.1	3
599	349	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.2	7.8
0	Increased +0.9	Increased +4.5
	505	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	2	1	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
3.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +1.1	8	1	Declined -6.7
566			16

Conclusions based on this data:

1. Our students with disabilities rate of chronic absenteeism increased 4.5%; Dropped from a Level Blue to Level Orange
2. Our English Learner population rate of chronic absenteeism increased 2.1%; Dropped from a Level Blue to Level Yellow
3. We need to work on attendance recovery and increase student motivation to attend school

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not 3
Declined Significantly -1.5	Declined Significantly -1.4	
612	356	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Blue
	0	0
	Declined Significantly -1.7	Declined -1.6
	514	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Declined Significantly -1.6 578	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Maintained 0 17

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	0

Conclusions based on this data:

1. Suspensions for all student groups declined significantly; All groups were in Level Green and are now in Level Blue

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

All students will increase 3 points or more in status on the English Language Arts Indicator on the California School Dashboard from current status of -19.9 points from the average distance from the Standard (fall 2019). This goal aligns to the LCAP Goal #1: Increase academic achievement of all students.

Identified Need

In analyzing the English Language Arts Assessment Report in the California School Dashboard, Sunkist students' performed in the Yellow section of the 5 point meter system. The following colors are listed highest to lowest for where the school should fall in line: Blue, Green, Yellow, Orange and Red. Sunkist increased significantly, 22 points, from the fall 2018 CAASPP scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The measure of how far all students are from the Standard for meeting the Smarter Balanced performance level in Language Arts (California School Dashboard).	All Students: -19.9 points below Standard Low Income pupils -23.1 points below Standard English Learners: -28.8 points below Standard Students with Disabilities: -92.5 below Standard	All Students: Increase of 3 points Low Income pupils: Increase of 7 points English Learners: Increase of 7 points Students with Disablities: Increase of 7 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum & Instruction

Program Structure:

Teachers will continue to develop Integrated Theme Units using the Common Core State Standards and using our Wonders/Maravillas program as a resource guide with the other subject areas for Science, Social Studies and Writing.

Teacher Collaboration:
Teachers in grades 1-5 will be given time to collaborate during the school day virtually and/or on site as well as Labsite visits district wide.

Multi-Tiered System of Support (MTSS):
Sunkist will be working with district support to continue our MTSS model that we started a few years ago, with county support, and will now be looking at interventions needed in the areas of academics as well as social and emotional.
Panorama will be implemented to identify SEL needs of students so counselors can create interventions to address student needs.

Social Emotional Learning (SEL):
Sunkist has been chosen to participate in a research based SEL program called "RESET". We will be working with California State University Channel Islands (CSUCI). Teachers that particpate need to be committed to 7 minutes a day of "mindfulness". Teachers and any staff member that would like to particpate will be trained to use the skills needed for this program. We are so implemented "Loving Solutions" a 10 week parent class as well as a school wide "My Body Belongs to Me". This program works with students, teachers and parents. Teachers are also using Second Step to provide SEL support for students.

Progress Monitoring, Assessments, and Intervention:
Each grade level will select assessments to be used to monitor academic progress throughout the school year. Teachers will also continue using research based intervention tools to help in the regular ed classroom.

Kindergarten and 1st grade students:
Benchmark Assessments, Progress Monitoring, & Intervention Tools
Teachers in grades K and 1 will use the ESGI program to help assess students through out the year. The teachers will be able to monitor each students progress and make groupings according for school time intervention as well as interventions outside of the school day

Library:
In order for the library to be open the entire school day to benefit all students, Sunkist uses Title 1 money to help support the librarian's salary.

Technology based tools:
All students were provided with technology to access distance learning; K-2 students were given an IPad, and 3-5 grade students were given a chromebook
In grades 3-5, Teachers will use Common Core Assessments using Moby Max and designing assessments to meet the needs of the CC taught for each Trimester.
In grades 3-5, Teachers will use CAASPP Interim Assessments to help students stay on pace for the CAASPP test in Spring of 2020
In grades 3-5, Teachers will be able to use NEWSELA to design lessons using higher level thinking skills and guiding questions using the 4 levels of Depth of Knowledge. (DOK)
In grades TK-2, Teachers will use Moby Max, Starfall, Reading A-Z, and Scholastic News.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,989	Title I 2000-2999: Classified Personnel Salaries
2,170	Title I 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

100 Students in Grades K-5

Strategy/Activity

ASES Program-extended learning day program for up to 100 students identified as at risk or academically deficient in language arts, math and/or language development with priority for foster youth and homeless students.
District Site Coordinator
a. City Corps. Staff/ASES Instructors
b. Site Coordinator Stipend
c. Supplies and Materials
d. Consultants/Professional learning
e Strategic Interventions

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures City Corps. Staff
7,727	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries Site Coordinator Stipend
6,000	After School and Education Safety (ASES)

	5800: Professional/Consulting Services And Operating Expenditures Professional Learning
6,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies Supplies and materials
4,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures Instructional Support
7,843	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Strategic Interventions
5,883	Title I 2000-2999: Classified Personnel Salaries Site Coordinator stipend

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement:.

The school counselor will conduct and arrange a variety of meetings for parents to learn how to best support their children at home with virtual learning. Included are Positive Parenting Program (Triple P) classes, Parent Project using "Loving Solutions" for the elementary level, My Body Belongs to Me, ELAC, and Parent Outreach classes. The English Learner Support Teacher (ELST) will also be providing classes for parents in grades K-5.

ELST

- Will meet with parents to explain reclassification criteria, ELPAC, and ELPAC Score Sheet
- Counselor and principal will conduct and arrange a variety of meetings for parents to learn how to best support their children at home. Using the 10 week "Loving Solutions" program, Triple P and Parent Outreach classes as well as ELAC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,035	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strive to increase attendance to 97% or more to ensure that students are in school to acquire core curriculum. Attendance will be monitored monthly through Q reports.Once we are able to return to face-to-face instruction we will offer a Saturday School Academy, incentives for perfect attendance monthly and each trimester, and classroom awards for best monthly percentage. Teachers will inform families of attendance expectations at Back to School Night and during parent conferences. Principal will regularly remind families about attendance expectations and conduct home visits regularly. Teachers will conference with students and parents when a child's attendance is of concern.
Principal will send Attendance Watch letters and other HESD Attendance letters to parents of children with excessive absences, tardies, or leaving school early. Principal will meet with parents to explain SARB process and to improve students' attendance. Students with perfect attendance will be recognized each Trimester. The school Nurse will contact families when a medical need prohibits students from attending school and will make arrangements for a "Home Teacher" when warranted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
774	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Sunkist 1st grade teachers were trained in guided reading techniques as well as the Daily 5 and CAFE. Materials were purchased to help support them with their guided reading groups. The teachers in grades 3-5 were trained in Claim, Evidence and Reasoning (CER) in the areas of Language Arts and Math and utilized the techniques learned in their classrooms. Teachers applied the CER techniques to their lessons and implemented ELA with fidelity, as well as provided targeted intervention. These strategies, we believe, contributed to ELA scores increasing significantly. There is no spring 2020 CAASPP data available, as the test was cancelled due to the COVID-19 pandemic and school closure, so there is no way to determine if goal 1 was met in the 2019-20 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 schools were closed on March 16, 2020. State testing did not occur during the spring and no new CAASPP data is available. Effectiveness was measured through local measures in each grade level.

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.

After reviewing the 2018-2019 data, our targeted groups all increased, some significantly, in the percentage of students meeting or exceeding standards, as measured by CAASPP. Sunkist will continue the strategies identified in activity 1 on this page, which include additional teacher professional development and collaboration/PLC time, as it relates to distance learning. Teachers will implement progress monitoring strategies and assessment and use data analysis to target ELA instruction based on student need.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics

Goal 2

All students will increase 3 points or more in status on Mathematics Indicator on the California School Dashboard from current status of -41.6 points from the Standard (fall 2019). This goal aligns to LCAP Goal #1: Increase academic achievement for all students.

Identified Need

As evidenced by CAASPP data Students made progress towards meeting or exceeding standards in mathematics. Further growth is needed by all student groups in the area of math. The academic achievement of students with disabilities, English Learners, and socioeconomically disadvantaged students continues to be an area of concern and therefore will remain a focus for the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of all students scoring Standards Met or Exceeded on the CAASPP Summative Assessment in Mathematics (California School Dashboard)	All Students: -41.6 points below the Standard Socioeconomically Disadvantaged Students: -43 points below the Standard English Learners:-43.5 points points below the Standard Students with Disabilities: -100 points below the Standard	All Students: Increase of 5 points Low Income Pupils: Increase of 7 points English Learners: Increase of 7 points Students with Disabilities: Increase of 7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-5 Comprehensive Math Curriculum Alignment

Teachers will develop a thorough K-5 math program curriculum to define which CCSS will be taught each trimester. All grade levels will fully implement the EnVision curriculum, the standards based board adopted curriculum for core and supplemental instructional materials

Teacher Collaboration, K-5
All teachers will be given time to collaborate, both with and across grade levels. Lateral and vertical communication will allow teachers to plan curriculum backwards, or with end-goals in mind.

Multi-Tiered System of Support (MTSS)
Grade levels will collaborate to identify students in need of academic intervention, and teachers will deliver tiered, differentiated instruction in their classrooms. Each teacher will build a schedule in order for students to receive targeted, explicit interventions by general education teachers. The MTSS model calls for strong first teaching for all students, as well as differentiated instruction. Panorama will be implemented to identify SEL needs of students so counselors can create interventions to address student needs.

Progress Monitoring, Assessments, and Intervention/ Each grade level will select assessments to be used to monitor academic progress throughout the school year. Teachers will also identify research-based intervention tools to be used by the teacher in the classroom when students are not meeting CCSS.

Teaching Strategies
Core, Whole Group Instruction Teachers will deliver core, whole group instruction using a variety of strategies, including, but not limited to: Kagan techniques, depth and complexity icons, Think-Pair-Share activities, fluid grouping, oral prompts, scaffolding, the use of realia, and gradual release of academic performance (I do, we do, you do). Opportunities for student engagement and collaboration will be evident during whole group lessons, as well as student-centered activities that promote academic engagement, meaning that students will be given plenty of opportunities to speak during lessons (teacher/student speaking ratio will be targeted at 50:50). Other math strategies that can be used can come from www.fosteringmathpractices.com: Three Reads, Contemplate then Calculate, Capturing Quantities, Connecting Representations, and Recognizing Repetition.

Differentiated, Small Group Instruction
Students will be grouped in heterogenous and homogenous groups according to lesson goals. During small group instruction, teachers will deliver targeted intervention to address academic gaps. Teachers can also utilze their Common Core Standards Practice Workbook that is online with the CAASPP state testing. The other resource that can be used in small group instruction would be the EnVision "WorldScapes" books that are also online with the CAASPP state testing.

Assessment & Intervention
Consistent progress monitoring will be practiced by all teachers at Sunkist. Grade levels will determine which assessments will be used to ensure that students are meeting standards and goals. Teachers will work collaboratively to determine action when students do and do not make academic progress. Intervention and extension teaching will be delivered to students, as needed and identified by assessments. Teachers will report student progress with teachers in their grade level in addition to school administration, the academic intervention teacher, and the EL Support Teacher.

Benchmark Assessments, Progress Monitoring, & Intervention Tools
EnVision (Benchmarks)

All teachers will use the EnVision benchmark assessments three times per year.
Ongoing Progress Monitoring
All teachers will decide which tools will be used to monitor student learning, in between benchmark assessments. These assessments will be used during grade level collaboration meetings to guide instruction; identify students who are in need of Tier II interventions; and/or, students who need to be discussed during IPT meetings.
Intervention Tools
Grade levels will agree on what intervention materials shall be used when students are not making academic gains.
EasyCBM will be used by teachers to monitor student progress and guide math instruction.

Technology Tools:
Teachers will be able to use Prodigy, Reflex Math, Moby Max and ACC math for individual needs in the classroom.
Kindergarten, first, and second grade is using Happy Numbers as another supplemental math education program.
Xtramath is also being used to support instruction.
Khan Academy and Starfall also support our virtual learning platforms.

Duplicated funds from Goal #1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The math curriculum has been implemented with fidelity and teachers have received training in the Envisions math program. All students and all student groups exceeded the goal in spring 2019 CAASPP math indicator due to fidelity of implementation, use of claim, evidence, and reasoning, and grade level collaboration. There is no spring 2020 CAASPP data available due to COVID-19 school closures to determine goal 2 being met for the 2019-20 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 schools were closed on March 16, 2020. State testing did not occur during the spring so no new CAASPP data is available. Effectiveness was measured through local measures in each grade level

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.

We will adjust the goal to target more specific math strategies and interventions to support students, especially as it relates to distance learning as outlined in actions on this page. We will assess the alignment of our current math program with the CCSS. We will supplement the current math program with the strategies listed in activity 1, as well provide after school intervention for math (also noted in activity 1).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase at least one level on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percent of English Learner students making progress towards meeting proficiency on the English Language Proficiency Assessments for California (ELPAC) Overall will increase by 1.5% from spring 2019, where 52.2% of students moved towards proficiency. The goal is for students to increase to 53.7% in spring 2021. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

The 2018 baseline data reported that 22.9% of EL students scored Well Developed (level 4), 38.6% of EL students scored Moderately Developed (level 3), 19.9% of EL students scored Somewhat Developed (level 2), and 18.7% of EL students scored Beginning Stage (level 1). Spring 2019 ELPAC results show that EL overall progress towards meeting proficiency was 52.7%, highlighting the need to increase the percentage of students who are moving towards proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	52.2% of Sunkist's 232 English Learner students moved towards proficiency on ELPAC test as evidenced by spring 2019 scores.	In spring 2021, 53.7% of EL students will progress towards meeting proficiency of the ELPAC assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learner Students

Strategy/Activity

Program Structure:

Integrated ELD

Teachers will provide appropriate scaffolds to ELLs in all content areas throughout the school day Monday through Friday.

Materials

CA ELD Standards

Integrated Curriculum Plans

Designated ELD

Teachers will adhere to a school-wide ELD schedule in accordance to state law, which will protect 30 minutes twice a week during distance learning Students will be grouped by English Acquisition levels via ELPAC Score Sheet during this time

Materials

CA ELD Standards

Teacher created materials

District adopted curriculum

Research Based Practices

Teachers will use a variety of strategies and techniques to make content comprehensible during all lessons via appropriate scaffolding

GLAD training as well

Progress Monitoring:

ELST

will provide rosters for : ELPAC scores, student proficiency levels, ARLTELs and RFEP students

Will meet one-on-one or in group setting with students to clarify reclassification criteria and action plan for reaching criteria in the fall and spring

Teachers

Will decide which tools will be used to monitor students' English Language Development and will be used to guide instruction

Will re-group students based on ELD progress

Teacher Collaboration:

Teachers:

Will meet each trimester to discuss: student ELD progress, assessments, instructional practices, scaffolds, interventions, ELD curriculum and

Tasks: grouping students, discussing ELL needs at different ELPAC /ELD Levels, with ELST identifying students who may meet reclassification criteria

ELST

Provide PD for best practices for ELD instruction

Intervention and Support:

ELST

Provide Small group intervention to ARLTEL Students and Newcomers

Provide support to teachers in the area of English Language Development via training in ELL best practices and demonstration lessons

Bilingual Paraprofessionals

Provide in-class ELD Support in small group setting

Assist in testing for ELPAC

After school interventions (when in-person instructional model resumes)

Writing Support for ELPAC levels 1 and 2 students

Professional Development:

Teachers

Will attend District Level Professional Development

Bilingual Paraprofessionals

HESD ELPAC trainings for administration test, scoring and reporting

Family Engagement:

ELST

- Will meet with parents to explain reclassification criteria, ELPAC, and ELPAC Score Sheet
- Counselor and principal will conduct and arrange a variety of meetings for parents to learn how to best support their children at home. Using the 10 week "Loving Solutions" program, Triple P and Parent Outreach classes as well as ELAC meetings.

Yearly Assessment:

ELPAC

Students will be assessed every school year to determine current English Level Proficiency and yearly progress

LAT

Will meet to review ELL's reclassification criteria and RFEP students' Reviews

District Traveling Team

Will assist in testing for ELPAC in K-2

After School Program (ASES) - ELD activities provide EL students with daily opportunities to read, speak, listen and write

Duplicated funds from Goal #1 (ASES Strategic Intervention funds)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies and activities in the 2019-20 SPSA were implemented until March 13, 2020, when schools were closed due to COVID-19 pandemic. Teacher and master schedule were changed a few years ago to reflect designated ELD time for all grade levels. Grade levels have a protected time to provide designated ELD. All teachers have received professional development on how to integrate ELD through out the day in all curricular areas as well. There is no 2020 ELPAC data available to determine if goals were met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 schools were closed on March 16, 2020. The strategies and activities were not fully implemented as a result of the loss of a trimester of school. State testing did not occur during the spring so no new CAASPP data is available. ELPAC testing was also curtailed on this date.

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.

We will be adjusting the goal to target more specific academic oral language production by all EL students. We will assess the quality and quantity of academic discourse happening in designated and integrated ELD time. We believe this will support academic achievement and reclassification of long-term EL's mentioned in Goal 3 Activity 1.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$166,650.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,816.00
Title I Part A: Parent Involvement	$1,035.00

Subtotal of additional federal funds included for this school: $50,851.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $166,650.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	49,816.00
Title I Part A: Parent Involvement	1,035.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,878.00
2000-2999: Classified Personnel Salaries	54,599.00
4000-4999: Books And Supplies	8,944.00
5000-5999: Services And Other Operating Expenditures	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	7,843.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	7,727.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	10,000.00

2000-2999: Classified Personnel Salaries	Title I	46,872.00
4000-4999: Books And Supplies	Title I	2,944.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,035.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,650.00

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
Rossana Padilla	Principal
Jayne Robles	Classroom Teacher
Maria Naranjo	Classroom Teacher
Lalena Cekosky	Classroom Teacher
Dairy Mazariegos	Parent or Community Member
Kenya Ramirez Lopez	Parent or Community Member
David Carillo	Parent or Community Member
Susana Reyes	Other School Staff
Maria Martinez	Parent or Community Member
Elizabeth Guerrero	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 10/6/2020.

Attested:

Principal, Rossana Padilla on

SSC Chairperson, Jayne Robles on

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
FRED L. WILLIAMS ELEMENTARY SCHOOL	56-72462-6055057	October 27, 2020	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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 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 school 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from our parents, staff, students, and community informed us of three priorities for additional supplemental concentration support. 1. Ensuring all students have access to classes that prepare them for college and career. 2. Access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities. 3. Improve student achievement and outcomes. Supplemental materials will be provided to enhance English Language Development, mathematics instruction and science support. English Language Development will be enhanced through targeted ELD professional development. The on-site ELST (English Language Support Teacher) will provide this additional instructional support with an EL focus for all Williams staff; the focus will be the implementation and utilization of differentiated instructional practices, such as GLAD (Guided Language Acquisition Design) strategies, cooperative learning strategies and a language supportive classroom environment. Williams School will continue to implement UDL (Universal Design for Learning) through a comprehensive professional development model. The school will continue to provide intervention for students in need of both reading and mathematics. The school will also provide opportunities for support through the PBIS model in helping students to amend and improve their choices to meet behavioral expectations, in accordance with our school safety plan. Stakeholder engagement will continue to be one of our aims to bridge the home-school connection. Williams School stakeholder surveys continue to reflect a need for a continuation of additional nursing services, counseling, and supervision services.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of our district's PLC collective commitments, the principal conducted weekly walk-through observations to reinforce and monitor the targeted areas in the school plan. Formal observations were also conducted as part of the certificated personnel evaluation process. Observations revealed that teachers were implementing adopted district curriculum with fidelity to support the implementation of integrated units and end of unit authentic assessments. Certificated and classified staff were also observed differentiating instruction as well as using accommodations/strategies to best support student groups. (English learners, gifted and talented learners, and special educations students. Teachers and para support personnel were observed using technology to support in-person instruction and remote learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures, within district databases, are also used to monitor student achievement and make program changes. These measures include:
Standardized tests (CAASPP) Summative and Interim Assessments
English Language Proficiency Assessment for California (ELPAC)
Wonders Reading Unit Tests
Envisions Math Benchmark Tests
Running Records
Promotion-Retention criteria
Standards-based report cards
Accelerated Reader reports
Gifted and Talented Education screening
Chapter tests in all curricular areas
Transition criteria
English Learner redesignation/reclassification criteria

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To obtain accurate and valid measures of educational progress in order to modify and improve student achievement, Williams Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, district benchmark assessments, and results of standardized tests. Williams uses CAASPP interim and summative assessments, ELPAC, and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are fully qualified and appropriately credentialed for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:

- -All teachers are fully credentialed and appropriately assigned.
- -100% of teachers are approved/certificated to teach English Learners
- -Staff development topics align to new state standards in ELA, Math, ELD, NGSS, and Technology.
- -Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- -Professional needs of staff have prompted other specialized training (e.g., Reading Wonders, GLAD strategies, Designated and Integrated ELD and UDL strategies.)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Extensive staff development at our school and the district is provided to increase staff proficiency in knowledge and implementation of standards-based curriculum and assessment of student performance. Our Leadership Team meets regularly to analyze data and student achievement in order to determine staff development needs. Annual goals are selected each year by the Leadership Team and reviewed by School Site Council to focus our efforts on identified academic areas in need of improvement. Considerable professional development has been conducted in the area of administering and analyzing student performance assessment instruments. Staff development is scheduled on district buy-back days, Tuesday staff meetings and grade level meetings. Staff development trainers are national, county and district- recognized experts.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches are available for support throughout the year. Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal, occur regularly to provide feedback on a continual basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration:

- -Regularly scheduled time for teacher collaboration during grade level meetings and professional development blocks are scheduled on Fridays throughout the school year.
- -Teachers will plan and reflect on lessons in order to strengthen instruction.
- -Teachers will collaborate and plan for instructional alignment between grades with data from assessments (e.g., formative/summative assessments).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hueneme School District's core curriculum is based on standards, assessments and materials approved by the state and adopted by the Governing Board. District Content and Performance Standards are distributed annually to all parents at this site. The current curriculum is closely aligned to state and district frameworks. Student Progress Reports (trimester) are standard-based and effectively assess student progress towards mastery of standards. The core curriculum includes Language Arts, Mathematics, Science/Health, History/Social Science, Visual and Performing Arts, Physical Education, and English as a Second Language. Regular grade level meetings allow teachers to focus on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All schools in the Hueneme Elementary School District adhere to or exceed the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schools in the Hueneme Elementary School District provide for lesson pacing schedules and master schedule flexibility for sufficient numbers of intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials adopted by the District under the direction of the Governing Board are given to all student groups. They are:

Curricular Area / District Curriculum
Reading/Language Arts: Wonders by MacMillan, McGraw-Hill (TK-5)
English Language Development: ELL-ELD Wonders by MacMillan, McGraw Hill (TK-5)
Mathematics: EnVisions Mathematics , Savvas (K-5)
History/Social Studies: myWorld Interactive History, Savvas (K-5)
Science: Houghton Mifflin (K-5)
Visual and Performing Arts: Discover Art (K), Art Works (1-8)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All schools in the Hueneme Elementary School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

As part of the regular program at our site, under-performing students participate in Accelerated Reader, Reading A-Z Kids, English Language Development, guided reading in the classroom, Fountas and Pinnell reading interventions, receive Response to Intervention specialist services, Daily 5/CAFE, and after-school tutoring as needed. Additionally, differential instruction during reading and math (Universal Access Program) and RtI allow students greater success and increased access to the core curriculum.

Evidence-based educational practices to raise student achievement

All staff have been trained in research based Daily 5/CAFE strategies, Lucy Calkins Writers Workshop Model, designated ELD and integrated ELD, and instructional educational practices to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school utilizes a variety of family, district and community resources to assist students and their families. These include:
The School Site Council (SSC) / District Advisory Committee (DAC)
The English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC)
The GATE Parent Advisory Committee
The Parent-Teacher Association (PTA)
Parent Advisory Committee (PAC) for Migrant parents
Neighborhood for Learning (NFL) committees and preschools
Clinicas del Camino Real (Haycox campus)
Oxnard Public Library
Head Start
University Intern Program
School Attendance Review Board (SARB)
City Impact Services
SeaBee Navy Base volunteers
District curriculum committees
PESA Parent Education Program
School Counselor
District Leadership Team

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Student achievement is influenced but not dictated by: the high poverty rate, parent illiteracy, underemployment, or on the other extreme, parents that work long hours resulting in low parent involvement. Gang and criminal activity in the neighborhoods also affect student achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- -The Migrant Education program provides Saturday School academic instruction and English Language Development for Migrant students.
- -Title I monies fund after school tutorials, reading groups, English Language Development interventions and homework assistance.
- -Title II funds are used to improve teacher and principal quality through professional development and other activities and to provide low-income and minority students greater access to

effective teachers, principals, and other school leaders.

- -Title III funds are used to extend English Language Development and academic tutorials for English Learners.
- -Title IV funds are used to provide a well-rounded education for students with professional development for teachers in AVID, TIPS and PBIS.
- -ASES funds are used to provide an extended learning day to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment.
- -Our site also provides parent education to empower parents to work with their children.

Fiscal support (EPC)

The District provides each school site with a complete Title I and ASES budget. LCAP priorities from stakeholder feedback from parents, staff and students inform the district about services and programs that are then provided to each school using monies from LCFF, Title II, Title III and Title IV to support academic and intervention needs for students, for professional learning for staff and parent education.

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

Each year, our Williams staff along with input from our SSC and ELAC build a path and focus for our school for the upcoming year. This process helps us develop concrete, measurable objectives impacting student achievement and success, as well as to create goals and action plans that are essential to accomplishing our mission. In creating this focus, the team looks at multiple data points, such as enrollment trends, demographic data, Smarter Balance Assessments, CAASPP data, attendance, suspension and survey data. In order to respond to these issues, we conducted research to identify and develop key actions to be implemented over a three-year period addressing academics, student behavior, student engagement, and family and community engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section does not apply to Williams School at this time, as the school does not meet the Comprehensive Support and Improvement criteria.

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	%	%	0.16%			1
African American	%	0.49%	0.47%		3	3
Asian	0.61%	0.65%	0.63%	4	4	4
Filipino	8.64%	7.64%	7.1%	57	47	45
Hispanic/Latino	83.33%	84.23%	86.12%	550	518	546
Pacific Islander	0.30%	%	0%	2		0
White	1.36%	1.46%	1.42%	9	9	9
Multiple/No Response	%	%	4.1%			0
			Total Enrollment	660	615	634

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	127	123	131
Grade 1	100	106	96
Grade 2	117	101	110
Grade3	102	104	97
Grade 4	90	99	100
Grade 5	124	82	100
Total Enrollment	660	615	634

Conclusions based on this data:

1. Williams enrollment has decreased slightly over the last couple of years; some families have moved away from the community to areas with a lower cost of living, either out of state or out of the county.
2. Our student enrollment is predominantly comprised of Latino students and has consistently been so over the last few years, with 53.2% of students being classified as English Learners.
3. Student enrollment took a slight dip in 2018-19, but we made some gains in enrollment during the 2019-20 school year.

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	356	327	316	53.9%	53.2%	49.8%
Fluent English Proficient (FEP)	105	93	125	15.9%	15.1%	19.7%
Reclassified Fluent English Proficient (RFEP)	70	41	62	19.1%	11.5%	19.0%

Conclusions based on this data:

1. We increased the percent of RFEP reclassified at our site.
2. Our English Learners student group continues to struggle with state standardized testing.
3. Based on the percentage of EL students (49.8%), we are implementing strategies and supporting current ones that will be aimed at specifically assisting our EL students in developing speaking and listening skills. Such strategies include having a school-wide designated ELD time for each grade level and using integrated ELD throughout the day.

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			% of Enrolled Students		
	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	90	103	103	88	102	101	88	102	101	97.8	99	98.1
Grade 4	126	88	100	124	88	99	124	88	97	98.4	100	99
Grade 5	84	121	82	84	121	82	84	121	82	100	100	100
All	300	312	285	296	311	282	296	311	280	98.7	99.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2374.	2392.	2372.	11.36	10.78	8.91	13.64	21.57	17.82	25.00	30.39	20.79	50.00	37.25	52.48
Grade 4	2444.	2437.	2439.	15.32	19.32	15.46	16.94	20.45	22.68	26.61	13.64	26.80	41.13	46.59	35.05
Grade 5	2468.	2470.	2449.	8.33	11.57	7.32	25.00	24.79	17.07	29.76	23.97	24.39	36.90	39.67	51.22
All Grades	N/A	N/A	N/A	12.16	13.50	10.71	18.24	22.51	19.29	27.03	23.15	23.93	42.57	40.84	46.07

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	10.23	13.73	11.88	32.95	46.08	37.62	56.82	40.20	50.50
Grade 4	16.13	13.64	14.43	49.19	46.59	52.58	34.68	39.77	32.99
Grade 5	9.52	14.88	10.98	51.19	42.98	41.46	39.29	42.15	47.56
All Grades	12.50	14.15	12.50	44.93	45.02	43.93	42.57	40.84	43.57

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	14.71	10.89	47.73	42.16	41.58	43.18	43.14	47.52
Grade 4	17.74	19.32	14.43	48.39	38.64	46.39	33.87	42.05	39.18
Grade 5	21.43	19.83	7.32	50.00	52.07	45.12	28.57	28.10	47.56
All Grades	16.22	18.01	11.07	48.65	45.02	44.29	35.14	36.98	44.64

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	10.23	11.76	8.91	61.36	66.67	65.35	28.41	21.57	25.74
Grade 4	12.90	13.64	13.40	57.26	65.91	62.89	29.84	20.45	23.71
Grade 5	10.71	4.13	7.32	64.29	66.12	62.20	25.00	29.75	30.49
All Grades	11.49	9.32	10.00	60.47	66.24	63.57	28.04	24.44	26.43

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	9.09	9.80	5.94	53.41	60.78	45.54	37.50	29.41	48.51
Grade 4	14.52	21.59	10.31	53.23	47.73	60.82	32.26	30.68	28.87
Grade 5	7.14	13.22	8.54	53.57	48.76	48.78	39.29	38.02	42.68
All Grades	10.81	14.47	8.21	53.38	52.41	51.79	35.81	33.12	40.00

Conclusions based on this data:

1. There was an increase of 5.27% of students who performed in the "Standard Not Met" in Overall Achievement in 2018-19 compared to 2017-18.
2. There was a significant increase of 19.46% of 5th grade students who performed in the "Standard Not Met" in the area of writing in 2018-19 compared to 2017-18.
3. There is a trend in the decrease of the percent of students performing in "Above Standard" and "At or Near Standard" over the last three years.

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			% of Enrolled Students		
	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	90	103	103	90	103	103	90	103	103	100	100	100
Grade 4	126	88	100	126	88	99	126	88	99	100	100	99
Grade 5	84	121	83	84	121	83	84	121	83	100	100	100
All	300	312	286	300	312	285	300	312	285	100	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2391.	2395.	2380.	2.22	6.80	4.85	26.67	21.36	16.50	26.67	28.16	24.27	44.44	43.69	54.37
Grade 4	2441.	2427.	2434.	7.14	5.68	5.05	17.46	18.18	19.19	46.83	28.41	40.40	28.57	47.73	35.35
Grade 5	2442.	2443.	2434.	2.38	4.96	6.02	10.71	8.26	10.84	27.38	32.23	19.28	59.52	54.55	63.86
All Grades	N/A	N/A	N/A	4.33	5.77	5.26	18.33	15.38	15.79	35.33	29.81	28.42	42.00	49.04	50.53

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	16.67	13.59	8.74	33.33	35.92	29.13	50.00	50.49	62.14
Grade 4	11.11	9.09	9.09	32.54	25.00	28.28	56.35	65.91	62.63
Grade 5	5.95	4.13	8.43	26.19	23.97	16.87	67.86	71.90	74.70
All Grades	11.33	8.65	8.77	31.00	28.21	25.26	57.67	63.14	65.96

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	8.89	13.59	11.65	47.78	40.78	43.69	43.33	45.63	44.66
Grade 4	8.73	12.50	11.11	53.97	40.91	50.51	37.30	46.59	38.38
Grade 5	2.38	5.79	6.02	36.90	33.88	34.94	60.71	60.33	59.04
All Grades	7.00	10.26	9.82	47.33	38.14	43.51	45.67	51.60	46.67

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	6.67	11.65	7.77	51.11	50.49	50.49	42.22	37.86	41.75
Grade 4	13.49	14.77	11.11	54.76	39.77	44.44	31.75	45.45	44.44
Grade 5	7.14	5.79	8.43	38.10	47.11	31.33	54.76	47.11	60.24
All Grades	9.67	10.26	9.12	49.00	46.15	42.81	41.33	43.59	48.07

Conclusions based on this data:

1. Overall achievement scores have remained constant during the last three years; however the percentage of students meeting or exceeding standards remains low.
2. Grade four had an increase of 9.6% of students "At or Near Standards" in Problem Solving & Modeling/Data Analysis, which is a positive significant increase.
3. Grade five had an increase of 13.13% of students perform "Below Standard" in 2018-19, which is a significant increase.

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	1417.0	1424.2	1427.2	1434.6	1393.2	1399.9	86	67
Grade 1	1452.4	1452.8	1450.1	1459.9	1454.2	1445.2	62	71
Grade 2	1474.2	1480.3	1463.9	1471.7	1484.0	1488.5	59	35
Grade 3	1489.1	1468.4	1483.8	1458.0	1493.9	1478.4	52	38
Grade 4	1494.0	1514.3	1489.6	1510.8	1498.0	1517.3	44	42
Grade 5	1509.9	1521.9	1498.8	1520.6	1520.6	1522.7	39	37
All Grades							342	290

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	24.42	10.45	26.74	38.81	34.88	38.81	13.95	11.94	86	67
1	30.65	5.63	41.94	39.44	19.35	47.89	*	7.04	62	71
2	32.20	2.86	40.68	60.00	18.64	34.29	*	2.86	59	35
3	*	2.63	48.08	34.21	36.54	39.47	*	23.68	52	38
4	*	14.29	43.18	52.38	38.64	21.43	*	11.90	44	42
5	28.21	10.81	43.59	37.84	*	48.65	*	2.70	39	37
All Grades	21.93	7.93	39.18	42.76	28.65	39.31	10.23	10.00	342	290

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	30.23	19.40	33.72	34.33	19.77	35.82	16.28	10.45	86	67
1	41.94	12.68	29.03	50.70	19.35	32.39	*	4.23	62	71
2	37.29	14.29	32.20	48.57	25.42	34.29	*	2.86	59	35
3	25.00	10.53	53.85	39.47	*	26.32	*	23.68	52	38
4	25.00	38.10	47.73	40.48	*	14.29	*	7.14	44	42
5	35.90	32.43	46.15	48.65	*	16.22	*	2.70	39	37
All Grades	32.75	20.34	38.89	43.45	18.71	27.93	9.65	8.28	342	290

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	12.79	7.46	23.26	29.85	40.70	53.73	23.26	8.96	86	67
1	29.03	5.63	33.87	19.72	27.42	49.30	*	25.35	62	71
2	27.12	2.86	37.29	45.71	20.34	45.71	*	5.71	59	35
3		0.00	*	18.42	55.77	50.00	25.00	31.58	52	38
4	*	2.38	*	40.48	52.27	45.24	27.27	11.90	44	42
5	*	0.00	43.59	8.11	*	81.08	*	10.81	39	37
All Grades	14.91	3.79	28.65	26.55	36.84	53.45	19.59	16.21	342	290

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	47.67	17.91	44.19	70.15	*	11.94	86	67
1	61.29	56.34	30.65	40.85	*	2.82	62	71
2	49.15	17.14	45.76	80.00	*	2.86	59	35
3	26.92	7.89	63.46	60.53	*	31.58	52	38
4	29.55	28.57	61.36	66.67	*	4.76	44	42
5	41.03	18.92	56.41	64.86	*	16.22	39	37
All Grades	44.15	27.59	48.54	61.72	7.31	10.69	342	290

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	17.44	19.40	60.47	62.69	22.09	17.91	86	67
1	24.19	2.82	58.06	87.32	17.74	9.86	62	71
2	37.29	8.57	52.54	82.86	*	8.57	59	35
3	38.46	31.58	51.92	47.37	*	21.05	52	38
4	43.18	45.24	50.00	42.86	*	11.90	44	42
5	51.28	70.27	43.59	27.03	*	2.70	39	37
All Grades	32.46	25.86	54.09	61.72	13.45	12.41	342	290

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.49	68.60	91.04	20.93	7.46	86	67
1	41.94	16.90	45.16	53.52	*	29.58	62	71
2	38.98	5.71	37.29	88.57	23.73	5.71	59	35
3	*	2.63	51.92	42.11	46.15	55.26	52	38
4	*	4.76	59.09	69.05	36.36	26.19	44	42
5	*	2.70	56.41	72.97	28.21	24.32	39	37
All Grades	19.59	6.55	53.80	69.66	26.61	23.79	342	290

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	38.37	37.31	36.05	52.24	25.58	10.45	86	67
1	*	5.63	77.42	76.06	*	18.31	62	71
2	28.81	5.71	55.93	88.57	*	5.71	59	35
3	*	5.26	75.00	76.32	*	18.42	52	38
4	*	19.05	81.82	71.43	*	9.52	44	42
5	28.21	0.00	69.23	100.00	*	0.00	39	37
All Grades	24.56	14.14	62.57	74.48	12.87	11.38	342	290

Conclusions based on this data:

1. Of the 290 students tested, the highest concentrations of students were in Level 2 (37.94%) and Level 3 (39.92%) of the assessment in 2018-19.
2. There was a significant drop in students performing in Level 4 and a significant increase in student performance in Level 2 in Written Language in 2018-19.
3. Gains were made in student performance in "Somewhat/Moderately" across the domains.

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**
615	**87.3**	**53.2**	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	327	53.2
Socioeconomically Disadvantaged	537	87.3
Students with Disabilities	56	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
Asian	4	0.7
Filipino	47	7.6
Hispanic	518	84.2
Two or More Races	34	5.5
White	9	1.5

Conclusions based on this data:

1. Our largest student group by race/ethnicity continues to be the Hispanic population of students.
2. Williams has just over 87% of the student population qualifying for free or reduced priced meals or have parents/guardians who did not receive a high school diploma.
3. The decrease in student enrollment from 2018-19 was recovered in 2019-20.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. There was a decline in the suspension rate of our Students with Disabilities student group.
2. The chronic absenteeism rate increased within our Socioeconomically Disadvantaged, Hispanic and Students with Disabilities student groups.
3. All students declined significantly in the area of English Language Arts.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
50.3 points below standard	68.5 points below standard	0 Students
Declined Significantly -17 points	Declined Significantly -18.7 points	
267	192	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	53.8 points below standard	89.9 points below standard
	Declined Significantly -17.9 points	Increased ++5.3 points
	240	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	6.7 points below standard
		2	Declined Significantly -35.1 points
			24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
59.6 points below standard	24.1 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16 points	Increased Significantly ++37.6 points		2
223	16		

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**
112.9 points below standard	27.6 points below standard	6.2 points below standard
Declined -13.6 points	Declined Significantly -34 points	Declined -15 points
92	100	69

Conclusions based on this data:

1. Our Students with Disabilities student group increased their ELA performance by 5.3 points.
2. Our English Learners and Reclassified English Learners continue to decline significantly in their ELA performance.
3. Our Socioeconomically Disadvantaged (-17.9 points) and Hispanic (-16 points) student groups continue to struggle with their ELA performance.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	
64.4 points below standard	78.4 points below standard	
Declined -3.1 points	Declined -6.1 points	
267	192	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	68.4 points below standard	116.9 points below standard
	Declined -5.9 points	Increased ++13.7 points
	240	26

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 22.7 points below standard Declined -5 points 24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 72.6 points below standard Declined -3.6 points 223	 No Performance Color 7.2 points below standard Increased Significantly ++35.8 points 16		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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**
114.4 points below standard Declined -7.6 points 92	45.2 points below standard Declined -12.2 points 100	29 points below standard Increased ++4.6 points 69

Conclusions based on this data:

1. Our Students with Disabilities increased their performance in mathematics by 13.7 points.
2. English Learners, Socioeconomically Disadvantaged and Hispanic student groups declined in their math performance compared to last year.
3. English Only students increased their math performance by 4.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
41.2 making progress towards English language proficiency
Number of EL Students: 216
Performance Level: Low

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
19.4	39.3	0.9	40.2

Conclusions based on this data:

1. We had 40.2% of our English Learners progress at least one ELPI level.
2. The dashboard showed 39.3% of our English Learners maintained in language acquisition levels 1-3.
3. Proficiency in English language acquisition continues to be a challenge for English learners.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	1

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	Green	No Performance Color
6.7	4.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Maintained +0.3	0
639	341	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7	10.6
2	Increased +1.3	Increased +6.4
	561	66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2
3	0	4	Declined -1.4
			50
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	No Performance Color
7.1	2.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.4	Declined -2.1	0	10
538	34		

Conclusions based on this data:

1. Hispanic (+1.4%) and Socioeconomically Disadvantaged (+1.3%) student groups increased their rate of Chronic Absenteeism.
2. Students with Disabilities increased their rate of Chronic Absenteeism by 6.4%.
3. English Learners maintained their rate of Chronic Absenteeism compared to the last school year.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who 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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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

All Students	English Learners	Foster Youth
Blue	Blue	
0	0	
Maintained -0.1	Maintained 0	
648	346	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0	0
2	Maintained -0.2	Declined -1.4
	568	67

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 4	Blue 0 Maintained 0 52
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained -0.2 545	Blue 0 Maintained 0 34		No Performance Color Less than 11 Students - Data 10

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.1	0

Conclusions based on this data:

1. We maintained an extremely low student suspension rate across student groups.
2. The suspension rate for our Students with Disabilities student group declined by 1.4%
3. Williams did not suspend any students during the 2019-20 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1: Increase the academic achievement of all students on the English Language Arts Indicator on the California School Dashboard.

Goal 1

Based on the 5x5 CA School Dashboard English Language Arts Indicator, all students will improve by 3 points or more in status from the current status of 50.3 below standard. This goal aligns to our LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Students performed at 50.3 points below the standard on the Smarter Balanced Summative Assessment. This score was a 17 point decrease from the previous year's results. This decrease continues to identify a student need for additional supports and resources in order to demonstrate the knowledge and skills necessary to be on track for college and career readiness at their grade level. The following state indicators for which overall performance was in the "orange - second lowest performance level" included our English Learners, Socioeconomically Disadvantaged and Hispanic student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• -California School Dashboard English Language Arts Indicator (5x5 report) • -CAASPP English Language Arts Summative Assessment	The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level (CA School Dashboard) in 2018-19: All Students: -50.3 points below standard (second lowest performance level - orange) Socioeconomically Disadvantaged: -53.8 points below standard (second lowest performance level - orange) English Learners: -68.5 points below standard (second lowest performance level - orange)	By the end of the 2020-21 school year, students will increase their performance on the Smarter Balanced Summative Assessment in ELA by 3 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling 1st and 2nd grade readers.

Strategy/Activity

1. Provide reading intervention during universal access and enrichment to our students based on need.
a) Hire a half-time Response to Intervention (RtI) teacher to provide tiered interventions to identify intensive need students based on local measures (running records, STAR reading). Under the supervision of the classroom teacher, the RtI teacher will support English Language Arts instruction and the universal access process in the classroom.
b) Assist with student learning needs, student groupings, achievement results and targeted instruction during guided reading.
c) Support the RtI program
d) Assess and identify students needing intervention along with the teacher.
e) Purchase supplemental materials to support the RtI program.
f) Provide small group guided reading instruction along with the classroom teacher.
g) Use running records and STAR reading to assess students.
h) Coaching support
i) Training support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I 1000-1999: Certificated Personnel Salaries RtI reading teacher salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low achieving TK/Kindergarten students.

Strategy/Activity

1. TK/Kindergarten Academic Intervention
a) Extra 0.75 hours for 1 Kindergarten extended day paraprofessional to support English Language Development. 1 para x 0.75 hours x 180 days.
b) Extra 0.50 hours for 4 TK and Kindergarten paraprofessionals for the first 20 days of instruction. 5 paras x 0.50 hours x 20 days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Provide one library clerk to ensure students have access to the school library to obtain reading materials to increase foundational reading skills, reading fluency and reading comprehension skills towards meeting the common core ELA standards below:
a) Demonstrating understanding of literary and non-fictional texts.
b) Producing clear and purposeful writing as modeled through reading.
c) Research/Inquiry; investigating, analyzing, and presenting information from reading materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,020	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Parent Education:
a) Counselor to provide parent education through academies, workshops, meetings and other parent engagement opportunities. (see goal 3)
b) Additional clerical support to assist parents, teachers and administration through high volume periods.
c) Workshop supplies and child care for evening workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
220	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Positive behavior support and attendance:
a) Continuation CHAMPS and social-emotional supports such as Circle of Friends, Second Step and restorative justice practices.
b) Support Saturday School, behavior and attendance incentives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
719	Title I 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Up to 100 students identified as academically deficient in ELA, math and or ELD

Strategy/Activity

1. ASES Program - extended learning day program to support students with homework, social-emotional learning skillsets, structured physical movement and enrichment
a) City Corps Staff
b) Site Coordinator Stipend
c) Professional Learning

d) Supplies & Materials
e) Instructional Support
f) Strategic Interventions
g) Additional ASES Site Coordinator Stipend

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84,229	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
6,805	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries
6,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
6,000	After School and Education Safety (ASES) 4000-4999: Books And Supplies
4,000	After School and Education Safety (ASES) 5800: Professional/Consulting Services And Operating Expenditures
8,765	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries
6,805	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Williams School was successful in implementing most of the above strategies /activities to support our English Language Arts program. In addition, we have been able to train our first and second grade teams in CAFE and Daily 5 strategies with a focus on guided reading to support struggling readers. Training staff, as well as purchasing guided reading materials is designed to improve student achievement for our lowest performing students in the English Language Arts section of the state test as well as in our local measures. Based on a review of our performance on state and local indicators, we continue to see our Socioeconomically Disadvantaged, English Language Learners and Hispanic student groups under-perform in the ELA section of the CAASPP state test.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although we were able to hire a half-time reading intervention teacher in the fall of 2019, she did resign a couple of months into the trimester. It took us until January to find a replacement RtI teacher and then schools were closed due to COVID-19 and teaching and learning occurred remotely. Our RtI teacher was; however, able to provide online reading instruction through June. In many cases, our RtI teacher was one of few teachers able to consistently connect with her second grade students during remote learning.

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.

In an effort to improve the reading performance in the transitional grades of 2nd and 3rd, we plan to hire another RtI teacher when schools reopen with in-person teaching and learning, as we began the year with distance learning. In addition, we plan on continuing Daily 5 & CAFE training to

further support growth in the area of English Language Arts. Strategy/Activity 1 is where these changes are located in Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

All students will increase academic achievement in mathematics.

Goal 2

Based on the 5x5 CA School Dashboard Mathematics Indicator, all students will increase by 3 points or more in status from the current status of 64.4 below standard. This goal aligns to our LCAP Goal #1: Increase academic achievement of all students.

Identified Need

Students performed at 64.4 points below the standard on the Smarter Balanced Summative Assessment. This score was a 3.1 point decline from the previous year's results. This decline identifies a student need of additional resources and supports in order to demonstrate the knowledge and skills necessary to be on track for college and career readiness at their grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Mathematics Indicator (5x5 report) CAASPP Mathematics Summative Assessment Interim Assessment Block (IAB) Data	The measure of how far (or the distance) all students are from the Standard for meeting the Smarter Balanced performance level (CA School Dashboard) in 2018-19: All Students: -64.4 points from the standard (second lowest performance level - orange) Socioeconomically Disadvantaged: -68.4 points from the standard (second lowest performance level - orange) English Learners: -78.4 points from the standard (second lowest performance level - orange) Hispanic: -72.6 points from the standard (second lowest performance level - orange)	By the end of the 2019-2020 school year, students will increase their performance on the Smarter Balanced Summative Assessment in Mathematics by 3 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Implementation of our adopted mathematics curriculum (enVision Mathematics) with fidelity.
a) Teachers will identify, locate, and focus on essential standards that align to the Common Core State Standards for each unit.
b) Teachers will collaborate by grade level to use common pacing guides and assessments within the EnVision mathematics curriculum.
c) Required materials will be ordered for all students.
d) Supplemental and support materials will be purchased to support our adopted curriculum.
e) Continue use of online assessments through enVisionMATH and Interim Assessment Blocks (IABs) will help prepare students for the rigor of the online testing format.
f) Clerical support
g) On-going professional learning will be provided to teachers and staff to ensure quality teaching in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Up to 100 students identified as academically deficient in language arts, math and/or English language development.

Strategy/Activity

1. ASES Program - extended learning day program to support students with homework, social-emotional learning skill sets, structured physical movement and enrichment. (Duplicated Expenditure - Goal #1, Strategy/Activity #6)
a) City Corps Staff
b) Site Coordinator Stipend
c) Professional Learning
d) Supplies & Materials
e) Instructional Support
f) Strategic Interventions
g) Additional ASES Site Coordinator Stipend

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Parent Education (Duplicated Expenditure - Goal #1, Strategy/Activity #4)
a) Counselor to provide parent education through academies, workshops, meetings and other parent engagement opportunities. (see goal 3)
b) Additional teacher time to support parents through after-school and evening workshops.
c) Workshop supplies and child care for evening workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as struggling academically in the area of mathematics.

Strategy/Activity

1. Additional RtI support for students through strategic math interventions provided by certificated staff in an after-school setting. (Duplicated Expenditure - Goal #1, Strategy/Activity #6)
a) Support the RtI program by assisting students with learning needs, student groupings and providing targeted instruction.
b) Conduct progress monitoring before, during and after completion of after-school interventions.
c) Purchase supplemental materials to support the RtI program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Williams staff implemented the enVision Mathematics curriculum with fidelity. Our teachers also received professional learning on the enVision math program. Despite these efforts, students performed at -64.4 points below the standard on the Smarter Balanced Summative Assessment in spring 2019. Overall, this was a slight drop in math scores of 3.1 points. Further review of our data indicated that we had a large decline in our fifth grade math scores (Standard Not Met = 63.86%). Spring 2020 CAASPP was cancelled due to COVID-19 pandemic and there are no local measures available to determine if the goal has been met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although we were able to hire a half-time reading intervention teacher in the fall of 2019, we were unable to hire an RtI teacher to support struggling students in the area of mathematics. Effective March 16, 2020, schools closed due to COVID-19 which resulted in teaching moving to an online learning environment. As a result of school closures, Williams was not able to administer the CAASPP math state assessments during the 2019-2020 school year due to the COVID-19 pandemic, which left us without Smarter Balanced state assessment data for 2019-20.

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.

Last year, we increased math interventions offered to identified students who were not meeting math standards. Students were offered before/after school interventions by every grade level team TK-5th grade. Unfortunately, these interventions ceased effective March 16, 2020 due to the COVID-19 pandemic. Based on a review of our performance on state and local indicators, we'll be addressing this goal by targeting more specific math strategies and interventions to support Williams students. In an effort to improve student math performance in all grades, our district managers are in the process of developing common measures that we can use to inform instruction and provide more teacher professional learning time in order to offer small group math interventions during remote learning. Our parent survey has also indicated that parents are interested in more recorded parent trainings, which will make it easier for them to access information when it's better suited to their work schedules. Strategy/Activities 1, 2 and 3 are where these changes are located in Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

All English Learner students will make progress in becoming proficient in English and increase in status on the English Learner Progress Indicator on the California School Dashboard.

Goal 3

The percentage of English learner students making progress in becoming proficient in English on the ELPI will increase by 2%. In spring 2019, Williams had 41.2% of English learner students meet this criteria. This goal aligns to the LCAP Goal #1: Increase academic achievement for all students.

Identified Need

Spring 2019 was the second year we collected ELPAC results. Although there was some growth in Level 3 - Moderately Developed English Skills (3.58%), this was offset by a 14% drop in Level 4 - Well Developed English Skills. This decline demonstrates that gaining proficiency in English language acquisition continues to be a challenge for our English learners. It further identifies a student need for additional resources and supports in order to demonstrate the knowledge and skills necessary to acquire English language skills to be on track for college and career readiness at their grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard English Learner Progress Indicator (5x5 report) English Language Proficiency Assessments for California (ELPAC). Reclassification Data CAASPP English Language Arts Summative Assessment Interim Assessment Block (IABs) Data	The percentage of English Learner students who are progressing towards meeting English language proficiency was 41.2% on the 2019 Fall Dashboard English Learner Progress Indicator. Level 4 - Well Developed 7.93% Level 3 - Moderately Developed 42.76% Level 2 - Somewhat Developed 39.31% Level 1 - Beginning Stage 10%	The percentage of English learner students who are progressing towards English language proficiency will increase by to 43.2% on the 2021 Dashboard English Learner Progress Indicator.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learner students

Strategy/Activity

1. Provide a systematic sheltered immersion program to all identified English Language Learners
a) Continue with the district plan to incorporate integrated/designated ELD curriculum throughout the school day
b) Provide professional learning for teachers and supplemental materials
c) English Learner Support Teacher will meet with Newcomers and Long Term English Learners for small group interventions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learner students.

Strategy/Activity

1. Teachers are expected to participate in lesson demonstrations, collaboration time and professional learning to ensure the effective delivery of instruction to all English language learner students
a) Participate in professional learning and lesson demonstrations
b) Use materials that align with CCSS, NGSS, and CA ELD standards
c) English Learner Support Teacher will model lessons in the classroom so that teachers may maintain knowledge of best practices and ELD standard requirements

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learner students

Strategy/Activity

1. Coordinated, school-wide focus on all teachers understanding and using the new ELD standards in combination with the CCSS for ELA-Literacy to support our English language learners to meet reclassification criteria as well as make progress in ELD
a) All teachers with English language learners in their classrooms will use the CA ELD standards in combination with CCSS for ELA-Literacy and other content standards
b) All teachers with English language learners will have a protected part of the school day when they use the CA ELD standards as the focus for their Designated ELD Instruction lessons

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

1. English Language Support Teacher will support teachers, provide resources, share strategies for standards-based instruction and model lessons in the classroom. The ELST and the school principal will monitor classroom implementation of ELD professional learning (academic language, systematic English language development, and Designated & Integrated ELD) into the classroom.
a. Teachers will receive GLAD training from our ELST
b. ELST will provide support to teachers through modeled lessons, mentoring, and resources to ensure that students receive quality integrated ELD lessons

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents of English Language Learners

Strategy/Activity

1. Parent Education (Duplicated Expenditure - Goal #1, Strategy/Activity #4)
a) Counselor to provide parent education through academies, workshops, meetings and other parent engagement opportunities.
b) Additional teacher time to support parents through after-school and evening workshops.
c) Workshop supplies and child care for evening workshops.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

1. Provide reading intervention during universal access and enrichment to our students based on need. (Duplicated Expenditure - Goal #1, Strategy/Activity #1)
a) Hire a half-time Response to Intervention (RtI) teacher to provide tiered interventions to identify intensive need students based on local measures (running records, STAR reading). Under the supervision of the classroom teacher, the RtI teacher will support English Language Arts instruction and the universal access process in the classroom.
b) Assist with student learning needs, student groupings, achievement results and targeted instruction during guided reading.
c) Support the RtI program
d) Assess and identify students needing intervention along with the teacher.
e) Purchase supplemental materials to support the RtI program.
f) Provide small group guided reading instruction along with the classroom teacher.
g) Use running records and STAR reading to assess students.
h) Coaching support
i) Training support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Learning schedules reflect designated ELD times for all grade levels. Grade levels have protected time during the day to provide Designated ELD lessons. Although we have a limited amount of ELPAC comparison data, we looked at our reclassification reviews. Our overall reclassification rate increased from 2018 at 15% to 23.7% in 2019. Reclassification reviews revealed the percentage of reclassified students who made overall growth in 2018-19 in comparison to 2017-18 (Reclassification Review 1 = 53% in 2018 and 60% in 2019; Reclassification Review 2 = 73% in 2018 and 45% in 2019; Reclassification Review 3 = 100% in 2018 and 59% in 2019; and Reclassification Review 4 = 100% in 2019). The 5x5 CA Dashboard indicates that 61.11% of EL students have "Moderately Developed" or "Well Developed" English skills. The number of reclassified students increased from 40 RFEP students in 2017-18 to 62 RFEP students in the 2018-19 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although our English Learner Support Teacher was able to provide support to our newcomer groups and upper-grade long-term English learner student groups, student progress became challenging due to school closures that took effect March 16, 2020 as a result of the COVID-19 pandemic. This unforeseen event resulted in teaching moving to an online learning environment. In addition, COVID-19 restrictions caused the state of California to suspend summative ELPAC testing in the spring of 2020. The lack of state testing has left us without CAASPP English Language Arts data and without ELPAC data for 2019-20 to determine if the goal was met.

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.

Spring 2018 was the first year of the ELPAC and the results are the baseline for measuring growth in future years. Although we implemented designated and integrated ELD times throughout the school day, of the 342 students tested, 10.2% of our ELLs scored at a Level 1 - Beginning Stage while 28.7% scored at Level 2 - Somewhat Developed. The academic reading required by the ELPAC has proven very demanding for our ELLs. In an effort to improve our reading performance, we are planning to contract a new half-time RtI reading teacher once schools reopen. In addition, our English Learner Support Teacher plans on increasing the amount of GLAD lessons modeled across grade level teams. Strategy/Activities 4 and 6 are where these changes are located in Goal 3.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$176,063.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$59,044.00
Title I Part A: Parent Involvement	$1,220.00

Subtotal of additional federal funds included for this school: $60,264.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
After School and Education Safety (ASES)	$115,799.00

Subtotal of state or local funds included for this school: $115,799.00

Total of federal, state, and/or local funds for this school: $176,063.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	115,799.00
Title I	59,044.00
Title I Part A: Parent Involvement	1,220.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,265.00
2000-2999: Classified Personnel Salaries	50,630.00
4000-4999: Books And Supplies	6,939.00
5000-5999: Services And Other Operating Expenditures	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	8,765.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	6,805.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	6,000.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	84,229.00
5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	10,000.00

1000-1999: Certificated Personnel Salaries	Title I	15,000.00
2000-2999: Classified Personnel Salaries	Title I	43,325.00
4000-4999: Books And Supplies	Title I	719.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	220.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,063.00

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
Granado, Maria	Principal
Evans, Cathryn (2019-20)	Classroom Teacher
Gonzalez, Ana (2018-19)	Classroom Teacher
Hernandez, Missey (2020-21)	Classroom Teacher
Ucan, Seidy (2020-21)	Other School Staff
Yolanda Cervantes (2020-21)	Parent or Community Member
Ihuit, Will (2018-19)	Parent or Community Member
Peralta de Barralaga, Alba (2018-19)	Parent or Community Member
Raquel Canedo (2019-20)	Parent or Community Member
Ruiz, Lorena (2018-19)	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 10/27/2020.

Attested:

	Principal, Maria S. Granado on 10/27/2020
	SSC Chairperson, Ana Gonzalez on 10/27/2020

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: RESOLUTION B20-21-06 FOR AUTHORIZATION TO PURCHASE AIR PURIFIERS TO IMPROVE AIR QUALITY AT ALL DISTRICT SITES DUE TO COVID-19

MEETING DATE: November 9, 2020

FROM: Patricia Marshall, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve resolution B20-21-06 to purchase air purifiers to increase ventilation and air quality at all District sites to combat the spread of COVID-19.

BACKGROUND

In March 2020, it was necessary to close all schools to combat the spread of COVID-19. Since this time, health experts have learned a great deal about the virus and how it transmits; specifically, through the air.

Health experts have determined that classrooms must have adequate fresh air ventilation to reduce the transmission of the virus. In order to reduce the transmission of the virus, the District needs to make improvements to the ventilation of each classroom and office in the District. This Resolution would authorize the District to take necessary steps to reduce the transmission of the virus by purchasing air purifiers to be installed at all district sites.

In March of 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of the COVID-19 virus. As necessary to assist local governments and for the protection of public health, state agencies shall enter into contracts to arrange for the procurement of materials, goods, and services needed to assist in preparing for, containing, responding to, mitigating the effects of, and recovering from the spread of COVID-19. Applicable provisions of the Government Code and the Public Contract Code, including but not limited to travel, advertising, and competitive bidding requirements, are suspended to the extent necessary to address the effects of COVID-19.

There will be no impact to the District's General Fund. The District's costs will be funded out of the Learning Loss Mitigation COVID-19 funds.

HUENEME ELEMENTARY SCHOOL DISTRICT

RESOLUTION B20-21-06

RESOLUTION FOR THE APPROVAL OF PURCHASING AIR PURIFIERS FOR DISTRICT FACILITIES DUE TO COVID-19

WHEREAS, on March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of the COVID-19 virus;

WHEREAS, on March 11, 2020, the World Health Organization declared the COVID-19 virus a world-wide Pandemic;

WHEREAS, the District's Board of Education, Superintendent are committed to ensuring the health and safety of its students, staff and families;

WHEREAS, it is important to take proactive measures to prepare for and implement actions to respond to, and minimize, the potential spread of COVID-19 in the Hueneme Elementary School District;

WHEREAS, it is imperative to have the tools to ensure the health and safety of students, staff, and families while in our facilities;

WHEREAS, the protection of the health and safety and preservation of the lives of students, staff and families, from the effects of natural emergencies such as virulent infectious diseases like COVID-19, which may cause extreme peril to life, property, and resources is of paramount local and State importance requiring the responsible efforts of public and private agencies and individual citizens;

WHEREAS, science has determined that the virus which causes COVID-19 can float in the air, and linger in poorly ventilated indoor spaces, potentially spreading farther than 6 feet from its source;

WHEREAS, providing safe classrooms and common areas require the air to be well-ventilated, and the proper refiltration of air in order to remove potential COVID-19 droplets from the classrooms and all other district buildings is a matter that poses a danger to students and all staff, requiring action, where failure to do so impairs the district's ability to provide well-ventilated air to all indoor Hueneme Elementary School District buildings.

NOW THEREFORE BE IT RESOLVED that this Board does hereby declare that the Superintendent or their designee has the approval to purchase Air Purifiers to combat the effects of COVID-19.

AND BE IT FURTHER RESOLVED that Superintendent will provide copies of this Resolution along with appropriate related materials to interested citizens of this District.

RESOLUTION B20-21-06 PASSED AND AOPTED THIS 9th day of November 2020, at a meeting by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

_____ _____

Darlene A. Bruno, President Siugen Constanza, Clerk

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: SECOND READING AND APPROVAL OF REVISIONS TO THE DISTRICT POLICY MANUAL

BOARD MEETING DATE: November 9, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that, after completing a second reading of proposed policy revisions, the Governing Board approve all revisions as submitted and authorize immediate dissemination and implementation.

BACKGROUND

Following policy revisions by the California School Boards Association (CSBA), the Superintendent reviewed samples of their revised policies to determine the revisions needed for district policies. Policy documents showing revision mark-ups were presented to the Board for a first reading at the October 26, 2020 meeting. As no further changes were suggested, the policies were subsequently finalized for a second and final reading. It is now recommended that, unless further discussion and/or change is warranted, the following revised policy documents be approved and implemented:

Series 0000: Philosophy, Goals, Objectives and Comprehensive Plans

- BP 0430, Comprehensive Local Plan for Special Education

Series 1000: Community Relations

- BP 1312.3, Uniform Complaint Procedures
- BP 1340, Access to District Records

Series 4000: Personnel

- BP 4113, Assignments
- BP 4119.42/4219.42/4319.42, Exposure Control Plan for Bloodborne Pathogens
- BP 4119.43/4219.43/4319.43, Universal Precautions
- BP 4151/4251/4351, Employee Compensation

Series 5000: Students

- BP 5141.22, Infectious Diseases
- BP 5141.5, Mental Health
- BP 5145.3, Nondiscrimination/Harassment
- BP 5145.6, Parental Notifications

Series 6000: Instruction

- BP 6020, Parent/Guardian Involvement
- BP 6115, Ceremonies and Observances

Philosophy-Goals-Objectives and Comprehensive Plans

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board recognizes its obligation to provide a free and appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

PROPOSED

(cf. 3541.2 – Transportation for Students with Disabilities)
(cf. 4112.23 – Special Education Staff)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 – Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 – Individualized Education Program (IEP))
(cf. 6159.1 – Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 – Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 – Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 – Behavioral Interventions for Special Education Students)
(cf. 6164.4 – Identification of Individuals for Special Education)
(cf. 6164.6 – Identification and Education Under Section 504)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the Superintendent of Public Instruction. (Education Code 56195.1)

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Legal Reference:
See next page

Philosophy-Goals-Objectives and Comprehensive Plans

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Legal Reference:
EDUCATION CODE
56000-56001 Education for individuals with exceptional needs
56020-56035 Definitions
56040-56046 General provisions
56048-56050 Surrogate parents
56055 Foster parents
56060-56063 Substitute teachers
56170-56177 Children enrolled in private schools
56190-56194 Community advisory committees
56195-56195.10 Local plans
56205-56208 Local plan requirements
56213 Special education local plan areas with small or sparse populations
56240-56245 Staff development
56300-56385 Identification and referral, assessment, instructional planning
56440-56447.1 Programs for individuals between the ages of three and five years
56500-56508 Procedural safeguards, including due process rights
56520-56524 Behavioral interventions
56600-56606 Evaluation, audits and information
56836-56836.05 Administration of local plan
GOVERNMENT CODE
7579.5 Surrogate parent, appointment, qualifications, liability
95000-95029 California Early Intervention Services Act
WELFARE AND INSTITUTIONS CODE
361 Limitations on parental control
726 Limitations on parental control
CODE OF REGULATIONS, TITLE 5
3000-3089 Regulations governing special education
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
300.1-300.818 Assistance to states for the education of children with disabilities, including:
300.500-300.520 Due process procedures for parents and children
303.1-303.654 Early intervention program for infants and toddlers with disabilities

PROPOSED

Philosophy-Goals-Objectives and Comprehensive Plans

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Management Resources:
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs:
http://www.ed.gov/about/offices/OSERS/OSEP

PROPOSED

Community Relations

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

PROPOSED

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000.

(cf. 3553 – Free and Reduced Price Meals)
(cf. 3555 – Nutrition Program Compliance)
(cf. 5148 – Child Care and Development)
(cf. 5148.2 – Before/After School Programs)
(cf. 5148.3 – Preschool/Early Childhood Education)
(cf. 6171 – Title I Programs)
(cf. 6174 – Education for English Language Learners)
(cf. 6175 – Migrant Education Program)
(cf. 6178 – Career Technical Education)
(cf. 6178.1 – Work-Based Learning)
(cf. 6178.2 – Regional Occupational Center/Program)
(cf. 6200 – Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other

characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code section 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 – Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 – Fees and Charges)
(cf. 3320 – Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/ guardians (Education Code 52075)

(cf. 0460 – Local Control and Accountability Plan)
(cf. 3100 – Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 – School Plans/Site Councils)

PROPOSED

Community Relations

UNIFORM COMPLAINT PROCEDURES

8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 – Education for Foster Youth)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51222, 51223)

(cf. 6142.7 – Physical Education and Activity)

10. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

12. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 – Student Records)
(cf. 9011 – Disclosure of Confidential/Privileged Information)

PROPOSED

Community Relations

UNIFORM COMPLAINT PROCEDURES

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 – District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the Ventura County Human Services Agency's Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 – Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the County Human Services Agency and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

PROPOSED

Community Relations

UNIFORM COMPLAINT PROCEDURES

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments, or health and safety violations shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 – Williams Uniform Complaint Procedures)

PROPOSED

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
46015 Parental leave for students

Community Relations

UNIFORM COMPLAINT PROCEDURES

48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49014 Student fees
49060-49079 Student records, especially:
49069.5 Rights of parents
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6
51222 Physical education, secondary schools
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52300-52462 Career technical education
52500-52616.24 Adult schools
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4680-4687 Williams uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act

PROPOSED

Community Relations

UNIFORM COMPLAINT PROCEDURES

1681-1688 Title IX of the Education Amendments of 1972
6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
6801-7014 Title III language instruction for limited English proficient and immigrant students
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Uniform Complaint Procedure 2020-21 Program Instrument
Sample UCP Board Policies and Procedures
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: September 22, 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Family Policy Compliance Office: http://familypolicy.ed.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/ocr
U.S. Department of Justice: http://www.justice.gov

PROPOSED

Community Relations

ACCESS TO DISTRICT RECORDS

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 – Free and Reduced Price Meals)
(cf. 3580 – District Records)
(cf. 4112.5/4212.5/4312.5 – Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 – Personnel Files)
(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 – Parent Rights and Responsibilities)
(cf. 5125 – Student Records)
(cf. 5125.1 – Release of Directory Information)
(cf. 6162.5 – Student Assessment)
(cf. 9011 – Disclosure of Confidential/Privileged Information)
(cd. 9321 – Closed Session Purposes and Agendas)

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

(cf. 4040 – Employee Use of Technology)
(cf. 9012 – Board Member Electronic Communications)

The district may charge for copies of public records or other materials requested by individuals or groups, unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

PROPOSED

Legal Reference:
See next page

Community Relations

ACCESS TO DISTRICT RECORDS

Legal Reference:
EDUCATION CODE
234.7 Student protections relating to immigration and citizenship status
35145 Public meetings
35170 Authority to secure copyrights
35250 Duty to keep certain records and reports
41020 Requirement for annual audit
42103 Publication of proposed budget; hearing
44031 Personnel file contents and inspections
44839 Medical certificates; periodic medical examination
49060-49079 Student records
49091.10 Parental review of curriculum and instruction
GOVERNMENT CODE
3547 Proposals relating to representation
6250-6270 California Public Records Act
6275-6276.48 California Public Records Act; other exemptions from disclosure
8310.3 California Religious Freedom Act
53262 Employment contracts
54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
81008 Political Reform Act, public records; inspection and reproduction
CALIFORNIA CONSTITUTION
Article 1, Section 3 Right of access to governmental information
CODE OF REGULATIONS, TITLE 5
430-438 Individual student records
COURT DECISIONS
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal.App.4th 440
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court (1999) 74 Cal.App.4th 324
Fairley v. Superior Court (1998) 66 Cal.App.4th 1414
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App.4th 144
ATTORNEY GENERAL OPINIONS
71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)

PROPOSED

Community Relations

ACCESS TO DISTRICT RECORDS

Management Resources:
CSBA PUBLICATIONS
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration issues, April 2018
California Department of Justice Guidelines for Access to Public Records, October 2017
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
The People's Business: A Guide to the California Public Records Act, rev. April 2017
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://oag.ca.gov
Institute for Local Government: http://www.cacities.org
State Bar of California: http://www.calbar.ca.gov

PROPOSED

Personnel

MANDATED

ASSIGNMENT

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which they are qualified pursuant to their certification, preparation, professional experience, and aptitude.

(cf. 4112.2 – Certification)
(cf. 4112.21 – Interns)
(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 – Special Education Staff)
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement.

(cf. 4141/4241 – Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare the teacher to provide instruction in that subject.

When specifically authorized by law or regulation, the Superintendent or designee may, with the teacher's consent, assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual. Such assignments shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. 3580 – District Records)

If at any time a certificated employee is required by the district to accept an assignment which the employee believes is not legally authorized by the employee's credential, the employee shall notify the Superintendent or designee, in writing, of the misassignment. Within 15 working days, the Superintendent or designee shall notify the employee of the legality of the assignment. If no action is taken by the district, the employee shall provide written notification to the County Superintendent of Schools. No adverse action shall be taken against an employee who files a notice of misassignment. (Education Code 44258.9)

PROPOSED

Personnel

MANDATED

ASSIGNMENT

PROPOSED

Vacancies and Misassignments

Annually, the district shall review potential misassignments and vacant positions throughout the district. Upon receiving notification from CTC of the availability of data regarding potential misassignments and vacant positions in the district, the Superintendent shall review the data within 60 days. When necessary, the Superintendent or designee may respond by submitting additional documentation to the County Superintendent showing that an employee is legally authorized for an assignment and/or that a position identified as vacant was miscoded and a legally authorized employee is assigned to the position. (Education Code 44258.9)

If the district subsequently receives, within 90 days of CTC's initial notification, a notification from the County Superintendent indicating that a certificated employee in the district is assigned to a position for which the employee has no legal authorization, the district shall correct the assignment within 30 calendar days. (Education Code 44258.9)

The district shall serve as the monitoring authority for teacher assignments in any charter school it has authorized, in accordance with Education Code 44258.9-44258.10.

(cf. 0420.41 – Charter School Oversight)

Any complaint alleging teacher misassignment or vacancy shall be filed and addressed through the district's procedures specified in AR 1312.4 – Williams Uniform Complaint Procedures.

(cf. 1312.4 – Williams Uniform Complaint Procedures)

The school accountability report card for each school shall include any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period. (Education Code 33126)

(cf. 0510 – School Accountability Report Card)

Equitable Distribution of Qualified Teachers

The Superintendent or designee shall identify and address the equitable distribution of highly qualified and experienced teachers among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. The Superintendent or designee shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

Strategies for ensuring equitable access to experienced teachers may include, but are not limited

to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

(cf. 0460 – Local Control and Accountability Plan)
(cf. 4111 – Recruitment and Selection)
(cf. 4114 – Transfers)
(cf. 4131 – Staff Development)
(cf. 4131.1 –Teacher Support and Guidance)
(cf. 6171 – Title I Programs)

PROPOSED

Legal Reference:
See next page

Personnel

ASSIGNMENT

Legal Reference:
EDUCATION CODE
33126 School accountability report card
35035 Additional powers and duties of superintendent
35186 Complaint process
37616 Assignment of teachers to year-round schools
44225.6 Commission report to the legislature re: teachers
44250-44277 Credentials and assignments of teachers
44314 Subject matter programs, approved subjects
44824 Assignment of teachers to weekend classes
44955 Reduction in number of employees
GOVERNMENT CODE
3543.2 Scope of representation
CODE OF REGULATIONS, TITLE 5
80003-80005 Credential authorizations
80020-80020.5 Additional assignment authorizations
80335 Performance of unauthorized professional services
80339-80339.6 Unauthorized certificated employee assignment
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plans
6601-6651 Teacher and Principal Training and Recruiting Fund

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California State Plan to Ensure Equitable Access to Excellent Educators
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual – Updates and Revisions, May 2014
The Administrator's Assignment Manual, rev. September 2007
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016
Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education: http://www.ed.gov

PROPOSED

Personnel

EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

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

(cf. 4119.43/4219.43/4319.43 – Universal Precautions)
(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)
(cf. 5141.6 – School Health Services)

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

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

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

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

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

PROPOSED

Legal Reference:
See next page

Personnel

EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

Legal Reference:
GOVERNMENT CODE
3543.2 Scope of bargaining
LABOR CODE
142.3 Authority of Cal/OSHA to adopt standards
144.7 Requirement to amend standards
6401.7 Injury and illness prevention program
CODE OF REGULATIONS, TITLE 8
3203 Injury and illness prevention program
3204 Access to employee exposure and medical records
5193 California bloodborne pathogens standards
CODE OF FEDERAL REGULATIONS, TITLE 29
1910.1030 OSHA bloodborne pathogens standards

Management Resources:
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Frequently Asked Questions About the Bloodborne Pathogens Standard
A Best Practices Approach for Reducing Bloodborne Pathogens Exposure, 2001
Exposure Control Plan for Bloodborne Pathogens, 2001
WEB SITES
California Department of Industrial Relations, Occupational Safety and Health: http://www.dir.ca.gov/occupational_safety.html
Centers for Disease Control and Prevention: http://www.cdc.gov
U.S. Department of Labor, Occupational Safety and Health Administration: http:www.osha.gov

PROPOSED

Personnel

UNIVERSAL PRECAUTIONS

In order to protect all employees from contact with potentially infectious blood or other body fluids, the Governing Board requires that universal precautions be observed throughout the district. Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

(cf. 4157/4257/4357 – Employee Safety)
(cf. 5141.1 – Accidents)
(cf. 5141.22 – Infectious Diseases)
(cf. 5141.24 – Specialized Health Care Services)
(cf. 5141.6 – Student Health and Social Services)
(cf. 6145.2 – Athletic Competition)

The Superintendent or designee shall distribute to employees information provided by the California Department of Education (CDE) regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B. This information shall include, but not be limited to, any appropriate methods employees may use to prevent exposure to AIDS and hepatitis B, including information concerning the availability of a vaccine to prevent contraction of hepatitis B, and that the cost of this vaccination may be covered by the health plan of the employees. Information shall be distributed annually, or more frequently if there is new information supplied by CDE. (Health and Safety Code 120875, 120880)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

Information regarding universal precautions may be included in employee handbooks.

Employees shall immediately report any exposure incident or first aid incident in accordance with the district's exposure control plan for bloodborne pathogens or other safety procedures.

(cf. 4119.42/4219.42/4319.42 – Exposure Control Plan for Bloodborne Pathogens)

PROPOSED

Personnel

UNIVERSAL PRECAUTIONS

Legal Reference:
GOVERNMENT CODE
3543.2 Scope of bargaining
HEALTH AND SAFETY CODE
117600-118360 Handling and disposal of regulated waste
120875 Providing information to school districts on AIDS, AIDS-related conditions and Hepatitis B
120880 Information to employees of school district
LABOR CODE
6401.7 Injury and illness prevention program
CODE OF REGULATIONS, TITLE 8
3203 Injury and illness prevention program
5193 California bloodborne pathogens standard
CODE OF FEDERAL REGULATIONS TITLE 29
1910.1030 OSHA bloodborne pathogens standards

Management Resources:
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Hepatitis B Questions and Answers for the Public
WEB SITES
American Federation of Teachers: http://www.aft.org
California Department of Industrial Relations, Occupational Safety and Health: http://www.dir.ca.gov/occupational_safety.html
California Department of Public Health: http://www.cdph.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
U.S. Department of Labor, Occupational Safety and Health Administration: http://www.osha.gov

PROPOSED

Personnel

EMPLOYEE COMPENSATION

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

(cf. 3100 – Budget)
(cf. 3400 – Management of Districts Assets/Accounts)
(cf. 4000 – Concepts and Roles)
(cf. 4154/4254/4354 – Health and Welfare Benefits)

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

(cf. 4121 – Temporary/Substitute Personnel)
(cf. 4141/4241 – Collective Bargaining Agreement)
(cf. 4143/4243 – Negotiations/Consultation)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

(cf. 4030 – Nondiscrimination in Employment)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

(cf. 4140/4240/4340 – Bargaining Units)
(cf. 4312.1 – Contracts)

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

PROPOSED

Personnel

EMPLOYEE COMPENSATION

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

(cf. 4300 – Administrative and Supervisory Personnel)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months after making the request if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

(cf. 3580 – District Records)
(cf. 4112.6/4212.6/312.6 – Personnel Files)

Legal Reference:
See next page

PROPOSED

Personnel

EMPLOYEE COMPENSATION

Legal Reference:
EDUCATION CODE
45022-45061.5 Salaries, especially:
45023 Availability of salary schedule
45028 Salary schedule for certificated employees
45127-45133.5 Classified employees; work week; overtime provisions
45160-45169 Salaries for classified employees
45268 Salary schedule for classified service in merit system districts
GOVERNMENT CODE
3540-3549 Meeting and negotiating, especially:
3543.2 Scope of representation
3543.7 Duty to meet and negotiate in good faith
LABOR CODE
226 Employee access to payroll records
232 Disclosure of wages
CODE OF REGULATIONS, TITLE 8
11040 Wages and hours; definitions of administrative, executive, and professional employees
UNITED STATES CODE, TITLE 26
409A Deferred compensation plans
UNITED STATES CODE, TITLE 29
201-219 Fair Labor Standards Act, especially:
203 Definitions
207 Overtime
213 Exemptions from minimum wage and overtime requirements
CODE OF FEDERAL REGULATIONS, TITLE 26
1.409A-1 Definitions and covered plans
CODE OF FEDERAL REGULATIONS, TITLE 29
516.4 Notice of minimum wage and overtime provisions
516.5-516.6 Records
541.0-541.710 Exemptions for executive, administrative, and professional employees
553.1-553.51 Fair Labor Standards Act; applicability to public agencies
COURT DECISIONS
Flores v. City of San Gabriel, 9th Cir., June 2, 2016, No. 14-56421
Management Resources:
OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS
Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020
WEB SITES
CSBA: http://www.csba.org
Internal Revenue Service: http://www.irs.gov
School Services of California, Inc.: http:www.sscal.com
U.S. Department of Labor, Wage and Hour Division: https://www.dol.gov/whd

PROPOSED

Students

INFECTIOUS DISEASES

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

(cf. 0400 – Comprehensive Plans)
(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 0415 – Equity)
(cf. 0450 – Comprehensive Safety Plan)
(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)
(cf. 3516 – Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)
(cf. 5141.26 – Tuberculosis Testing)
(cf. 5141.3 – Health Examinations)
(cf. 5141.31 – Immunizations)
(cf. 5141.32 – Health Screening for School Entry)
(cf. 5141.6 – School Health Services)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 6020 – Parent Involvement)

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

The district's comprehensive health education program shall provide age-appropriate information about the nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 – Comprehensive Health Education)

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

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

PROPOSED

Students

INFECTIOUS DISEASES

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

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

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

Students with Infectious Diseases

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

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

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

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

Legal Reference:
See next page

PROPOSED

Students

INFECTIOUS DISEASES

Legal Reference:
EDUCATION CODE
48210-48216 Persons excluded
49060-49069.7 Student records
49073-49079 Privacy of pupil records
49403 Cooperation in control of communicable disease and immunization of students
49405 Smallpox control
49406 Examination for tuberculosis (employees)
49408 Information of use in emergencies
49602 Confidentiality of student information
51202 Instruction in personal and public health and safety
CIVIL CODE
56-56.37 Confidentiality of Medical Information Act
1798-1798.76 Information Practices Act
HEALTH AND SAFETY CODE
120175.5 Local health officers and communicable diseases
120230 Exclusion for communicable disease
120325-120380 Immunization against communicable diseases
120875-120895 AIDS information
120975-121023 Mandated blood testing and confidentiality to protect public health
121475-121520 Tuberculosis tests for pupils
CALIFORNIA CONSTITUTION
Article 1, Section 1 Right to Privacy
CODE OF REGULATIONS, TITLE 8
5193 Bloodborne pathogen standards
CODE OF REGULATIONS, TITLE 17
2500-2511 Communicable disease reporting requirements
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
CODE OF FEDERAL REGULATIONS, TITLE 45
164.500-164.534 Privacy of individually identifiable health information
COURT DECISIONS
Thomas v. Atascadero Unified School District, (1986) 662 F.Supp. 376

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Science Safety Handbook for California Public Schools, 2014
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
School District (K-12) Pandemic Influenza Planning Checklist

PROPOSED

Students

INFECTIOUS DISEASES

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Department of Public Health: http://www.cdph.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov

PROPOSED

Students

MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 4131 – Staff Developnment)
(cf. 4231 – Staff Development)

NEW POLICY
PROPOSED

Students

MENTAL HEALTH

(cf. 4331 - Staff Development)
(cf. 5141.52 - Suicide Prevention)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Legal Reference:
See next page

NEW POLICY
PROPOSED

Students

MENTAL HEALTH

Legal Reference:
EDUCATION CODE
215-216 Student suicide prevention
234.6 Posting suicide prevention policy on web site
32280-32289.5 Comprehensive safety plan
49060-49079 Student records
49600 Responsibilities of school counselors
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
56171 Duty to identify and assess children in private schools who need special education services
56300-56385 Identification, referral, and assessment for special education
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5840-5840.8Prevention and early intervention programs
5850-5886 Children's Mental Health Services Act
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Nondiscrimination on the basis of disability
CODE OF FEDERAL REGULATIONS, TITLE 34
34 CFR 300.1-300.818 Individuals with Disabilities Education Act

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS
Child Trauma Toolkit for Educators, 2008
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Mental Health Services: http://www.dhcs.ca.gov/services/MH
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth

NEW POLICY
PROPOSED

Students

MENTAL HEALTH

National Association of School Psychologists: http://www.nasponline.org
National Child Traumatic Stress Network: http://www.nctsn.org
National Council for Behavioral Health, Mental Health First Aid: http://www.mentalhealthfirstaid.org
National Institute for Mental Health: http://www.nimh.nih.gov
Suicide Prevention Lifeline: http://suicidepreventionlifeline.org
Suicide Prevention Resource Center: http://www.sprc.org/about-suicide
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

NEW POLICY

PROPOSED

Students

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.9 – Hate-Motivated Behavior)
(cf. 5146 – Married/Pregnant/Parenting Students)
(cf. 6164.6 – Identification and Education under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students,

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parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 1330 – Use of Facilities)
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6145.2 – Athletic Competition)
(cf. 6164.2 – Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 – 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. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 – Freedom of Speech/Expression)

PROPOSED

Students

NONDISCRIMINATION/HARASSMENT

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 – District Records)

PROPOSED

Legal Reference
See next page

Students

NONDISCRIMINATION/HARASSMENT

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4670 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX

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Students

NONDISCRIMINATION/HARASSMENT

106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130
Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of the Attorney General: http://oag.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
US Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr

PROPOSED

Students

PARENTAL NOTIFICATIONS

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

(cf. 5020 – Parent Rights and Responsibilities)
(cf. 5022 – Student and Family Privacy Rights)
(cf. 6020 – Parent Involvement)

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

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

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

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

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

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

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

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Students

PARENTAL NOTIFICATIONS

Legal Reference:
EDUCATION CODE
221.5 Prohibited sex discrimination
231.5 Sexual harassment policy
234.7 Student protections relating to immigration and citizenship status
262.3 Appeals for discrimination complaints; information regarding availability of civil remedies
310 Language acquisition programs
313 Reclassification of English learners, parental consultation
313.2 Long-term English learner, notification
440 English language proficiency assessment; instruction in English language development
8483 Before/after school program; enrollment priorities
17288 Building standards for university campuses
17611.5-17612 Notification of pesticide use
32221.5 Insurance for athletic team members
32255-32255.6 Right to refuse harmful or destructive use of animals
32390 Fingerprint program; contracts; funding; consent of parent/guardian
33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act
35160.5 Extracurricular and cocurricular activities
35178.4 Notice of accreditation status
35182.5 Advertising in the classroom
35183 School dress codes; uniforms
35186 Complaints concerning deficiencies in instructional materials and facilities
35211 Driver training; district insurance, parent/guardian liability
35256 School accountability report card
35258 School Accountability Report Card
35291 Rules
37616 Consultation
39831.5 School bus rider rules and information
44050 Employee codes of conduct, employee interactions with students
44808.5 Permission to leave school grounds
46010.1 Notice re: excuse to obtain confidential medical services
46014 Regulations regarding absences for religious purposes
46600-46611 Interdistrict attendance agreements
48000 Minimum age of admission
48070.5 Promotion or retention of students
48204 Residency requirements
48205 Absence for personal reasons
48206.3 Students with temporary disabilities; individual instruction; definitions
48207-48208 Students with temporary disabilities in hospitals
48213 Prior notice of exclusion from attendance
48216 Immunization
48260.5 Notice regarding truancy
48262 Need for parent conference regarding truancy

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Students

PARENTAL NOTIFICATIONS

48263 Referral to SARB or probation department
48301 Interdistrict transfers
48412 Certificate of proficiency
48432.3 Voluntary enrollment in continuation education
48432.5 Involuntary transfers of students
48850-48859 Education of foster youth and homeless students
48900.1 Parental attendance required after suspension
48904 Liability of parent/guardian for willful student misconduct
48904.3 Withholding grades, diplomas, or transcripts
48906 Notification of release of student to peace officer
48911 Notification in case of suspension
48911.1 Assignment to supervised suspension classroom
48912 Closed sessions; consideration of suspension
48915.1 Expelled students: enrollment in another district
48916 Readmission procedures
48918 Rules governing expulsion procedures
48929 Transfer of student convicted of violent felony or misdemeanor
48980 Required notification at beginning of term
48980.3 Notification of pesticide use
48981 Time and means of notification
48982 Parent signature acknowledging receipt of notice
48983 Contents of notice
48984 Activities prohibited unless notice given
48985 Notices to parents in language other than English
48987 Child abuse information
49013 Use of uniform complaint procedures for complaints regarding student fees
49063 Notification of parental rights
49067 Student evaluation; student in danger of failing course
49068 Transfer of permanent enrollment and scholarship record
49069 Absolute right to access
49070 Challenging content of records
49073 Release of directory information
49073.6 Student records, social media
49076 Access to student records
49077 Access to information concerning a student in compliance with court order
49403 Cooperation in control of communicable disease and immunization
49423 Administration of prescribed medication for pupil
49451 Physical examinations: parent's refusal to consent
49452.5 Screening for scoliosis
49452.7 Information on type 2 diabetes
49452.8 Oral health assessment
49456 Results of vision or hearing test
49471-49472 Insurance

PROPOSED

Students

PARENTAL NOTIFICATIONS

49475 Student athletes; concussions and head injuries
49476 Student athletes; opioid fact sheet
49480 Continuing medication regimen for nonepisodic conditions
49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account
51225.1 Exemption from district graduation requirements
51225.2 Course credits; foster youth, homeless youth, former juvenile court school students and military-connected students
51225.3 Graduation requirements; courses that satisfy college entrance criteria
51229 Course of study for grades 7-12
51513 Personal beliefs; privacy
51938 HIV/AIDS and sexual health instruction
52164 Language census
52164.1 Census-taking methods; determination of primary language; assessment of language skills
52164.3 Reassessment of English learners; notification of results
54444.2 Migrant education programs; parent involvement
56301 Child-find system; policies regarding written notification rights
56321 Special education: proposed assessment plan
56321.5-56321.6 Notice of parent rights pertaining to special education
56329 Written notice of right to findings; independent assessment
56341.1 Development of individualized education program; right to audio record meeting
56341.5 Individualized education program team meetings
56343.5 IEP meetings
56521.1 Behavioral intervention
58501 Alternative schools; notice required prior to establishment
60615 Exemption from state assessment
60641 California Assessment of Student Performance and Progress
69432.9 Submission of grade point average to Cal Grant program
CIVIL CODE
1798.29 District records, breach of security
HEALTH AND SAFETY CODE
1596.857 Right to enter child care facility
1597.16 Licensed child care centers, lead testing
104420 Tobacco use prevention
104855 Availability of topical fluoride treatment
116277 Lead testing of school drinking water
120365-120375 Immunizations
120440 Sharing immunization information
124100-124105 Health screening and immunizations
PENAL CODE
626.81 Notice of permission granted to sex offender to volunteer on campus

PROPOSED

Students

PARENTAL NOTIFICATIONS

627.5 Hearing request following denial or revocation of registration
CODE OF REGULATIONS, TITLE 5
852 Exemptions from state assessments
863 Reports of state assessment results
3052 Behavioral intervention
4622 Notice of uniform complaint procedures
4631 Uniform complaint procedures; notification of decision and right to appeal
4917 Notification of sexual harassment policy
11303 Reclassification of English learners
11511.5 English language proficiency assessment; test results
11523 Notice of proficiency examinations
18066 Child care policies regarding excused and unexcused absences
18094-18095 Notice of Action; child care services
18114 Notice of delinquent fees; child care services
18118-18119 Notice of Action; child care services
CODE OF REGULATIONS, TITLE 17
2951 Hearing tests
6040 Time period to obtain needed immunizations
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act
1232h Privacy rights
1415 Procedural safeguards
6311 State plan
6312 Local educational agency plans
6318 Parental and family engagement
7704 Impact Aid; policies and procedures related to children residing on Indian lands
7908 Armed forces recruiter access to students
UNITED STATES CODE, TITLE 42
1758 Child nutrition programs
11431-11435 McKinney-Vento Homeless Assistance Act
CODE OF FEDERAL REGULATIONS, TITLE 7
245.5 Eligibility criteria for free and reduced-price meals
245.6a Verification of eligibility for free and reduced-price meals
CODE OF FEDERAL REGULATIONS, TITLE 34
99.7 Student records, annual notification
99.30 Disclosure of personally identifiable information
99.34 Student records, disclosure to other educational agencies
99.37 Disclosure of directory information
104.32 District responsibility to provide free appropriate public education
104.36 Procedural safeguards

PROPOSED

Students

PARENTAL NOTIFICATIONS

104.8 Nondiscrimination
106.8 Notification of contact information for Title IX coordinator
106.9 Dissemination of policy, nondiscrimination on basis of sex
200.48 Teacher qualifications
222.94 Impact Aid; district responsibilities
300.300 Parent consent for special education evaluation
300.322 Parent participation in IEP team meetings
300.502 Independent educational evaluation of student with disability
300.503 Prior written notice regarding identification, evaluation, or placement of student with disability
300.504 Procedural safeguards notice for students with disabilities
300.508 Due process complaint
300.530 Discipline procedures
CODE OF FEDERAL REGULATIONS, TITLE 40
763.84 Asbestos inspections, response actions and post-response actions
763.93 Asbestos management plans

Management Resources:
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Civil Rights Compliance and Enforcement – Nutrition Programs and Services, FNS Instruction 113-1, 2005
WEB SITES
U.S. Department of Agriculture, Food and Nutrition Service: http://www.fns.usda.gov

PROPOSED

MANDATED

Instruction

PARENT/GUARDIAN INVOLVEMENT

PROPOSED

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 – School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1230 – School-Connected Organizations)
(cf. 1240 – Volunteer Assistance)
(cf. 1250 – Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 – Parent Rights and Responsibilities)

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 – Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 – Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and

PARENT/GUARDIAN INVOLVEMENT

PROPOSED

procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/ guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 – Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

(cf. 3100 – Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The district's Board policy and administrative regulation containing parent/guardian and family strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

Instruction

PARENT/GUARDIAN INVOLVEMENT

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

(cf. 5145.6 – Parental Notifications)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

PROPOSED

Legal Reference:
See next page

MANDATED

Instruction

PARENT/GUARDIAN INVOLVEMENT

Legal Reference:
EDUCATION CODE
11500-11505 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 School plan for student achievement, consolidated application programs
LABOR CODE
230.8 Time off to visit child's school
CODE OF REGULATIONS, TITLE 5
18275 Child care and development programs, parent involvement and education
UNITED STATES CODE, TITLE 20
6311 Parental notice of teacher qualifications and student achievement
6312 Local educational agency plan
6314 Schoolwide programs
6318 Parent family engagement
6631 Teacher and school leader incentive program, purposes and definitions
7241-7246 Family engagement in education programs
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Title I School-Level Parental Involvement Policy
Family Engagement Framework: A Tool for California School Districts, 2014
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Family, School, Community Partnerships: http://www.cde.ca.gov/ls/pf
California Parent Center: http://parent.sdsu.edu
California State PTA: http://www.capta.org
National Coalition for Parent Involvement in Education: http://www.ncpie.org
National PTA: http://www.pta.org
Parent Information and Resource Centers: http://www.pirc-info.net
Parents as Teachers National Center: http://www.parentsasteachers.org
U.S. Department of Education: http://www.ed.gov

Instruction

CEREMONIES AND OBSERVANCES

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

(cf. 6111 – School Calendar)
(cf. 6141.2 – Recognition of Religious Beliefs and Customs)
(cf. 6142.94 – History-Social Science Instruction)
(cf. 6142.3 – Civic Education)
(cf. 6142.4 – Service Learning/Community Service Classes)

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

(cf. 6144 – Controversial Issues)

Legal Reference:
EDUCATION CODE
37220-37222.20 Holidays and commemorative events
44015.1 Week of the School Administrator
45203 Paid holidays
45460 Classified employee week
52720-52730 Patriotic exercises and instruction
GOVERNMENT CODE
430-439 Display of flags
3540-3549.3 Meeting and negotiating
UNITED STATES CODE, TITLE 4
6 Time and occasion for display of flag
7 Position and manner of display of flag
COURT DECISIONS
Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010)
West Virginia State Board of Education et al v. Barnette et al (1943) 319 U.S. 624
Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, History/Social Science Instructional Materials: http://www.cde.ca.gov/ci/hs/im

PROPOSED

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ACCEPTANCE AND FIRST READING OF PROPOSED REVISIONS TO THE DISTRICT POLICY MANUAL

BOARD MEETING DATE: November 9, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board and administrative staff:

(1) accept for a first reading proposed revisions to various board policies; and
(2) provide input for additional modifications that may be needed before a second reading and recommendation for approval at the next regular board meeting.

BACKGROUND

Policy revisions were recently recommended by the California School Boards Associations (CSBA) and California school districts were offered samples of the CSBA policies to reference for revising district policies. The Superintendent and District Administrators reviewed the revised samples and determined that the district policies should also be revised.

The following district Board Policies (BP) were revised as recommended by CSBA and, pursuant to the district's Board Bylaw 9310, are presented to the Governing Board for a first reading. After consideration of any further input from the board, staff or members of the community, additional revisions may be appropriate before they are presented for a second reading at the next regular meeting on December 14, 2020. At that time, it will be appropriate for the Board to also approve the revisions, as recommended, if no further changes are needed.

The following policy documents are submitted for consideration:

Series 3000: Business and Noninstructional Operations

- BP 3555, Nutrition Program Compliance

Series 4000: Personnel

- BP 4119.11/4219.11/4319.11, Sexual Harassment

Series 5000: Students

- BP 5145.7, Sexual Harassment

Series 6000: Instruction

- BP 6142.7, Physical Education and Activity

NUTRITION PROGRAM COMPLIANCE

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

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 3550 – Food Service/Child Nutrition Program)
(cf. 3552 – Summer Meal Program)
(cf. 3553 – Free and Reduced Price Means)
(cf. 5030 – Student Wellness)

Compliance Coordinator

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

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

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

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

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

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

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

(cf. 6159 – Individualized Education Program)

PROPOSED

NUTRITION PROGRAM COMPLIANCE

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

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

6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency

7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

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

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

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

(cf. 5022 – Students and Family Privacy Rights)
(cf. 5125 – Student Records)
(cf. 5145.13 – Response to Immigration Enforcement)

Notifications

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

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

PROPOSED

Business and Noninstructional Operations

NUTRITION PROGRAM COMPLIANCE

(cf. 5145.6 – Parental Notifications)

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

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

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

~~To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:~~

~~(1) mail: U.S. Department of Agriculture~~
~~Office of the Assistant Secretary for Civil Rights~~
~~1400 Independence Avenue, SW~~
~~Washington, D.C. 20250-9410;~~

~~(2) fax: (202) 690-7442; or~~

~~(3) email: program.intake@usda.gov~~

~~"This institution is an equal opportunity provider."~~

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude ~~menus~~items such as cups, buttons, magnets, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

PROPOSED

Business and Noninstructional Operations

NUTRITION PROGRAM COMPLIANCE

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

Complaints of Discrimination

~~Any complaint concerning the district's nutrition programs shall be investigated using the process identified in AR 1312.3 – Uniform Complaint Procedures.~~
~~(cf. 1312.3 – Uniform Complaint Procedures)~~

~~When a~~A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, ~~is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies~~be filed or referred to USDA at: (5 CCR 15582)

~~1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 4503, Sacramento, CA 95814-2342, or call (916) 323-8531 or (800) 952-5609~~

~~3.~~ U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service – English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service – Spanish), fax (202) 690-7442, or email program.intake.usda.gov.

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

(cf. 1312.3 – Uniform Complaint Procedures)

Complaints Regarding Noncompliance with Program Requirements

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

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

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

PROPOSED

NUTRITION PROGRAM COMPLIANCE

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

1. A statement that the district has violated a law or regulation relating to its child nutrition program

2. The facts on which the statement is based

3. The name of the district or the school against which the allegations are made

4. The complainant's contact information

5. The name of the student if alleging violations regarding a specific student

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

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

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

PROPOSED

Legal References:
See next page

NUTRITION PROGRAM COMPLIANCE

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
42238.01 Definitions for purposes of funding
48985 Notices to parents in language other than English
49060-49079 Student records
49490-49590 Child nutrition programs
PENAL CODE
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-468470 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
15580-15584 Child nutrition programs complaint procedures
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VIII, Civil Rights Act of 1964 as amended
~~2000h-2000h-6 Title IX~~
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.19 National School Lunch Program, additional responsibilities
210.23 National School Lunch Program, district responsibilities
215.7 Special Milk Program, requirements for participation
215.14 Special Milk Program, nondiscrimination
220.7 School Breakfast Program, requirements for participation
220.13 School Breakfast Program, special responsibilities of state agencies
225.3 Summer Food Service Program, administration
225.7 Summer Food Service Program, program monitoring and assistance
225.11 Summer Food Service Program, corrective action procedures
226.6 Child and Adult Care Food Program, state agency administrative responsibilities
250.15 Out-of-condition donated foods, food recalls, and complaints
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Nondiscrimination on the basis of disability, public accommodations, ~~A~~auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973

PROPOSED

NUTRITION PROGRAM COMPLIANCE

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

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Civil Rights and Complaint Procedures for U.S. Department of Agriculture Child Nutrition Programs, ~~rev. November 2015~~June 2018
U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS
Civil Rights Compliance and Enforcement – Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
WEB SITES
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
U.S. Department of Agriculture, Food and Nutrition Services: http://www.fns.usda.gov
U.S. Department of Agriculture, Office for Civil Rights: http://www.ascr.usda.gov
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/ocr

PROPOSED

SEXUAL HARASSMENT

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

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

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

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

~~This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.~~

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

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

~~(cf. 4117.7/4317.7 – Employment Status Reports)~~
~~(cf. 4118 – Dismissal/Suspension/Disciplinary Action)~~
~~(cf. 4218 – Dismissal/Suspension/Disciplinary Action)~~

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

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

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

3. Ensuring prompt, thorough, and fair investigation of complaints

PROPOSED

SEXUAL HARASSMENT

4. Taking timely and appropriate corrective/remedial actions, which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

Sexual Harassment Reports and Complaints

~~Any d~~District employee~~s~~ who feel~~s~~ that ~~he/she has~~they have been sexually harassed in the performance of ~~his/her~~their district responsibilities or who ~~has~~ have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to ~~his/her~~their direct supervisor, a district administrator, ~~another supervisor,~~ or the district's Title IX ~~c~~Coordinator ~~for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman~~. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint.

A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX C~~c~~oordinator.

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

~~All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary actions. (2 CCR 11023)~~ Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 – Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 – Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

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

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 – Employment Status Reports)
(cf. 4118 – Dismissal/Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

Legal Reference:
See next page

PROPOSED

SEXUAL HARASSMENT

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950 Sexual harassment; distribution of information
12950.1 Sexual harassment training
LABOR CODE
1101 Political activities of employees
1102.1 Discrimination: sexual orientation
CODE OF REGULATIONS, TITLE 2
11009 Employment discrimination
11021 Retaliation
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs ~~receiving state financial assistance~~
UNITED STATES CODE, TITLE 20
1681-1688 Title IX ~~prohibition against discrimination~~of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities
106.51-106.~~61~~ 82 Nondiscrimination on the basis of sex in employment in education programs or activities
COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026
Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57
Management Resources:
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Promising Practices for Preventing Harassment, November 2017
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
Equal Employment Opportunity Commission: http://www.eeoc.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/index.html

PROPOSED

Students

SEXUAL HARASSMENT

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

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5145.3 – Nondiscrimination/Harassment)

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

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

~~(cf. 0410 – Nondiscrimination in District Programs and Activities)~~
(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 1312.3 – Uniform Complaint Procedures)
~~(cf. 5131 – Conduct)~~
~~(cf. 5131.2 – Bullying)~~
~~(cf. 5137 – Positive School Climate)~~
(cf. 5141.4 – Child Abuse Prevention and Reporting)
~~(cf. 5145.3 – Nondiscrimination/Harassment)~~
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)
~~(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)~~

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

Instruction/Information

PROPOSED

Students

SEXUAL HARASSMENT

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed ~~instances~~ incidents of sexual harassment~~,~~ even ~~where~~ when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and ~~prompt~~ action shall be taken to ~~stop~~ respond to ~~any~~ harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will ~~take interim~~implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation~~ and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment~~

~~Complaint Process and~~ Disciplinary Actions

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

PROPOSED

Students

SEXUAL HARASSMENT

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

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

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

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

Record-Keeping

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

(cf. 3580 – District Records)

Legal References:
See next page

PROPOSED

Students

SEXUAL HARASSMENT

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
48985 Notices, report, statements and records in primary language
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 34
12291 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Titles VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.~~71~~ 82 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

PROPOSED

Students

SEXUAL HARASSMENT

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Q&A on Campus Sexual Misconduct, September 2017
~~Dear Colleague Letter: Transgender Students, May 2016~~
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

PROPOSED

Students

SEXUAL HARASSMENT

Dear Colleague Letter: Title IX Coordinators, April 2015
~~Questions and Answers on Title IX and Sexual Violence, April 2014~~
~~Dear Colleague Letter: Sexual Violence, April 4, 2011~~
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

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

(cf. 5030 – Student Wellness)
(cf. 6142.8 – Comprehensive Health Education)

Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grade 1-8 regardless of gender, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

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

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

(cf. 6011 – Academic Standards)
(cf. 6143 – Courses of Study)

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

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

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

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

~~(cf. 6159 – Individualized Education Program)~~
~~(cf. 6164.6 – Identification and Education Under Section 504)~~

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

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

~~(cf. 3514 – Environmental Safety)~~
~~(cf. 5141.7 – Sun Safety)~~

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 – Joint Use Agreements)
(cf. 5142.2 – Safe Routes to School Program)
(cf. 5148 – Child Care and Development Program)
(cf. 5148.2 – Before/After School Programs)
(cf. 6145 – Extracurricular and Cocurricular Activities)

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

(cf. 6159 – Individualized Education Program)
(cf. 6164.6 – Identification and Education Under Section 504)

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

(cf. 3514 – Environmental Safety)
(cf. 5141.7 – Sun Safety)
(cf. 5141.23 – Asthma Management)
(cf. 6145.2 – Athletic Competition)

Staffing

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

(cf. 1240 – Volunteer Assistance)
(cf. 4112.2 – Certification)
(cf. 4112.21 – Interns)
(cf. 4113 – Assignment)
(cf. 4222 – Teacher Aides/Paraprofessionals)

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

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

(cf. 4131 – Staff Development)
(cf. 5121 – Grades/Evaluation of Student Achievement)

Physical Fitness Testing

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

Temporary Exemptions

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

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.

2. The student is enrolled for one-half time or less.

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. The Superintendent or designee shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

(cf. 0500 – Accountability)
(cf. 6190 – Evaluation of the Instructional Program)

Legal Reference:
See next page

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
221.5 Sex equity in education
33126 School accountability report card
33350-33354 CDE responsibilities re: physical education
35256 School accountability report card
44250-44277 Credential types
49066 Grades; physical education class
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test
CODE OF REGULATIONS, TITLE 5
1040-~~1048~~ 1044 Physical performance test
1047-1048 Testing variations and accommodations
3051.5 Adapted physical education for individuals with exceptional needs
4600-~~4687~~ 4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
10060 Criteria for high school physical education programs
80020 Additional assignment authorizations for specific credentials
80037 Designated subject teaching credential; special teaching authorization in physical education
80046.1 Added authorization to teach adapted physical education
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1758b Local wellness policy
CODE OF FEDERAL REGULATIONS, TITLE 34
106.33 Nondiscrimination on the basis of sex; comparable facilities
106.34 Nondiscrimination on the basis of sex; access to classes and schools
300.108 Assistance to states for the education of children with disabilities; physical education
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 230 (1970)
COURT DECISIONS
Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959)

Management Resources:
CSBA PUBLICATIONS
~~Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015~~
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

PROPOSED

Instruction

PHYSICAL EDUCATION AND ACTIVITY

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010
Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
Physical Education and California Schools, Policy Brief, rev. October 2007
CALIFORNI DEPARTMENT OF EDUCATION PUBLICATIONS
Physical Education Framework for California Public Schools: Kindergarten through Grade 12, 2009
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade 12, January 2005
~~Adapted Physical Education Guidelines for California Schools, 2003~~
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Health Index (SHI): Self-Assessment and Planning Guide, Elementary School, 2017~~4~~
School Health Index (SHI): Self-Assessment and Planning Guide, Middle/High School, 2017
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
The Administrator's Assignment Manual, ~~2007~~2019
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
~~2008~~ Physical Activity Guidelines for Americans, 2nd Edition, October ~~2008~~2018
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
~~CDE Physical Fitness Testing: http://www.cde.ca.gov/ta/tg/pf~~
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org
Centers for Disease Control and Prevention (CDC): http://www.cdc.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Educational Data System, California physical fitness: http://www.eddata.com/projects/
Healthy People 2010: http://www.healthypeople.gov
National Association for Sports and Physical Education: ~~http://www.aahperd.org/naspe~~ http:www.pgpedia.com/n/national-association-sport-and-physical-education
President's Council on Physical Fitness and Sports: www.fitness.gov
U.S. Department of Health and Human Services: http://www.health.gov

PROPOSED