

# **EXHIBIT A**

**July 12, 2017**

# The Single Plan for Student Achievement

**School:** Central Elementary School  
**CDS Code:** 37682216038731  
**District:** National School District  
**Principal:** Leticia Hernandez  
**Revision Date:** May 31, 2017

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

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

**Contact Person:** Leticia Hernandez  
**Position:** Principal  
**Phone Number:** (619) 336-7450  
**Address:** 933 E Ave.  
National City, CA 91950  
**E-mail Address:** l.hernandez@national.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
CELDT (Annual Assessment) Results .....	14
CELDT (All Assessment) Results .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	24
School Goal #3 .....	31
School Goal #4 .....	39
Centralized Services for Planned Improvements in Student Performance .....	47
Centralized Service Goal #1 .....	47
Summary of Expenditures in this Plan .....	49
Total Allocations and Expenditures by Funding Source .....	49
Total Expenditures by Object Type .....	50
Total Expenditures by Object Type and Funding Source .....	51
Total Expenditures by Goal .....	52
School Site Council Membership .....	53

## School Vision and Mission

### Central Elementary School's Vision and Mission Statements

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

At Central School

At Central School We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

At Central School We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

## School Profile

### 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).

Central uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### **Classroom Observations**

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

All walk through information is used to determine next steps and the level to which the goals and actions of the SPSA are being met.

### **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**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The District's thematic goal – Think Common Core – and the three defining objectives for the current school year provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the districtwide vision, our school will focus on instructional design to support the implementation of the Common Core State Standards.

Last year, all our classrooms, TK-6th grade fully implemented the Common Core Standards for Writing. This year all teachers are continuing to teach CCSS in Writing. All students will participate in the district benchmark on-demand writing assessment for each writing genre: narrative, opinion, and explanatory. Teachers participated in professional development to assist in implementation of the Common Core Standards for Reading. Grade-level teams worked to understand close reading and developing text-dependent questions during literacy instruction in reading and the content areas. This year all teachers are using the District's Instructional Sequence Guide to guide their implementation of Common Core Standards in Reading. Teachers are given time to collaborate around how best to implement the new Common Core Standards with a focus on using informational text. All students will participate in the district benchmark assessments aligned to the Common Core State Standards as outlined in the Instructional Sequence Guide. Students in kindergarten to grade 2 are instructed in the Common Core Foundational Skills using Systematic Instruction of Phonics and Phonemic Awareness (SIPPS).

Central School has implemented the Explicit Direct Instruction model for lesson design in all kindergarten through 6th grade classrooms. Teachers use the EDI Student Engagement Norms and TAPPLE strategies throughout the school day. Teachers are working to integrate these effective instructional strategies with more inquiry-based Common Core lessons.

Spanish-speaking students enrolled in the bilingual program, kindergarten to grade 2, receiving primary language instruction using district adopted core materials along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. All English learners participate in a designated, leveled English language development program for 40 minutes, four times weekly using Systematic ELD (SELD) instructional materials. English Learners in Kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Special Day classes supplement the core curriculum with Cambium Learning's Language! program, Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills.

The NCS Learn SuccessMaker reading and mathematics software program supports the standards-based curriculum at Central School in kindergarten through sixth grade students. All students also have access to online software, GO Math.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

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

Central School along with National School District complies with and monitors implementation of instructional time for language arts, mathematics, English Language Development and physical education. The school also provides additional time for students requiring intervention in acquiring English, reading and mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk students' targeted goals. Differentiated instruction is also provided for our GATE identified and high achieving students.

In Kindergarten through 6th grade, students participate in three hours of literacy instruction throughout the day and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3.

Impact teachers are hired to provide small-group support in the reading labs. They work under the direction of the Language Arts Specialists with small groups of students providing additional literacy support. Two Language Arts Specialists provide a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. District benchmark assessments in writing take place two to five times per year depending on the content area and the grade-level. Renaissance STAR® Reading and Mathematics computer assessments are used for diagnostic purposes and ongoing progress monitoring. Students in grades K-3 are also assessed for reading readiness and the RCD Units. Grade-levels use the data team process to design common formative assessments used to make instructional decisions.

Students who are having difficulty performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers have been trained in Response to Instruction & Intervention (RtI2), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grade. Grade level RtI meetings are held approximately every 8 weeks to discuss specific students, research-based strategies, goals and next steps. The progress of Tier 1 students is monitored monthly while the progress of Tier 2 and Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program REACH, or math, reading and language supplementary intervention classes both before and after school.

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss outcomes of district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on SIPP outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff are using Common Core rubrics from the Learning Headquarters program to assess student development.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Central School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Central School is involved in a program of ongoing professional development linked to the Common Core state Standards. Instructional planning is driven by the review of student outcomes on assessments that target focus standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. This year, Central is using the Rigorous Curriculum Design Model for mathematics and the grade level teams are looking at the data during their bi-weekly data team meetings.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading & Mathematics, CELDT, SBAC and district multiple measures assessments. The SBAC results will be analyzed as ongoing measurement to ensure that our students meet grade level Common Core Standards. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on areas identified for improvement or enhancement. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Throughout the year a number of early release Thursdays are provided for site-based professional development. Instructional Design to implement the Common Core State Standards and effective Data Teams to drive instructional decision-making are the focus of district staff development and supported by site-based activities.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site Language Arts Specialists, Resource Specialist, and through grade level or job-alike colleagues.

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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate, and the NSD Data Warehouse.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Explicit Direct Instruction and SIPPS. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the two site Language Arts Specialists, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Our data team meetings are structured and calendared to progress through the cycle every 2 weeks. The focus of an individual meeting is determined by where the grade-level is in working in terms of the unit – pre-assessment data review and lesson design, monitoring or “mid-assessment” student work review and examining the cause and effect data, post-assessment data review and post-assessment. Effective strategies that are known to produce student achievement gains are discussed and areas for improvement are analyzed. Grade-level collaboration days are also included in the calendar throughout the year on Thursday minimum days. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation takes place quarterly.

### Teaching and Learning

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

Currently, the District is in the process of purchasing new English Language Arts instructional materials. The Instructional Materials Committee is following a detailed process of standards alignment in order to select those materials that best support the RCD units of study and priority standards. Houghton Mifflin Harcourt's Go Math! is the adopted math text, and has been approved by the state of California as being standards aligned.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

### Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

#### 14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

#### Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

#### 16. 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)

Through School Site Council and District Parent Advisory Council participation, parents provide input into ConApp programs. Yearly, parents are provided data and results of ConApp programs, given opportunity for recommendations, and involved in the process of developing the SPSA, LEAP, and the LCAP.

#### Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

#### 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

### **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	100	93		96	85		96	85		96.0		
Grade 4	91	98		90	94		89	93		98.9		
Grade 5	99	92		93	91		93	91		93.9		
Grade 6	106	99		106	99		106	99		100.0		
All Grades	396	382		385	369		384	368		97.2		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2382.0	2403.6		10	20		14	16		30	26		46	38	
Grade 4	2399.9	2423.6		2	11		16	18		20	28		61	43	
Grade 5	2495.6	2462.5		12	9		33	27		33	14		22	49	
Grade 6	2502.9	2546.7		8	16		31	45		33	28		28	10	
All Grades	N/A	N/A	N/A	8	14		24	27		29	24		39	35	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	15		40	36		48	48	
Grade 4	4	13		38	41		57	46	
Grade 5	15	14		56	37		29	48	
Grade 6	11	15		51	59		38	26	
All Grades	11	14		46	44		43	42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	14		39	40		55	46	
Grade 4	6	8		38	47		56	45	
Grade 5	18	12		59	46		23	42	
Grade 6	14	20		53	65		33	15	
All Grades	11	14		47	50		41	36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	12		69	68		24	20	
Grade 4	1	6		66	73		33	20	
Grade 5	12	9		68	67		20	24	
Grade 6	11	19		66	76		23	5	
All Grades	8	12		67	71		25	17	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	31		54	44		33	26	
Grade 4	6	10		39	49		34	41	
Grade 5	26	14		60	56		14	30	
Grade 6	27	45		61	45		11	9	
All Grades	18	25		54	49		23	26	

#### Conclusions based on this data:

1. Our scores increased in almost every grade level from the previous year. Fifth grade is the grade level, we will focus on.
2. Although fifth grade scores are lower overall, when unmatched cohort scores are analyzed, fifth grade also made growth.
3. Four domains are being assessed: Reading Literature and Informational Text, Writing, Listening, and Research and Inquiry. There was an 8% point increase in Research and Inquiry, as well as in Listening. For Writing, there was an increase of six percentage points, and in Reading Literature and Informational Text, there was only a 1% point increase. Central's staff will continue its emphasis on reading fundamentals, as well as its focus on English Learners, who struggle with reading comprehension.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	100	93		96	91		96	91		96.0		
Grade 4	91	98		90	94		90	93		98.9		
Grade 5	99	92		93	91		93	91		93.9		
Grade 6	106	99		106	99		106	99		100.0		
All Grades	396	382		385	375		385	374		97.2		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.9	2422.0		8	15		33	25		30	33		28	26	
Grade 4	2416.7	2463.6		1	16		11	24		43	35		44	25	
Grade 5	2477.3	2455.0		6	4		27	10		30	40		37	46	
Grade 6	2497.5	2536.5		8	18		26	30		30	31		35	20	
All Grades	N/A	N/A	N/A	6	14		25	22		33	35		36	29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	26		32	35		38	38	
Grade 4	4	28		30	28		66	44	
Grade 5	15	5		39	32		46	63	
Grade 6	18	37		31	34		51	28	
All Grades	17	25		33	32		50	43	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	20		50	45		40	35	
Grade 4	1	15		37	42		62	43	
Grade 5	6	2		48	32		45	66	
Grade 6	10	17		48	59		42	24	
All Grades	7	14		46	45		47	42	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	24		61	53		22	23	
Grade 4	9	26		39	52		52	23	
Grade 5	10	7		54	41		37	53	
Grade 6	9	13		60	67		30	20	
All Grades	11	17		54	53		35	29	

**Conclusions based on this data:**

1. Every grade level showed growth except for 5th grade. 5th grade decreased this past year and we will be targeting 5th grade Mathematics.
2. Again, as in English Language Arts, unmatched cohort data shows growth at all grade levels.
3. The area of problem solving is the lowest, and needs analysis at the classroom level.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		4		17			26	39		22	9		35	48	
1		5		25	18		28	27		15	23		32	27	
2	2	2		9	25		36	30		32	25		21	17	
3	4	3		27	24		37	38		19	21		12	14	
4	5	6		25	37		44	41		19	12		7	4	
5	17	4		42	35		31	41		7	11		3	9	
6	9	9		40	33		36	42		6	9		9	6	
Total	6	4		27	27		35	36		17	17		16	16	

#### Conclusions based on this data:

1. Based on this data, we have less students in the area of Beginning in most grade levels than in prior years. Our Intermediate students seem to be staying the same, except for fifth grade. In fifth grade we have a large group of Intermediate students. It is evident that we need to move our students out of the Intermediate range and into the Early Advance area.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		1		5	1		20	19		25	16		51	63	
1		5		24	17		30	25		14	22		31	30	
2	2	2		8	24		33	29		28	26		28	20	
3	4	3		27	21		37	36		18	19		15	21	
4	5	6		24	37		43	41		19	12		10	4	
5	17	4		43	35		30	41		7	11		3	9	
6	8	8		40	31		34	39		6	14		12	8	
Total	5	4		23	22		32	32		17	17		23	25	

#### Conclusions based on this data:

1. We are constantly moving students from different levels every year. Our goal is to have less students in the Beginning, Early Intermediate and Intermediate levels.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
This goal aligns to Core Strategy #1 in the District's Strategic Plan.
<b>SCHOOL GOAL #1:</b>
Improve English language arts achievement for all students as measured by CAASPP and local measures. Our goal is to meet our target by increasing overall student achievement from 44% proficient to 55.33% meeting or exceeding standard by June 2018.
<b>Data Used to Form this Goal:</b>
2017 End of year STAR Reading 2017 End of year SBAC Results
<b>Findings from the Analysis of this Data:</b>
Our students are not making adequate growth in reading/English language arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Common assessments developed by grade-level Data Teams District benchmark results Leadership Team, staff, School Site Council and English Learner Advisory Committee will review
<b>Who are the focus students and what is the expected growth?</b>
The focus students are those that are well below grade-level proficiency and will make at least one year's growth.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LEAP Goal 1 is for all students to reach proficiency in Common Core State Standards in English Language Arts and math.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Site Leadership Team  
School Site Council  
English Learner Advisory Committee

**What data will be collected to measure student achievement?**

STAR Reading progress monitoring and end-of-year STAR Reading assessment – June 2018.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will conduct goal setting for improvement and growth with all students.  
All instruction will be based on standards  
Teachers will implement high-yield instructional strategies  
Closely monitor students – Data Teams/Rtl  
Targeted students will attend planned interventions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Teacher's lessons and student performance objectives will be based on the California Common Core Standards and the Rigorous Curriculum Design Units.</p> <p>2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Common Core Standards</p> <p>3. Teachers will employ TAPPLE strategies to ensure 90% engagement.</p> <p>4. K-2 teachers will implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics &amp; Sight Words) with all students based and based on program assessment for proper placement.</p>	July 2017 – June 2018	Teachers, Principal	<p>1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>3. Principal daily walk-through observation of teaching &amp; learning and review of teacher lesson plans</p> <p>4. Principal daily walk-through observation of teaching &amp; learning, review of teacher lesson plans; analysis of student assessment</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Professional Development and Data Team Collaboration:</b> 1. Teachers will be given the opportunity to participate in professional development in ELA Common Core Standards  2. All teachers will receive support on how to use adopted learning software to make instructional decisions  3. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. As needed data teams will examine progress in English language arts.  4. Teachers will receive support for implementation California Common Core Standards  5. TK – Grade 2 teachers will receive initial or follow-up RESULTS training to administer and analyze assessments focused on ELA reading literacy and academic English language development	July 2017 - June 2018	Teachers, Principal, Ed. Services	1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.		Title I	13,837
	August 2017 - June 2018	Technology Liaison, Principal				
	August 2017– May 2018	Teachers, Principal, Enrichment Teachers	2. Agendas of training offered; principal daily walk-through observation of teaching & learning; review of learning software report		LCFF - SCE	1,160
	August 2017 - June 2018	Teachers, Principal	3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions.			
	July 2017 – May 2018	Teachers, Principal	4. Principal daily walk-through observation of teaching & learning for implementation. 5. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.			1,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to build targeted reading and language skills and additional support in acquiring English for priority students.</p>	August 2017 - June 2018	Teachers, Principal	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal and/or designee observation of intervention implementation; teaching &amp; learning.</p>		Title I	20,000
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 200 minutes per week of direct instructional time working on grade-level reading skills at their instructional level and organized in small, teacher-directed homogeneous groups.</p> <p>2. Students identified through the RtI2 process will receive additional assistance from the reading/language arts specialist, and/or impact teacher</p> <p>3. K-6 students identified through the RtI2 process will receive appropriate services and access to materials.</p>	July 2017 – June 2018	<p>Teachers, Principal</p> <p>Language Arts Specialists, Impact Teachers</p> <p>Teachers, Principal</p>	<p>1. Teachers will provide a daily schedule to indicate when reading groups are planned. Principal daily walk-through observation of teaching &amp; learning.</p> <p>2. On a monthly basis, the Language Arts Specialist will provide a list of students and areas of focus.</p> <p>3. Priority student progress monitoring will occur during RtI2 meetings approximately every 6 weeks. Priority students are observed by principal during daily classroom observations.</p>		<p>LCFF</p> <p>LCFF</p> <p>LCFF</p>	<p>100,000</p> <p>53,520</p> <p>32,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. Title I Parent meeting will be held to share plans for meeting the school's goals</p> <p>3. Monthly informal session will be held for parents to discuss topical issues, provide positive feedback, ask questions or express concerns.</p> <p>4. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard</p>	<p>June 1, 2016</p> <p>August 2016</p> <p>August 2016 - June 2017</p> <p>November 2016 &amp; March 2017</p>	<p>Ed Services, Principal</p> <p>Principal</p> <p>Principal</p> <p>Teachers</p>	<p>1. Copy of letter</p> <p>2. Meeting agenda, sign-in sheet and presentation materials.</p> <p>3. Sign-in sheets</p> <p>4. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.</p>			
<p>5. Family curriculum sessions will be offered to provide additional information and strategies for assisting students.</p> <p>6. Training and classes will be offered for parents to increase their ability to assist their child</p> <p>7. Childcare will be offered during parent training/classes as a strategy to increase participation</p> <p>8. Recognize student achievement and growth toward mathematics goals.</p>	<p>October 2017 – May 2018</p> <p>September 2017 – May 2018</p> <p>September 2017 – May 2018</p> <p>Ongoing</p>	<p>Principal, Teachers, Language Arts Specialists</p> <p>Principal</p> <p>Principal, Childcare providers</p> <p>Teachers, Principal</p>	<p>5. Meeting notices, sign-in sheets, presentation materials and feedback forms.</p> <p>6. Meeting notices, sign-in sheets, presentation materials and feedback forms.</p> <p>7. Time sheets and child attendance.</p> <p>8. Records of student recognition.</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>3,240</p> <p>1,384</p> <p>2,500</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Instructional Technology</b> 1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs: a. SuccessMaker Reading b. Imagine Learning c. Accelerated Reader  2. Teachers will use STAR Reading on a consistent basis as one means to assess student level and ongoing progress monitor student growth.	July 2017 – June 2018	Teachers, Principal	1. Principal daily walk-through observation of students working and weekly review of learning software reports  2. Principal will review STAR Reading reports.		LCFF  None Specified  None Specified	40,000
<b>Involvement of After School Program</b> 1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.  2. Teachers with students enrolled in the REACH Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.  3. Priority students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion	July 2017 – June 2018  July 2017 – June 2018  August 2017 – May 2018	Principal, REACH Site Supervisor  Teachers, REACH Group Leaders  Principal, Teachers, REACH Site Supervisor	1. Principal will provide the REACH Site Supervisor with the schoolwide goals. Together the REACH Site Supervisor and Principal will periodically review REACH designated tutoring times.  2. Teachers will share any communication with Principal.  3. Site Supervisor will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Preschool Articulation: 1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.  2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers to review student needs.	March 2017 – August 2018	Principal, Preschool Director, Teachers	1. Principal and Preschool Director will arrange for observations		LCFF	1,100
	August 2017 – December 2018		2. Principal and Preschool Director will arrange for collaboration		LCFF	1,100

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? This goal aligns to Core Strategy #1 in the District's Strategic Plan.
<b>SCHOOL GOAL #2:</b>
Improve mathematics achievement for all students as measured by CAASPP and local measures. Our goal is to meet our target in mathematics by increasing overall student achievement from 34% proficient to 52.48% meeting or exceeding standard by June 2018.
<b>Data Used to Form this Goal:</b>
2017 End of year STAR Math 2017 End of year SBAC Results
<b>Findings from the Analysis of this Data:</b>
All students are not making adequate growth in mathematics.
<b>How the School will Evaluate the Progress of this Goal:</b>
Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Common assessments developed by grade-level Data Teams District benchmark results Leadership Team, staff, School Site Council and English Learner Advisory Committee will review
<b>Who are the focus students and what is the expected growth?</b>
The focus students are those that are well below grade-level proficiency and will make at least one year's growth.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LEAP Goal 1 is for all students to reach proficiency in Common Core State Standards in English Language Arts and math.

<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Site Leadership Team School Site Council English Learner Advisory Committee
<b>What data will be collected to measure student achievement?</b>
STAR Math progress monitoring and end-of-year STAR Math assessment – June 2018
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Teachers will conduct goal setting for improvement and growth with all students. All instruction will be based on standards Teachers will implement high-yield instructional strategies Closely monitor students – Data Teams/Rtl2 Targeted students will attend planned interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: 1. Teacher’s lessons and student performance objectives will be based on the California Common Core Standards and the Rigorous Curriculum Design Units.  2. All classroom resources and supplemental materials with meet or exceed the rigor of the California Common Core Standards  3. Teachers will develop lessons utilizing TAPPLE strategies to ensure 90% engagement.	July 2017 - June 2018	Teachers, Principal	1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.  2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.  3. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: 1. Teachers will be given the opportunity to participate in professional development in Mathematics Common Core Standards  2. All teachers will receive support on how to make use of adopted learning software to make instructional decisions  3. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on progress toward goals in mathematics.  4. Teachers will be given the opportunity to participate in professional learning for implementation California Common Core Standards	July 2017 - June 2018	Teachers, Principal, Ed. Services	1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation.			
	July 2017 - June 2018	Technology Liaison, Principal				
	August 2017 - June 2018	Teachers, Principal, Enrichment Teachers	2. Agendas of training offered; principal daily walk-through observation of teaching & learning; review of learning software reports		LCFF	1,160
	August 2017 - June 2018	Teachers, Principal	3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions.			
			4. Teacher sign-in sheets. Presentation materials. Principal daily walk-through observation of teaching & learning for implementation.		Title I	8,914

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to support Tier III students to build targeted mathematics concepts and skills including through primary language support</p>	August 2017 – April 2018	Teachers, Principal	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal and/or designee observation of intervention implementation; teaching &amp; learning.</p>		Title I	20,000
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 320 minutes per week of direct instructional time working on grade-level mathematics concepts and skills, organized in small, teacher-directed homogeneous groups as needed.</p> <p>2. Students identified through the RtI2 process will receive additional assistance from an impact teacher</p> <p>3. K-6 students identified through the RtI2 process will receive appropriate services and access to materials.</p>	August 2017 - June 2018	Teachers, Principal, Impacts	<p>1. Teachers will provide a daily schedule to indicate when mathematics instruction is planned. Principal daily walk-through observation of teaching &amp; learning.</p> <p>2. On a monthly basis, impact teachers will provide written communication with classroom teachers.</p> <p>3. Priority student progress monitoring will occur during RtI2 meetings approximately every 6 weeks. Priority students are observed by principal during daily classroom observations.</p>		<p>None Specified</p> <p>None Specified</p>	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. Title I Parent meeting will be held to share plans for meeting the school's goals</p> <p>3. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standards</p> <p>4. Family curriculum nights will be offered to provide additional information and strategies for assisting students.</p> <p>5. Training and classes will be offered for parents to increase their ability to assist their child</p> <p>6. Childcare will be offered during parent training/classes as a strategy to increase participation.</p> <p>7. Recognize student achievement and growth toward mathematics goals.</p>	June 1, 2017	Ed Services, Principal	1. Copy of letter			0
	August 2017	Principal	2. Meeting agenda, sign-in sheet and presentation materials.			0
	November 2017 & March 2018	Principal, Teachers	3. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.			0
	October 2017 – May 2018	Principal	4. Meeting notices, sign-in sheets, presentation materials and feedback forms.		LCFF	3,240
	September 2017 – May 2018	Principal, Childcare providers	5. Meeting notices, sign-in sheets, presentation materials and feedback forms		LCFF	1,384
	September 2017 – May 2018	Teachers, Principal	6. Time sheets and child attendance		None Specified	
	Ongoing		7. Records of student recognition.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for SuccessMaker Mathematics.</p> <p>2. Teachers will use STAR Mathematics on a consistent basis as one means to assess student level and ongoing progress monitor student growth.</p>	July 2017– June 2018	Teachers, Principal	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports.</p> <p>2. Principal will review STAR Mathematics reports.</p>		Title I	6,359
<p>Involvement of After School Program</p> <p>1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with students enrolled in the Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion</p>	<p>July 2017 – June 2018</p> <p>October 2017 – May 2018</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Site Supervisor</p>	<p>1. Principal will provide the REACH Site Supervisor with the schoolwide goals. Together the REACH Site Supervisor and Principal will periodically review REACH designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Preschool Articulation: 1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.  2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.	March 2017 – May 2018	Principal, Preschool Director, Teachers	1. Principal and Preschool Director will arrange for observations		LCFF	1,100
	August 2017 – December 2018		2. Principal and Preschool Director will arrange for collaboration		LCFF	1,100

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
Improve and further develop skills in the four domains of English Language Development: listening, speaking, reading, and writing, as measured by the CELDT. Our goal is to increase our AMAO 1 by 10% to 74.4% and to increase our AMAO 2 for students that have been receiving instruction in the US for more than 5 years by 10% to 70.4% as measured by the 2017 CELDT.
<b>Data Used to Form this Goal:</b>
2017 CELDT AMAO Data 2017 End of year STAR Reading for English learner students 2017 End of year SBAC Results
<b>Findings from the Analysis of this Data:</b>
English learner students are not meeting the AMAO targets. Although decreasing, an achievement gap exists between non-English learners and the English learner students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Look at multiple measures toward the same goal: Principal review of student data Common assessments developed by grade-level Data Teams with a focus on English learner performance District benchmark results with a focus on English learner performance Leadership Team, staff, School Site Council and English Learner Advisory Committee will review
<b>Who are the focus students and what is the expected growth?</b>
The focus students are those that are: 1) Identified as long-term English learners in grades 4, 5 & 6 and, 2) Not making one year's growth in English acquisition
<b>How does this goal align to your Local Educational Agency Plan goals?</b>

This goal aligns to Core Strategy #1 in the District's Strategic Plan.

**Which stakeholders were involved in analyzing data and developing this goal?**

Leadership Team  
School Site Council  
English Learner Advisory Committee

**What data will be collected to measure student achievement?**

STAR Reading Assessment, Systematic ELD Assessments, Writing Samples, Running Records

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will conduct goal setting for improvement and growth with all English learners students  
All instruction will target the development of language skills for English learners  
Teachers will implement strategies to support English learners in both content and targeted language development instruction  
Targeted students will attend planned interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Teacher's lessons and student performance objectives will be based on the California Common Core Standards as well as the California English Language Development Standards</p> <p>2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Common Core Standards with appropriate scaffolding and supports provided for English learners.</p> <p>3. Teachers will develop content and English language development (ELD) lessons utilizing Explicit Direct Instruction lesson design and employ TAPPLE strategies to ensure 90% engagement and plan for differentiation to support English learners</p> <p>4. Bilingual classroom teachers will utilize Spanish English Biliteracy Transfer materials to plan instruction and support student transfer of literacy skills</p> <p>5. All English learners will receive a minimum of 200 minutes weekly of targeted English Language Development instruction in homogeneous language proficiency groups.</p> <p>6. English Language Development lessons and instruction will be based</p>	<p>July 2017 - June 2018</p> <p>July 2017-August 2018</p>	Teachers, Principal	<p>1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>3. Principal daily walk-through observation of teaching &amp; learning and review of teacher lesson plans</p> <p>4. Principal daily walk-through observation of teaching &amp; learning and review of teacher lesson plans</p> <p>5. Grade-level English language development schedules by proficiency level; principal daily walk-through observation during designated English language development time</p> <p>6. Principal daily walk-through observation during designated English language development time</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: 1. Teachers will be given the opportunity to participate in professional development in the new California English Language Development Standards  2. Teachers will receive training in the Systematic ELD (SELD) Framework  3. All teachers will receive support on how to use adopted learning software to make instructional decisions for English learners  4. All TK-6 teachers will participate in data teams through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on the progress of English learner students.	July 2017 - June 2018	Teachers, Principal, Ed Services, EL Liaisons, Enrichment Teachers	1. Teacher sign-in sheets. Principal daily walk through observation of teaching & learning during content area instruction and targeted ELD instruction  2. Teacher sign-in sheets. Principal daily walk through observation of teaching & learning for implementation during content area instruction and targeted ELD instruction  3. Agendas of training offered; principal daily walk-through observation of teaching & learning; review of learning software report  4. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions with a focus on English learners.		LCFF	2,320



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to build targeted English language skills of priority students.</p>	July 2017 - June 2018	Teachers, Principal	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal observation of intervention implementation; teaching &amp; learning.</p>		Title I	20,000
<p>Increased Educational Opportunity:</p> <p>1. English learners will receive grade-level instruction in all core content areas</p> <p>2. Teachers will provide additional support to English learners in all subject areas by employing appropriate SDAIE strategies.</p> <p>3. Students identified through the RtI2 process will receive additional assistance in acquiring English from the reading/language arts specialist and/or impact teacher</p>	<p>July 2017 - June 2018</p> <p>August 2017 – June 2018</p>	<p>Teachers, Principal</p> <p>Language Arts Specialists</p>	<p>1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>2. Principal daily walk-through observation of teaching &amp; learning</p> <p>3. On a monthly basis, Language Arts Specialists will provide a list of students and areas of focus.</p>		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. The school's English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.</p> <p>3. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency</p> <p>4. Recognize student growth and achievement toward English language development goals.</p>	<p>September 2017 – May 2018</p> <p>November 2017 &amp; March 2018</p> <p>Ongoing</p>	<p>Ed Services, Principal, Teachers, Principal</p>	<p>1. Copy of letter</p> <p>2. Meeting agendas, sign-in sheets and presentation materials</p> <p>3. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.</p> <p>4. Record of student recognition</p>			
<p>Instructional Technology</p> <p>1. Targeted English learner students will be provided with direct instruction for implementation and given daily access to Imagine Learning software program.</p>	<p>July 2017 - June 2018</p>	<p>Teachers, Principal</p>	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program</p> <p>1. Schoolwide goals for English learners will be articulated to the after-school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with English learner students in the Before and/or After School Program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority English learner students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion.</p>	<p>July 2017 – June 2018</p> <p>October 2017 – May 2018</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Lead Coach</p>	<p>1. Principal will provide the REACH Site Supervisor with the schoolwide goals. Together the Site Supervisor and Principal will periodically review REACH designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>			
<p>Preschool Articulation:</p> <p>1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations with a focus on how needs of English learners are addressed.</p> <p>2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.</p>	<p>August 2017 – May 2018</p> <p>August 2017– December 2018</p>	<p>Principal, Preschool Director, Teachers</p>	<p>1. Principal and Preschool Director will arrange for observations</p> <p>2. Principal and Preschool Director will arrange for collaboration</p>		<p>LCFF</p> <p>LCFF</p>	<p>1,100</p> <p>1,100</p>

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
Students with disabilities are demonstrating improved performance in English language arts and mathematics. The rate of achievement in ELA is consistent with that of other students while achievement in mathematics is lower but the rate of growth is comparable.
<b>Data Used to Form this Goal:</b>
2017 End of year STAR Reading and Math 2017 End of year SBAC Results
<b>Findings from the Analysis of this Data:</b>
Special education identified students are not making growth consistent with general education peers in reading/English language arts and/or mathematics
<b>How the School will Evaluate the Progress of this Goal:</b>
Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Review of student progress toward individual education plan goals
<b>Who are the focus students and what is the expected growth?</b>
All identified special education students will be expected to make one year's growth
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal aligns to Core Strategy #1 in the District's Strategic Plan
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Leadership Team  
School Site Council  
English Learner Advisory Committee

**What data will be collected to measure student achievement?**

STAR Reading and STAR Math progress monitoring and end-of-year STAR Reading and STAR Math assessment  
Running Record Assessments  
Rigorous Units of Study Post Assessments

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will conduct goal setting for improvement and growth with all students.  
All instruction will be based on grade-level standards  
Teachers will implement high-yield instructional strategies to ensure special education students' access to core curriculum  
Data Teams and IEP teams will closely monitoring students  
Targeted students will participate in specialized programs and attend planned intervention

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Teacher's lessons and student performance objectives will be based on the California Common Core Standards and Rigorous Curriculum Design Units</p> <p>2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Common Core Standards with appropriate scaffolding and supports provided for students with disabilities.</p> <p>3. Teachers will develop lessons utilizing TAPPLE strategies to ensure 90% engagement.</p> <p>4. Teachers will adjust expectations based on student individual need and goals of their Individualized Education Plan.</p>	July 2017-June 2018	Teachers, Principal	<p>1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work</p> <p>3. Principal daily walk-through observation of teaching &amp; learning and review of teacher lesson plans.</p> <p>4. Principal daily walk-through observation of teaching &amp; learning, review of teacher lesson plans and student IEPs.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. Special Education teachers will be given the opportunity to participate in professional development to deepen implementation of their assigned curricular program: Read180, Language!, Read Well and Unique</p> <p>2. Special Education teachers will participate in data teams with job-alike staff from other NSD schools through release time approximately every 2 weeks as provided by the Instructional Wheel structure. Data teams will focus on progress toward program specific goals.</p> <p>3. Special Education teachers will be given the opportunity to attend training on adapting Common Core for special needs populations.</p>	<p>July 2017 – June 2018</p> <p>August 2017 – June 2018</p>	<p>Teachers, Student Services, Principal</p> <p>Teachers, Principals, Enrichment Teachers</p> <p>Teachers, Principal, Specialists, School Psychologist</p>	<p>1. Teacher sign-in sheets. Principal daily walk-through observation of teaching &amp; learning for implementation.</p> <p>2. Data teams schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation.</p> <p>3. Teacher registration. Principal attendance at IEP meetings to monitor for implementation.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed in reading/language arts, mathematics and English language development and, where applicable, special needs students will be given the opportunity to participate alongside general education students.</p>	August 2017 – June 2018	Teachers, Principals	<p>1. Grade-level and special education intervention program proposals. Records of request for student participation and student attendance. Pre- and post-intervention data. Principal and/or designee observation of intervention implementation, teaching &amp; learning.</p>		Title I	40,000
<p>Increased Educational Opportunity:</p> <p>1. Identified students will be provided with a core replacement English language arts programs: Read180 for RSP Language! for SDC (Mild-Moderate) Unique for SDC (Moderate-Severe)</p> <p>2. When appropriate, students will receive worksheets/homework assignments with enlarged text.</p> <p>3. As often as possible, special needs students will participate in the regular education program at their grade-level through a formalized mainstreaming plan</p>	<p>July 2017 - June 2018</p> <p>August 2017 - June 2018</p>	<p>Ed. Services, Principal, Teacher</p> <p>Teacher, Principal</p> <p>Teachers, School Psychologist, Specialists, Principal</p>	<p>1. Teachers will provide a daily schedule. Principal daily walk-through observation of teaching &amp; learning.</p> <p>2. Teacher records and annual IEP meetings.</p> <p>3. Appropriate plans for mainstreaming will be included in Individualized Education Plans. Special education teachers will consult with general education teachers to determine opportunities.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. IEP meetings will be scheduled in consultation with parents to ensure participation.</p> <p>3. Parent-Teacher conferences will be held to explain individual students' progress toward meeting IEP goals.</p> <p>4. Training and classes will be offered for parents to increase their ability to assist their child.</p> <p>5. Childcare will be offered during parent training/classes as a strategy to increase participation.</p> <p>6. Recognize student achievement and growth toward goals</p>	June 1, 2017	Ed Services, Principal	1. Copy of letter			
	July 2017- June 2018	Teachers, Specialists, School Psychologist, Principal	2. Copy of meeting notices and contact logs.			
	November 2017 & March 2018	Teachers, Principal	3. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.			
	August 2017 – May 2018	Teachers	4. Meeting notices, sign-in sheets, presentation materials and feedback forms.		LCFF	1384
	August 2017 – May 2018	Principal, Childcare providers	5. Time sheets and child attendance.		LCFF	2500
	Ongoing	Teachers, Principal	6. Records of student recognition.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs</p> <p>2. Teachers will use STAR Reading and STAR Mathematics on a consistent basis as a means to assess student level and ongoing progress monitor student growth.</p>	July 2017-June 2018	Teachers, Principal	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports.</p> <p>2. Principal will review STAR Reading and STAR Mathematics reports.</p>		None Specified	
<p>Involvement of After School Program</p> <p>1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support</p> <p>2. Teachers with identified special education students enrolled in the Before and/or After School program will be encouraged to communicate with students' team Group Leaders about individual student needs.</p> <p>3. Priority special education students currently enrolled in the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion.</p>	<p>July 2017 – June 2018</p> <p>August 2017 – June 2018</p> <p>September 2017 – May 2018</p>	<p>Principal, REACH Site Supervisor</p> <p>Teachers, REACH Group Leaders</p> <p>Principal, Teachers, REACH Lead Coach</p>	<p>1. Principal will provide REACH Site Supervisor with the schoolwide goals. Together the Site Supervisor and Principal will periodically review REACH designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Site Supervisor will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Preschool Articulation 1. Special education teachers will visit Preschool classrooms to better understand curriculum expectations.  2. Special education teachers will meet at least once yearly with Preschool teachers of special education students to review student needs.	September 2017 – May 2018	Principal, Preschool Director, Teachers	1. Principal and Preschool Director will arrange for observation		LCFF	1,100
	August 2017 – December 2018		2. Principal and Preschool Director will arrange for collaboration.		LCFF	1,100

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.</b>
<b>SCHOOL GOAL #1:</b>
<p>Program Support Goal # 1: National School District will increase student achievement in ELA and math by 5 percentage points each year on the CAASPP assesment.</p> <p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on STAR Reading will increase from 53.8% to 63%</li><li>The percentage of student scoring proficient or above on STAR Math will increase from 57.8% to 67%</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from to 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>District benchmark assessments in ELA and mathematics</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Imagine Learning Computer Program will be used as additional support for English Learners</li> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>CELDT Assessment Support</li> </ul>	7-16 through 6-17		Imagine Learning Licenses		Title III	224,000
	7-16 through 6-17		Successmaker Licenses			
	7-16 through 6-17		Salaries of technicians		LCFF - SCE	8,775
	7-16 through 6-17		Accelerated Reader Licenses			
	7-16 through 6-17		Assessment Team personnel		LCFF - Supplemental	7,529

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	246,474	166.00
Title I	136,234	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	246,308.00
LCFF - SCE	1,160.00
Title I	136,234.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF	246,308.00
	LCFF - SCE	1,160.00
	Title I	136,234.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,841.00
Goal 2	43,257.00
Goal 3	24,520.00
Goal 4	46,084.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Leticia Hernandez	X				
Chris Houck		X			
Amanda Browder		X			
Jean Howard		X			
Maggie Valencia				X	
Becky Hernandez				X	
Maria Duarte			X		
Deanna Guerra				X	
<b>Numbers of members of each category:</b>					

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.

# The Single Plan for Student Achievement

**School:** El Toyon Elementary School  
**CDS Code:** 37682216038749  
**District:** National School District  
**Principal:** Will Mellman  
**Revision Date:** June 13, 2017

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

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

**Contact Person:** Will Mellman  
**Position:** Principal  
**Phone Number:** 619-336-8050  
**Address:** 2000 E. Division Street  
National City, CA 91950  
**E-mail Address:** [wmellman@nsd.us](mailto:wmellman@nsd.us)

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	3
Analysis of Current Instructional Program .....	4
School and Student Performance Data .....	13
CAASPP Results (All Students) .....	13
CELDT (Annual Assessment) Results .....	17
CELDT (All Assessment) Results .....	18
Planned Improvements in Student Performance .....	19
School Goal #1 .....	19
School Goal #2 .....	28
School Goal #3 .....	36
School Goal #4 .....	40
Centralized Services for Planned Improvements in Student Performance .....	44
Centralized Service Goal #1 .....	44
Summary of Expenditures in this Plan .....	46
Total Allocations and Expenditures by Funding Source .....	46
Total Expenditures by Object Type and Funding Source .....	47
Total Expenditures by Goal .....	48
School Site Council Membership .....	49

## School Vision and Mission

### El Toyon Elementary School's Vision and Mission Statements

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values:

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

Additionally, the staff and community developed an El Toyon School Vision Statement during the 2014-2015 school year. This vision statement was revisited at the beginning of the 2016 school year, and the El Toyon staff chose not to make revisions:

The El Toyon community will:

- Provide a safe, supportive, and welcoming school for students, parents, staff, and community members.
- Create an exceptional learning environment that prepares all students to be college and career ready.
- Utilize self-directed, project-based learning to build student confidence and independence through authentic, hands on learning opportunities.
- Provide every student access to information and technology in order to develop the necessary skills to succeed in the 21st century.
- Be accountable for high expectations for students by providing rigorous, standards-based curriculum with high quality instruction that educates the whole child.

## 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).

A school climate survey was given to students during the school year. We found that students generally feel cared for and believe that they will be successful, but that we needed a stronger emphasis on correct bathroom behavior. An employee satisfaction survey was also conducted, and we found that staff overwhelmingly view El Toyon as a great place to work.

### Classroom Observations

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

Regular classroom observations were conducted throughout the school year, and these observations illuminated instructional and cultural needs within the school. They helped to drive our professional development focuses.

### **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**

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

All schools utilize the State CAASPP assessment system yearly to determine programmatic needs. Additionally, all teachers utilize the pre and post assessments that are included in the Units of Study to inform instruction and determine intervention needs.

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

El Toyon Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR, CELDT, and District assessments. Students are also monitored through Success Maker and Imagine Learning software. Perhaps most unique, is the ability for staff to configure data through OARS/the Data Warehouse to efficiently evaluate individual, class wide and grade level student performance for instructional planning.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

All teacher in the National School District meet the requirements of Highly Qualified Staff.

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

All teaching staff at El Toyon are fully credentialed, in accordance with No Child Left Behind.

The principal at El Toyon regularly observes teachers during instructional time and provides targeted formative feedback. This feedback is connected to, but not limited to, the following school-wide professional development goals.

#### Math for CCSS

Grade level teams of teachers implement the Data Teams process every two weeks. Data Teams analyze student data in relation to student progression on CCSS-aligned RCD units for math, and analyze their own instructional pedagogy that produced this data. However, the data teams process is not an isolated every-two-week event. As teachers find value in the collaboration and data analysis, they meet informally more often to talk about instruction and student assessment data. The conversations facilitated by the data teams process serve as professional development for teachers in both the use of ongoing formative assessment, and in research-based instructional pedagogy. Teachers will continue to attend district training to ensure that benefits of the data team process are maximized for students.

As a powerful resource for CCSS math instruction, NSD has adopted Go Math! Instructional materials, and is providing teachers with ongoing training in the implementation of these instructional materials. To help supplement Go Math!, El Toyon's site administrator will facilitate the exploration of other math instructional resources during bi-weekly grade level team meetings.

El Toyon has planned specific professional development sessions aimed at providing teachers with the tools for students to engage in rigorous mathematical discourse, both in small groups and in a class-discussion format.

#### Reading for CCSS

Close reading and text-dependent questioning will continue to be a professional development focus. Our transitional kindergarten through third grade teachers will continue their professional development around targeted phonics intervention and instruction.

#### Writing for CCSS

Grade level representatives will attend Learning Headquarters writing inservices, which are professional development workshops that provide materials and teaching strategies to foster student success on CCSS writing. The representatives who attend will continue to share these strategies and materials with their grade-level teams, so that each El Toyon teacher is equipped with effective tools and strategies for writing instruction.

#### Next Generation Science Standards

El Toyon will engage in professional development around Next Generation Science Standards, and implementation of these standards with English learners and cross-curricular connections in mind.

#### Restorative Practices

Because student feelings of school connectedness are correlated with academic achievement, and because suspended or expelled students do not learn as much, our school will implement Restorative Practices. Restorative Practices is an approach to school culture and discipline that focuses on learning and relationships, and has been shown to positively impact school culture and student achievement.

#### Teacher coaching and observations

Our Language Arts Specialist will serve as a coach for several of our teachers who are newer to the profession, as they implement guided reading and other research-based strategies. This coaching will be an opportunity for teachers to reflect and receive feedback without the presence of their evaluator, so that they can take risks and try new strategies in a lower-stakes environment.

Additionally, roving subs will be provided so that teachers can observe their colleagues implement the new instructional strategies they learn at professional development sessions. Teachers will have the opportunity to learn from one another's instruction, further facilitating a school-wide culture of teacher learning, collaboration, and support.

El Toyon's principal provides each teacher with formative feedback on a regular basis, targeted to highlight strengths and help with areas for growth.



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

As mentioned, all teachers take a yearly survey. This information is used to determine professional development needs. Professional learning opportunities are also influenced by the CAASPP results.

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

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts specialist, resource specialist, grade level peers, and the site administrator. The site administrator provides formative feedback to all teachers on a bi-weekly basis.

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

As discussed previously, El Toyon Elementary makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Grade levels meet regularly at data team meetings in order to analyze data, create SMART goals, and devise action plans that will support their students' needs. Additionally, roving subs will allow teachers to observe one another's instruction to facilitate collegial learning.

## Teaching and Learning

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

Our school's plan is aligned with National School District's (NSD's) Thematic Goal of student achievement on Common Core State Standards.

#### Assessment

Because our assessment helps to drive our instruction, both El Toyon and National School District prioritize the use of high-quality and relevant assessments. Formal assessment will take place regularly throughout the year, and will be based on a series of comprehensive, criterion referenced tasks and tests. These assessments include Rigorous Curriculum Design (RCD) exams created by district-wide teams of teachers, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, Go Math!, Learning Headquarters, SELD placement and ongoing assessments, RESULTS/District tests, and teacher team-created assessments. Teachers consistently use assessment data to target students, differentiate instruction, and refine instructional practices.

All assessments are designed to help teachers prepare students to improve their proficiency on Common Core State Standards (CCSS). In addition to formal assessments, our teaching staff will use continuous and ongoing informal formative assessment to hold themselves and students accountable for learning, and to inform their instruction.

#### Curriculum Design Implementation

El Toyon Elementary will continue to implement RCD math units, created by teams of NSD teachers explicitly for alignment with CCSS for mathematics. These RCD units, and math instruction for CCSS, are the foci of bi-weekly grade level data team meetings. These meetings serve the dual purposes of enabling teachers to use data to guide their instruction, and of holding rich conversations about math instruction and formative assessment data that serve as professional growth opportunities for teachers.

Teachers will also continue to implement standards-aligned curriculum for CCSS in reading and writing. Teams of teachers will continue to attend Learning Headquarters trainings for writing for the CCSS, and to share Learning Headquarters writing implementation strategies and materials with their grade level teams. To further address the CCSS literacy standards, our professional development plan includes teacher training and follow-up in close reading instruction and text-dependent questioning.

We are also working with our neighbors at Rancho de la Nacion to help teachers increase in their ability to facilitate collaborative learning in the classroom, since collaborative learning has been shown to increase student achievement. To this end, we have planned quarterly joint professional development workshops with Rancho, and follow-up meetings to ensure that teachers are implementing professional development goals related to these workshops.

#### Technology

Teachers will participate in trainings related to best practices for effectively implementing technology to accelerate student progress. We will use both the SAMR model and the Rigor & Relevance Framework as contexts for these professional development opportunities. Google Classroom is a tool that allows teachers to distribute assignments, see student work as it's created, and provide rapid feedback to students as they learn in a fluid and paperless format. Google Classroom, along with the rest of the Google Apps for Education suite, will be integrated into our professional development plan. Additionally, after describing how they would use it to benefit student learning, each teacher was given an iPad to use in their classroom. iPad apps and Google classroom will both be utilized with an emphasis on the research-based strategies of ongoing formative assessment and student collaboration.

Teachers will continue to implement Success Maker and Imagine Learning software, as well as NewsELA, RazKids and others software. Imagine Learning is an engaging and research-based computer application that gives students targeted instruction listening, reading, and writing English. Success Maker is also research-based software, that gives students targeted instruction in both reading and math. NewsELA provides students with targeted reading comprehension materials, and RazKids is adaptive software that helps target emerging readers.

#### Parent Engagement

El Toyon parents formed a PTA during the first months of the school year, and these dedicated parents have been active in fundraising and supporting our students both in and out of the classroom. PTA meetings and Coffee with the Principal are being held in the evenings, in addition to daytime meetings, to further encourage working families who are unable to attend during the school day.

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

Teachers adhere to State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction, including strategic intervention groups
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA, 2 hours of core instruction, including strategic intervention groups
- 4-6 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-6 ELD, a minimum of 45 minutes ELD instruction, four times a week

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

El Toyon Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton-Mifflin Reading A Legacy of Literacy and the Go Math! programs comprise the published materials. The Houghton-Mifflin Reading A Legacy of Literacy in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade English transition program. English Language Development (ELD) in all grades is addressed through the use of Systematic English Language Development (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning. Imagine Learning provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Pearson's SuccessMaker software suite also supports the standards-based curriculum at El Toyon Elementary in both English and mathematics. SuccessMaker provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). These programs now assess and facilitate learning of Common Core State Standards.

Additionally, teachers are using their district-created English language arts foundations materials, Learning Headquarters writing instructional materials, Standards Plus English language arts, and a variety of both fiction and non-fiction texts targeted to create student success in the Common Core State Standards. Teachers are supplementing these resources with additional English language arts resources and texts, which vary by grade-level and even by student.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

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

Students who are having difficulty performing at standard at El Toyon Elementary are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level teachers meet bi-monthly, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions and have completed an RTI (Response to Intervention) Tier 1 intervention plan without success, the Student Study Team (SST) will schedule a meeting to involve the expertise of the principal, school counselor, language arts specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. If necessary, for students in K-6, a focused Tier II or Tier III RTI (Response to Intervention) plan is developed to document and monitor the progress of individual students. DIBELS/IDEL, OARS assessment reports, or Renaissance's STAR Reading/Math assessments are used in almost every RTI Plan. Our Resource Specialist Program provides support for students on Individualized Education Programs on a consultative basis. The RSP class supports 16 under-performing students, 15 of which participate in Individualized Education Programs (I.E.P.) and 2 are a pending open evaluation for special education and has not yet qualified. Additionally, students receive small group support with our Language Arts Specialist and/or an Impact teacher.

El Toyon Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We have examined outcomes on the 2014-2015 California English Language Development Test (CELDT) and have set goals for growth in proficiency level.

1. Services provided by categorical funds to enable under-performing students to meet standards:

El Toyon Elementary provides a variety of services to students who are identified as underperforming.

Teachers assess students using exit tickets, small quizzes, accountable talk, Google forms, and other rapid formative assessment on a daily basis so that they can intervene as quickly as possible when a student is not learning. Additionally, teachers meet in grade level teams every two weeks to analyze student performance data. As part of these meetings, in-class interventions are planned for students who are underperforming in specific standards. These interventions include, but are not limited to, small-group guided instruction, extra instructional time, scaffolded instruction, differentiated instruction, and peer tutoring.

Two reading intervention classes, and one after-school math intervention class, will be held four days per week before and after school beginning in late October. These one-hour intervention classes will be taught by credentialed teachers, be populated with students most in need of support in reading and math as determined by assessment data, and consist of research-based interventions such as Success Maker and Imagine Learning Software, and small-group guided instruction.

El Toyon's Language Arts Specialist provides services to students performing below and far below basic in Reading. Reading groups are formed based on ability and areas of weakness. Depending on the specific needs of each group, the focus for instruction includes a combination of phonemic awareness, phonics, decoding, fluency, skill instruction, and/or reading comprehension. Students are frequently reassessed to ensure that instruction is meeting their needs. The Language Arts Specialist provides intensive, targeted instruction to individual students who are on a Tier 3 RTI plan.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

## Parental Involvement

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

Based on CASSPP data, about two thirds of our students are under-achieving. Families consistently give time to both raise money and help students achieve in the classroom. The money is used for field studies, sixth grade camp, after-school programming, and other enriching activities. El Toyon has partnerships with Wrigley's Supermarket, who support our fundraisers, and with First Book, who helped orchestrate the gift of over three thousand dollars in books for our students. Furthermore, First Book partnered with a national retail chain to supply each of our students with backpacks, with books inside each one. The National City Police Department donated school supplies to each of our students.

### 16. 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 student council representatives regularly meet to give input into school budget decisions.

## Funding

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

El Toyon uses categorical funding to supply small-group instruction to students most in need before, during, and after the school day, in both English language arts and math.

### 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils..

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	69		67	65		67	65		94.4		
Grade 4	82	68		81	66		81	66		98.8		
Grade 5	77	86		75	85		75	85		97.4		
Grade 6	67	77		66	75		66	75		98.5		
All Grades	297	300		289	291		289	291		97.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2370.3	2370.2		4	5		19	14		27	32		49	49	
Grade 4	2414.3	2450.0		6	23		17	20		31	23		46	35	
Grade 5	2439.2	2466.2		8	8		16	27		24	20		52	45	
Grade 6	2485.3	2495.5		2	12		26	28		39	28		33	32	
All Grades	N/A	N/A	N/A	5	12		19	23		30	25		45	40	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	11		37	38		55	51	
Grade 4	9	21		38	41		53	38	
Grade 5	9	11		28	41		63	48	
Grade 6	9	13		42	43		48	44	
All Grades	9	14		36	41		55	45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	2		39	40		51	58	
Grade 4	10	17		44	48		46	35	
Grade 5	11	14		44	41		45	45	
Grade 6	0	19		70	49		30	32	
All Grades	8	13		49	44		43	42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	6		58	62		33	32	
Grade 4	9	17		60	65		31	18	
Grade 5	7	11		56	61		37	28	
Grade 6	5	16		71	53		24	31	
All Grades	7	12		61	60		31	27	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	12		52	62		43	26	
Grade 4	6	24		44	45		28	30	
Grade 5	11	19		51	60		39	21	
Grade 6	14	17		61	56		26	27	
All Grades	9	18		52	56		34	26	

**Conclusions based on this data:**

1. El Toyon made significant gains in both English language arts and mathematics.
2. Although we made gains, the majority of our students are still not meeting standards.
3. Growth was uneven, so teachers and grade levels have opportunities to learn from one another.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	69		67	66		67	66		94.4		
Grade 4	82	68		80	66		80	65		97.6		
Grade 5	77	86		75	85		75	85		97.4		
Grade 6	67	77		66	75		66	75		98.5		
All Grades	297	300		288	292		288	291		97.0		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2407.1	2419.3		7	11		21	32		42	29		30	29	
Grade 4	2424.2	2447.6		5	6		8	26		51	34		36	34	
Grade 5	2441.2	2457.6		4	5		13	14		25	29		57	52	
Grade 6	2491.4	2454.1		8	4		9	12		47	33		36	51	
All Grades	N/A	N/A	N/A	6	6		13	20		41	31		40	42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	26		45	42		39	32	
Grade 4	9	20		24	32		68	48	
Grade 5	5	7		27	32		68	61	
Grade 6	14	7		36	32		50	61	
All Grades	11	14		32	34		57	52	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	17		54	52		39	32	
Grade 4	4	12		44	45		53	43	
Grade 5	5	7		35	36		60	56	
Grade 6	5	7		41	39		55	55	
All Grades	5	10		43	42		52	47	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	23		51	58		31	20	
Grade 4	4	14		48	49		49	37	
Grade 5	5	5		45	40		49	55	
Grade 6	6	7		56	45		38	48	
All Grades	8	11		50	47		42	41	

**Conclusions based on this data:**

1. El Toyon made significant gains in both English language arts and mathematics.
2. Although we made gains, the majority of our students are still not meeting standards.
3. Growth was uneven, so teachers and grade levels have opportunities to learn from one another.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***		25	***		75		
1	5			5	18		36	22		27	32		27	28	
2	2	4		16	24		32	36		32	30		18	6	
3	6	2		33	23		29	43		13	17		19	15	
4	12	6		39	39		33	33		9	11		7	11	
5	12	10		39	52		32	31		2	5		15	2	
6	14	11		49	29		26	32		5	11		7	18	
Total	8	5		30	30		31	33		15	19		16	13	

#### Conclusions based on this data:

1. In 2015-2016 the majority of beginning students were clustered in first grade. This makes sense as they are new to the language.
2. There is a large cluster of early intermediate and intermediate students in grades 2,3 and 4.
3. By grade six, 32% of English Learners are still at the intermediate stage.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				2			13	33		30	17		56	50	
1	4			4	21		38	21		26	30		28	28	
2	2	4		15	23		29	35		29	29		25	10	
3	6	2		32	23		28	42		13	17		21	17	
4	12	10		37	36		32	33		10	10		10	10	
5	12	9		39	51		32	30		2	5		15	5	
6	14	11		48	29		25	32		5	11		9	18	
Total	7	4		24	25		28	32		17	18		24	21	

#### Conclusions based on this data:

1. As students move up through the grades, they generally, but not uniformly, make progress and are often reclassified.
2. New students who come to El Toyon often have low CELDT scores.
3. We have room to grow, to ensure that all students make enough progress before reaching middle school.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English language arts</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
In English Language Arts, El Toyon will increase the percentage of students meeting or exceeding standards from 35% to 45% on the 2017-2018 CAASPP Assessments.
<b>Data Used to Form this Goal:</b>
El Toyon's 2016-2017 SBAC results were still not in line with district goals of success for all students.
<b>Findings from the Analysis of this Data:</b>
The percentage of students meeting or exceeding Common Core standards for English language arts was low. Our teachers and students have the capacity to far exceed this baseline data.
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>The principal will regularly review Accelerated Reader data and rigorous curriculum design assessment data to monitor student growth.</p> <p>Teachers will meet regularly at data teams and RtI meetings in order to analyze data and create action plans for struggling students.</p> <p>Teachers will monitor their students' learning using formative assessment tools as an ongoing and daily part of their instructional routines.</p>
<b>Who are the focus students and what is the expected growth?</b>
<p>Our focus is on students who did not meet grade-level standards. Since this is still the majority of our students, we will continue to focus on tier 1 instruction.</p> <p>We are also updating and augmenting our RtI process, so that students with the most need, who are reading at a level that is several grade levels below the grade they're in, will receive the help they need through daily instructional interventions along with extended school time and other resources as needed (tier 2 and tier 3 interventions).</p>

**How does this goal align to your Local Educational Agency Plan goals?**

National School District's strategic plan includes the need for all learners to be successful in meeting Common Core State Standards.

**Which stakeholders were involved in analyzing data and developing this goal?**

El Toyon teachers and parents helped develop this goal along with the principal.

**What data will be collected to measure student achievement?**

Ongoing formative assessments will be given on a daily basis, to order to monitor student progress. Rigorous curriculum design (RCD) unit assessment data will be analyzed as it becomes available for all grade levels. BPST and running record data will also be used to help target specific learning needs in the lower grades (TK-3), while Accelerated Reader (AR) data will be used to help target student needs in the upper grades (2-6). Common Core performance tasks, Learning Headquarters writing assessments will be implemented as well.

Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests.

**Actions to improve achievement to exit program improvement (if applicable).**

- TK through Third grade teachers will continue professional learning around targeted phonics and fluency instruction.
- Principal will provide ongoing formative feedback to teachers
- Refined bi-weekly data team process in grade-level meetings, with a focus on instructional strategies
- Additional small group instruction from language arts specialist and impact teachers
- Language Arts Specialist will provide coaching to some teachers
- Data Teams will meet regularly to assess student progress and plan instruction
- Parent informational meetings and family reading days, in which parents learn strategies for reading with their children
- Parent development in reading strategies and online learning resources
- RtI meetings will focus on creating plans for students most in need
- Software support: SuccessMaker, Imagine Learning, Learning A-Z, online magazines, Accelerated Reader, Lightbox , RAZ Kids
- UCSD Mentor program, and Catholic Charities Foster Grandparent program to give students more individualized support
- Ongoing professional development in: Formative assessment, Common Core ELA instruction in writing, targeted phonics instruction close reading and text-dependent questioning, SDAIE strategies for English learners, Systematic English Language Development, Collaboration and 21st century skills, Google Classroom, PBIS, and restorative practices.
- Before and after school intervention programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> <li>1. Explicit learning intentions and success criteria, to promote student-directed learning and motivation.</li> <li>2. Daily use of formative assessment.</li> <li>3. Specific and actionable feedback to students.</li> <li>4. Targeted phonics instruction in the lower grades (TK-3)</li> <li>5. Close reading and text-dependent questioning</li> <li>6. Collaborative learning</li> <li>7. Argumentative, informative, and narrative writing practice in conjunction with the above strategies and other supports, as well as research.</li> <li>8. Targeted independent reading, with one-on-one conference and teacher-facilitated goal-setting</li> <li>9. High-level class discussion</li> <li>10. Imagine Learning, Success Maker, and other proven learning software</li> </ol>		1 – 7. All teachers	<p>1-10. Principal classroom observations and walkthroughs, data teams, OARS reports will provide data</p> <p>7. Imagine Learning and Success Maker reports will provide data</p>		District Funded	





Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity: 1. All students will have high-quality instruction in language arts at their instructional level, geared toward success in achieving Common Core standards.</p> <p>2. Language Arts Specialist, RSP teacher, and impact teachers will provide small group support to struggling readers</p> <p>3. Before and after school intervention classes</p>	1. Daily/ all year	1. all teachers	1. District funded			
	2. Daily, all year	2. Language Arts Specialist, resource teacher, impact teachers	2. Three Impact teachers' salaries		Title I	54,000
	3. Daily, all year	3. Teachers and librarian	3. Pay for teachers of before and after-school intervention classes		Title I	20,000
			1-3. Data collected from principal classroom observations, SST and IEP notes, data teams, ongoing assessment results.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: 1. Information will be shared and input solicited from the School Site Council  2. Student Study Teams will meet with parents of struggling students  3. Monthly Family Reading Days  4. Parent informational meetings  5. Will offer new SuccessMaker and Imagine Learning home access to students.  6. Will offer RazKids access to K-1 students	1. Monthly	1. SSC members	1. SSC notes			
	2. Every Wednesday morning	2. LAS, RSP, principal, counselor, psychologist, classroom teacher	2. SST notes			
	3. Monthly, beginning in November	3. Principal, LAS	3-6: Parent survey data			
	4. Ongoing	4. Principal, teachers	2. Counselor salary		LCFF	46,005
		5. Teachers	3. LAS Salary		District Funded	
		6. Teachers	5. Teachers		LCFF	2,059
			6. RazKids			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology  1. Students will have access to technology through SuccessMaker, Imagine Learning, Accelerated Reader and RazKids  2. Illuminate reports  3. Students will have access to Google Classroom in order to support their learning  4. Supplement district technology purchases, and replace or repair technology as needed	1. Ongoing	1. all teachers	1-4. Software reports, assessment results, principal observations and walkthroughs.			
	2. Ongoing	2. all teachers	1. Technology liaison stipend, RAZkids licenses, WIXIE. non-fiction student magazines for all students			
	3. Ongoing	3. all teachers	for stipend		LCFF	1,200
	4. Ongoing	4. all teachers	Accelerated Reader		LCFF	3,430
			Raz Kids		LCFF	2,059
			Wixie		LCFF	1,350
			magazines		LCFF	2,500
			3. Google Classroom trainings		LCFF	450
			4. Replacement laptops for teachers as needed		LCFF	6,000
					LCFF	6,037

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. El Toyon Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. Kindergarten orientation at El Toyon Elementary is conducted each year during June. Teachers discuss expectations and school culture to assist with the transition from preschool by providing information on math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.</p>	1. April-May 2017	1. TK and Kinder teachers, substitutes	1. Visitation schedule		District Funded	
	2. April 2017		Debriefing notes			
	3. July 2017	2. Office Staff	2. Letter		LCFF	500
		3. Kindergarten teachers, substitutes or child care	3. Orientation agenda and schedule		Title I	500
			Parent Sign-in			
			Parent Survey/evaluation of meeting			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring</p> <p>National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>El Toyon Elementary also provides teacher support through professional development, peer coaching, principal observations and walkthroughs with formative feedback.</p>	1. Ongoing hiring	1. HR Dept.	Yearly Audit		District Funded	
	2. First two years of teaching service	2. HR Department /BTSA teachers	Williams Reviews			
	3. Ongoing	3. Language Arts Specialist, Principal, Teachers	Yearly Audit BTSA Events Principal/Teacher/Provider meeting schedule and notes		District Funded	
			See Form B, professional development costs and LAS salary.			
			Principal observations and walkthrough data, assessment data			

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
In Mathematics, El Toyon will increase the percentage of students meeting and exceeding standard from 26% to 36% on the 2017-2018 CAASPP test.
<b>Data Used to Form this Goal:</b>
2016-2017 Smarter Balanced test results
<b>Findings from the Analysis of this Data:</b>
Our 2016-2017 Smarter Balanced math results were low. Although our scores increased 7% from the previous year, our students and staff are capable of much higher achievement than this baseline data represents.
<b>How the School will Evaluate the Progress of this Goal:</b>
The principal will monitor progress on rigorous curriculum design (RCD) assessments.  Teachers will meet regularly at data teams in order to analyze formative assessment data, including RCD assessments.  Principal walk-throughs and observations will ensure that teachers are implementing agreed-upon assessments and instructional practices.
<b>Who are the focus students and what is the expected growth?</b>
Because more than 74% of our students did not meet the standard for math, our focus is on instructional practices, especially the use of formative assessment data, to ensure better results in the 2017-2018 school year.  Nevertheless, we are also targeting students with the greatest need. These students have been identified by assessment data as being several grade levels below their peers in math, and will receive extra instruction in math accordingly. Impact teachers will provide some of this small-group instruction during the school day, and a teacher will run a before-school math program for children most in need of help in math.

<b>How does this goal align to your Local Educational Agency Plan goals?</b>
National School District has a goal of success for all students in mathematics.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
El Toyon teachers and parents helped develop this goal along with the principal.
<b>What data will be collected to measure student achievement?</b>
<p>Ongoing formal and informal assessments will be given in order to monitor student progress, and small groups for intervention will be formed based on this assessment data.</p> <p>Formal assessment takes place throughout the school year, and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include RCD pre- and post-tests, engaging learning experiences (performance tasks), teacher-created formative assessment, and Renaissance’s STAR Math. Teachers will also implement shorter-term formative assessment – exit tickets and other ways of checking for understanding – on a daily basis.</p>
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
<ul style="list-style-type: none"> <li>• RCD units and the Data Teams process</li> <li>• Go Math! resources</li> <li>• SuccessMaker math for grades K-6</li> <li>• Small group support with Impact teacher, and with classroom teacher.</li> <li>• Ongoing professional development during and after data team meetings.</li> <li>• Parent Informational meetings: Overview of RCD and Go Math, technology math training for parents, show parents STAR math test samples, Number Talks, math problem response samples, SBAC training</li> <li>• Rtl meetings</li> <li>• Ongoing professional development in SDAIE strategies for English learners.</li> <li>• After school Intervention class for students most in need of math support.</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> <li>1. Refined data teams PLC process, focused on formative assessment and targeted instructional strategies.</li> <li>2. Ongoing, daily formative assessment</li> <li>3. Targeted and actionable feedback to students</li> <li>4. Student collaborative learning around rich math tasks</li> <li>5. High-level class discussions</li> <li>6. Guided instruction using targeted questioning, especially with needs-based small groups</li> <li>7. Spiraled curricula</li> <li>8. Learning software</li> <li>9. Independent practice for students</li> </ol>	1-9 throughout the school year	1-9 teachers and principal	<p>1-9. Principal observation and walkthrough data, and assessment results, will be used to monitor implementation</p> <p>6. Impact teachers will implement some of the small-group guided instruction. Impact teacher salaries were included in goal #1.</p>		LCFF	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration:  1. Refined data teams PLC process, focused on formative assessment and targeted instructional strategies.  2. School-wide professional development around student mathematical discourse, content standards, and rich math tasks.  3. School-wide training on Illuminate software.  4. Ongoing formative feedback to teachers provided by the principal	1. To be Determined  2. Bi-weekly  3. As determined by district  4. Ongoing throughout school year		1-4. Implementation will be monitored by principal observations and walk-throughs, as well as assessment data			
Increased Educational Opportunity: 1. All students will access to whole-class, small-group, collaborative learning, and targeted independent practice experiences appropriate for their needs as determined by formative assessment data.  2. Impact teacher will provide small group support to students in need of extra small-group instruction in math, as determined by assessment data.  3. All Students will have access to Success Maker software	1. Ongoing  3. Ongoing	1. All teachers  2. Impact teacher  3. All teachers	1-2. Principal observations and assessment data 3. Success Maker reports 2. Impact teacher salary 3. District purchase		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>1. Information will be shared and input solicited from the School Site Council</p> <p>2. Student Study Teams will meet with parents of struggling students</p> <p>3. Family math night</p> <p>4. Parent Information meetings on Go Math! and Common Core math</p> <p>5. Topic home-school connection and daily activities sent home</p> <p>6. Will offer SuccessMaker home access to all students.</p> <p>7 Teachers regularly send home newsletters that describe instructional practices and math curriculum.</p>	<p>1. monthly</p> <p>3. date TBD</p> <p>4. First math information night was 9/30/15, other dates TBD</p> <p>5. ongoing</p> <p>6. ongoing</p> <p>7. date TBD</p> <p>8. ongoing</p>	<p>1. SSC members</p> <p>2. Parents, Counselor, LAS, RSP, Speech pathologist, principal, school psychologist</p> <p>3. Family math night committee</p> <p>4. First math information night was 9/30/15, other dates TBD</p> <p>5. Teachers</p> <p>6. Teachers</p> <p>7. Principal</p> <p>8. Teachers</p>	<p>1. SSC notes</p> <p>2. SST notes</p> <p>3-7. Family survey data.</p> <p>2. Counselor salary included in Goal #1</p> <p>2. LAS salary included in goal #1</p> <p>3 and 4. Refreshments for parents</p> <p>6. District purchase</p>			500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology 1. All students will have access to proven learning software  2. OARS reports  3. Students will have access to Google Classroom in order to support their learning  4. Supplement district technology purchases, and replace or repair technology as needed	1. Ongoing	1. all teachers	• 1-4. Software reports, assessment results, principal observations and walkthroughs.  1. Technology liaison stipend,  3. Google Classroom trainings  4. Technology upgrade for classrooms, technology repair and replacement maintenance			
	2. Ongoing	2. all teachers				
	3. Ongoing	3. all teachers			LCFF	1,200
	4. Beginning in January				LCFF	450
					LCFF	39,000
					LCFF	6,037

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. El Toyon Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. Kindergarten orientation at El Toyon Elementary is conducted each year during June. Teachers discuss expectations and school culture to assist with the transition from preschool by providing information on math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.</p>	1. April-May 2017	1. TK and Kinder teachers, substitutes	Visitation schedule Debriefing notes		District Funded	
	2. April 2017					
	3. July 2017	2. Office Staff	Letter		LCFF	500
		3. Kindergarten teachers, substitutes or child care	Orientation agenda and schedule Parent Sign-in Parent Survey/evaluation of meeting		Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>El Toyon Elementary also provides teacher support through professional development, peer coaching, principal observations and walkthroughs with formative feedback.</p>	1. Ongoing hiring	1. HR Dept.	Yearly Audit		District Funded	
	2. First two years of teaching service	2. HR Department /BTSA teachers	Williams Reviews			
	3. Ongoing	3. Language Arts Specialist, Principal, Teachers	Yearly Audit		District Funded	
			BTSA Events			
			Principal/Teacher/Provider meeting schedule and notes			
			See Form B, professional development costs and LAS salary.			
			Principal observations and walkthrough data, assessment data			

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
<ul style="list-style-type: none"><li>English Language Arts English Learner Goal: El Toyon will increase the percentage of English learner students who meet standard in English language arts from 16% to 26% on the 2017-2018 CAASPP assessment.</li><li>Mathematics English Learner Goal: El Toyon will increase the percentage of English Learner students who meet standard in math from 17% to 27% on the 2017-2018 CAASPP assessment.</li></ul>
<b>Data Used to Form this Goal:</b>
2017-2018 SBAC and STAR renaissance assessment results were used to determine this goal.
<b>Findings from the Analysis of this Data:</b>
Although El Toyon made significant gains from the previous year, our data are still not in line with our goal of success for all learners.
<b>How the School will Evaluate the Progress of this Goal:</b>
I will regularly run assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze the data.
<b>Who are the focus students and what is the expected growth?</b>
We will focus on our CELDT I-3 level students. We expect to move 10% students in ELA and math to proficient or advanced on both the 2017-2018 STAR renaissance assessment and the CAASPP assessment.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
National School District is currently in Program Improvement and focusing on English Learner student group and math.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
El Toyon teachers and the El Toyon School Site Council helped develop this goal along with the principal.
<b>What data will be collected to measure student achievement?</b>

Ongoing formal and informal assessments will be given in order to monitor student progress. OARS reports showing English Learner results will be run after assessments in order to monitor their progress and to provide instructional modification when needed.

Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Interim exams, Renaissance's STAR Reading/Math, DIBELS/IDEL, EnVision Math, Learning Headquarters, SELD placement and ongoing assessments, and RESULTS/District tests.

**Actions to improve achievement to exit program improvement (if applicable).**

- Differentiate instruction based on students' CELDT levels
- Daily Systematic English Language Development (SELD)
- SuccessMaker / Imagine Learning
- Small group support
- Parent Informational meetings
- Parent English Classes – Imagine Learning class in computer lab
- Parent professional development in ELA/Math strategies and technology
- Reading assignments during school break
- Rtl meetings
- Data Teams /SMART goals with English Learner goals in mind
- Ongoing professional development in: Common Core, English Learner strategies (SDAIE), SELD, and collaborative learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Continual implementation of SuccessMaker and Imagine Learning</p> <p>2. 45 minutes of SELD instruction, four times per week for all students</p> <p>3. Teachers will implement SDAI strategies</p> <p>4. Teachers will implement accountable student talk, explicit vocabulary instruction, visual aides and graphic organizers.</p> <p>5. Teachers will implement structured collaborative learning on a regular basis</p>	1-7. Ongoing	1-7. all teachers	1-7. Principal observations and walkthroughs, assessment results			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: 1. Professional development on SELD implementation.  2. Collaborative learning professional development  3. SDAI strategy professional development 4. Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary, with an emphasis on English learners  5. English learner liaison attends district meetings	1. New teachers attending all-day SELD PD offered by District	1. New teachers attending all-day SELD PD offered by District	1-5. Principal observations and assessment data, data teams notes, meeting notes.   1. Substitute teacher costs  5. Liaison stipend			
	2. See ELA and math goal	2. See ELA and math goal				
	3. Monthly, Tuesday mornings, teachers beginning in November	3. Monthly, Tuesday mornings, teachers beginning in November			LCFF	625
	4. See math goal	4. See math goal				
	5. English learner liaison	5. English learner liaison			Title III	1200

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Students with Disabilities</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
<ul style="list-style-type: none"><li>English Language Arts Students with Disabilities Goal: El Toyon will increase the percentage of students with disabilities who meet standard in English language arts from 2% to 12% on the 2016-2017 CAASPP assessment.</li><li>Mathematics Students with Disabilities Goal: El Toyon will increase the percentage of students with disabilities who meet standard in math from 2% to 12% on the 2016-2017 CAASPP assessment.</li></ul>
<b>Data Used to Form this Goal:</b>
2016- 2017 SBAC and STAR renaissance assessment results were used to determine this goal.
<b>Findings from the Analysis of this Data:</b>
Our teachers and students are capable of achieving well beyond the scores indicated on last year's CAASPP test.
<b>How the School will Evaluate the Progress of this Goal:</b>
I will regularly run assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze math data. Additionally, our support staff will meet with teachers every five weeks to monitor students who have entered the RtI process. SST and IEP meetings will be held throughout the school year
<b>Who are the focus students and what is the expected growth?</b>
We will focus on all students with IEPs who are enrolled our Special Education class and also those in our general education setting. We expect them to make 10% more of these students to meet or exceed standards on the 2016-2017 SBAC.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
National School District prioritizes the achievement of students with disabilities, in both English language arts and math.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

El Toyon teachers and parents helped develop this goal along with the principal.

**What data will be collected to measure student achievement?**

Ongoing formal and informal assessments will be given in order to monitor student progress. We will create intervention groups on OARS so that we can run reports their progress and to provide instructional modification when needed.

Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include Interim exams, Renaissance's STAR Reading/Math, Language, DIBELS/IDEL, EnVision Math, Learning Headquarters, SELD placement and ongoing assessments, and RESULTS/District tests. Read Well and Language exams in our SDC classroom.

**Actions to improve achievement to exit program improvement (if applicable).**

- SuccessMaker and Imagine Learning
- Small group support with RSP teacher
- Parent Informational meetings
- Small group instruction
- IEP meetings
- Data Teams /SMART goals
- Ongoing professional development in: Explicit Direct Instruction, Common Core, English Learner strategies/ Language/ SELD

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>1. Continual implementation of SRA, SIPPS, SuccessMaker, Imagine Learning, SEBT, Read 180, Language!</p> <p>2. Scaffolded and differentiated instruction to meet the needs of all students, including small group instruction with needs-based grouping in the classroom.</p> <p>3. Students with IEPs in mainstream classes meet regularly for reading groups with the RSP teacher, and math groups with impact teacher</p> <p>4. Assessments included in our ELD program;</p> <p>5. Teacher observations, progress monitoring, and teacher-created assessments</p>	2. Ongoing	<p>1.SDC teacher trained teacher</p> <p>2. Ongoing, all teachers</p> <p>3. RSP, impact teacher</p>	<p>1-5: Principal observations, Progress monitoring through data reports</p> <p>1. District purchase</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: 1. Teams of teachers will meet bi-weekly in data teams to review math data, and set and meet smart goal. Students with disabilities will be an ongoing focus of these meetings.  2. Our RSP teacher will meet regularly with data teams of general education teachers to implement curricular modifications as determined by data and student IEPs.	1. Bi-Weekly          2. Bi-Weekly	1. All teachers       2. RSP teacher	1 and 2: District funded.  Principal observations of data teams and classroom instruction, and assessment data.			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on ELA CST will increase from 51% to 56%</li><li>The percentage of student scoring proficient or above on math CST will increase from 60% to 65%.</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>OARS Blueprint exams</li><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- HM, EnVision, Writing on demand assessments</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>CELDT Support</li> <li>Maintenance Support</li> </ul>	8-14 through 6-15		Salaries of technicians		LCFF	5,786
	8-14 through 6-15		Accelerated Reader Licenses		LCFF	3,429.92
	8-14 through 6-15		Assessment Team personnel		Title III	3,798
			Maintenance		LCFF	6,037

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	226,939	97,537.00
Title I	103,697	-63,303.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	129,402.00
Title I	167,000.00
Title III	1,200.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF	129,402.00
	Title I	167,000.00
	Title III	1,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	248,090.00
Goal 2	47,687.00
Goal 3	1,825.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Will Mellman	X				
Natalia Morales		X			
Kimberly Carnagey		X			
Patty Carrillo		X			
Lisa Anderson			X		
Diana Guerrero				X	
Miriam Torres				X	
Silvia Sanchez				X	
Ricardo Alvarado				X	
Veronica Fonseca			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	

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.

# The Single Plan for Student Achievement

**School:** National City  
**CDS Code:** 3768221603864  
**District:** Ira Harbison Elementary  
**Principal:** Elena De La Rosa  
**Revision Date:** May 23, 2017

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

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

**Contact Person:** Elena De La Rosa  
**Position:** Principal  
**Phone Number:** 6193368250  
**Address:** 3235 East 8th Street  
National City, CA 91950  
**E-mail Address:** edelarosa@nsd.us

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

Comprehensive Needs Assessment Components .....	2
Data Analysis .....	2
Surveys .....	2
Classroom Observations.....	3
Analysis of Current Instructional Program .....	3
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results .....	13
Planned Improvements in Student Performance .....	14
School Goal #1 .....	14
School Goal #2 .....	20
School Goal #3 .....	23
Centralized Services for Planned Improvements in Student Performance .....	27
Centralized Service Goal #1 .....	27
Summary of Expenditures in this Plan .....	29
Total Allocations and Expenditures by Funding Source .....	29
Total Expenditures by Object Type and Funding Source .....	30
School Site Council Membership .....	31
Recommendations and Assurances.....	32

## 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).

Ira Harbison uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### **Classroom Observations**

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### **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**

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

Ira Harbison Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for Language Arts, Mathematics and ELD. The school also provides additional time for students requiring intervention in Language Arts and Mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-6. ELD instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 20 minutes additional instruction in language arts along with additional mathematics instruction both completed in small group and/or one-on-one.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in Language Arts and Mathematics. Impact teachers and regular education teachers are used to supplement Language Arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

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

Ira Harbison Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal, diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given four times per year. Assessments include: Benchmark Assessment System (BAS) running records, District Multiple Measures Assessments, Houghton Mifflin Reading and Lectura theme skills and summative tests, Learning Headquarters Writing Program assessments, Envision Mathematics topic and benchmark test, and STAR reading and math assessments.

Students who are having difficulty performing at grade level standard at Ira Harbison Elementary School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meets regularly to involve the expertise of the principal, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held every 7 weeks to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use BAS progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program YMCS REACH Program, math and reading tutoring, and Successmaker.

Ira Harbison Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the CMA, CELDT, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the OARS data management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

As discussed previously, Ira Harbison Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics from the Learning Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet the requirements to be Highly Qualified.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Ira Harbison School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Ira Harbison Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments that target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All K – 6th grade teachers are receiving on-going training from a consultant on how to use reports from Successmaker to target instruction and support for students in reading and math. All staff at Ira Harbison receive on-going in-service on accessing and interpreting data online utilizing the OARS data management system. OARS provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service on creating practice activities through OARS, Successmaker, and Pearson Successnet. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including, STAR Reading/Math, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Accelerated Reader, the OARS data management system, Benchmark Assessment System (BAS), Learning Headquarters Writing and Systematic English Language Development (SELD) were the focus of professional development for teachers in Kindergarten through 6th grade.

Other staff development includes Comprehension Toolkit, Benchmark Assessment System (BAS), academic vocabulary, student engagement, reading fluency and comprehension, Promethean ActiveInspire, STAR reading and math, Dibels assessments, and Fine Arts professional development.

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

- The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.
- The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using OARS, and the NSD Data Warehouse.
- Ira Harbison Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Comprehension Toolkit, BAS and the Systematic English Language Development. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.



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

As discussed previously, Ira Harbison School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, RESULTS assessments, STAR reading and math assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation takes place at least once a month.

Primary grades focus on BAS and Results outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use BAS assessments and STAR reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district OARS Blueprint exam in language arts and math. They use the item analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff scores writing samples collaboratively at least 3 times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

### Teaching and Learning

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

Ira Harbison Elementary School is continuing our transition to the Common Core Standards within all subject matters. Ira Harbison Elementary School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton Mifflin Reading and GO Math are our core instructional texts. In addition, we use the Learning Headquarters program, which is the district core-writing program in grades K – 6. The Fountas and Pinnell Comprehension Toolkit is also used to supplement our Language Arts program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist along with Impact teachers as Tier I and Tier II reading intervention programs. Special Day classes utilize the Cambium Learning's Language! Program to meet their unique needs of our students in special day classes. English Language Development (ELD) is addressed through the use of the Systematic English Language Development program. At Ira Harbison we have implemented a variety of computer based programs to support our students in reading and math. SuccessMaker is used in grades Kinder thru 6th . This program targets students in their instructional level as well as allows access to the software on-line at home. Accelerated Reader along with RAZ kids , both online reading programs, are used to help promote independent reading and allow teachers to monitor participation throughout the year. Clear school goals, shared vision, implementatin of Common Core Standards, formative as well as summative assessments, and ongoing data analysis are the key components in driving our instructional programs at Ira Harbison.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

16. 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)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	91	90		90	87		90	87		98.9		
Grade 4	87	90		86	89		86	89		98.9		
Grade 5	83	88		83	88		83	88		100.0		
Grade 6	70	83		68	83		68	83		97.1		
All Grades	331	351		327	347		327	347		98.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.2	2404.0		23	14		21	16		26	39		30	31	
Grade 4	2469.4	2488.0		23	35		28	25		21	20		28	20	
Grade 5	2505.0	2485.0		25	19		28	30		20	18		27	33	
Grade 6	2551.3	2522.2		25	14		38	35		21	24		16	27	
All Grades	N/A	N/A	N/A	24	21		28	26		22	25		26	28	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	10		48	49		30	40	
Grade 4	17	27		52	46		30	27	
Grade 5	19	13		51	49		30	39	
Grade 6	28	14		43	46		29	40	
All Grades	21	16		49	48		30	36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	14		47	53		36	33	
Grade 4	26	33		42	49		33	18	
Grade 5	33	24		45	43		23	33	
Grade 6	34	27		47	46		19	28	
All Grades	27	24		45	48		28	28	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	10		70	71		19	18	
Grade 4	15	16		64	73		21	11	
Grade 5	14	15		60	59		25	26	
Grade 6	19	17		72	66		9	17	
All Grades	15	14		66	67		19	18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	18		59	53		24	29	
Grade 4	34	38		48	47		19	15	
Grade 5	36	41		47	39		17	20	
Grade 6	41	31		47	54		12	14	
All Grades	31	32		50	48		18	20	

**Conclusions based on this data:**

1. Grade 6 students scored higher than the lower grades (3-5)
2. On average 48% of students have not yet met standard
3. Students scored better in the research/inquiry domaine

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	91	90		90	87		90	87		98.9		
Grade 4	87	90		86	89		86	89		98.9		
Grade 5	83	88		82	88		82	88		98.8		
Grade 6	70	83		68	83		68	83		97.1		
All Grades	331	351		326	347		326	347		98.5		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2418.3	2420.0		11	14		31	23		29	36		29	28	
Grade 4	2438.9	2472.1		3	12		24	31		41	39		31	17	
Grade 5	2455.9	2465.8		2	7		10	13		35	39		52	42	
Grade 6	2520.9	2474.0		21	5		18	17		41	37		21	41	
All Grades	N/A	N/A	N/A	9	10		21	21		36	38		34	32	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	25		40	44		38	31	
Grade 4	7	21		37	45		56	34	
Grade 5	6	14		33	28		61	58	
Grade 6	24	7		43	29		34	64	
All Grades	14	17		38	37		48	46	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	16		51	46		31	38	
Grade 4	12	19		45	46		43	35	
Grade 5	6	5		34	49		60	47	
Grade 6	15	7		51	45		34	48	
All Grades	13	12		45	46		42	42	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	16		61	63		21	21	
Grade 4	17	12		43	70		40	18	
Grade 5	5	5		62	47		33	49	
Grade 6	24	12		56	53		21	35	
All Grades	16	11		56	58		29	31	

**Conclusions based on this data:**

1. According to the data we had more students "nearly met" and/or "not met" the standards, with the average at 70% of the school population
2. Overall student scored higher in "communicating reasoning" domain.
3. Third grade students had an average of 42% of students exceeding and/or meeting the standard; scoring higher than the 4-6th grade students.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					13		33	63		67	13			13	
1	11	4		36	15		39	37		7	41		7	4	
2	9	9		28	31		47	44		14	13		2	3	
3	36	10		36	36		22	41		6	13				
4	7	8		20	50		50	23		20			3	19	
5	31	3		44	37		17	33		6	10		3	17	
6	6			41	41		47	29		6	12			18	
Total	17	6		33	34		36	37		12	15		3	9	

#### Conclusions based on this data:

1. Majority of our student EL population falls within the Intermediate level.
2. In 2015-2016, there is a larger percentage of students at the beginning levels in the upper grades than in 2014-2015, and 2012-2014.
3. Our EL instructional practices need to address the needs of our students in the higher proficiency levels (Adv, EA, and I)

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3	8		14	34		37	32		46	26	
1	9	3		33	14		39	38		6	38		12	7	
2	9	9		28	32		47	44		14	12		2	3	
3	34	12		34	35		21	40		8	12		3	2	
4	7	6		20	42		50	30		20	3		3	18	
5	31	3		44	35		17	35		6	10		3	16	
6	5			40	37		50	37		5	11			16	
Total	14	5		29	29		33	37		14	17		10	12	

#### Conclusions based on this data:

1. Our EL instructional practices need to address the needs of our students in the higher proficiency levels (Adv, EA, and I)



## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: National School District students will be proficient in Common Core English language arts and math standards
<b>SCHOOL GOAL #1:</b>
By the end of the 2017-2018 school year, from (52% to 57%) of all students will be proficient and/or advanced on the California Assessment of Student Performance and Progress (CAASPP)
<b>Data Used to Form this Goal:</b>
National School District will use 2016-2017 California Assessment of Student Performance and Progress (CAASPP) results
<b>Findings from the Analysis of this Data:</b>
National School District used the California Assessment of Student Performance and Progress (CAASPP) to determine SAFE HARBOR goals. Analyses of the data revealed that majority of our grade levels are reaching an average of (52%) proficient and/or advanced rate in ELA. Our SAFE HARBOR growth for the 2017-2018 is to have (57%) of all students reach proficient and/or advanced in the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and evaluation of programs will happen during collaboration and Data Team meeting times.
<b>Who are the focus students and what is the expected growth?</b>
We have identified students that scored proficient or advanced on the previous year on the CAASPP as well as the students that need to score proficient or advanced on the CAASPP test this current school year. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts for all of our significant subgroups.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
National School District, teachers and administration are involved in analyzing the data and developing goals. Administration will address and review these goals with parents and School Site Council members.

**What data will be collected to measure student achievement?**

Using Illuminate (new reporting system) we will collect formative and summative assessments, We will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running record reading assessments from the Benchmark Assessment System and SuccessMaker.

**Actions to improve achievement to exit program improvement (if applicable).**

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to focus on priority Common Core standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"><li>Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of the students.</li><li>Teachers collaborate to review formative/summative data and to plan instruction around targeted standards</li></ul>	7/17-6/18	Substitutes	Data analysis results, Assessments, principal visits to data meetings. Lesson plans, teacher made assessments, Illuminate assessments, district benchmarks.  Funding already accounted for		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> <li>In addition to the instructional focus on content based instruction, teachers will also receive staff development on an ongoing basis in areas such as reading assessments, as well as teaching reading strategies from our reading specialist</li> <li>Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion</li> <li>Data teams meet monthly to review student performance</li> </ul>	7/17-6/18	Substitutes	<p>Illuminate assessments, RtI / Collaboration, teacher principal conferences, school site BAS, district formative and summative assessments.</p> <p>Teacher observations, teacher lesson plans.</p> <p>Funding provided by district office.</p> <p>Student results from OARS, test reporting site, student data, and teacher made assessments.</p> <p>Funding provided by district office.</p>		<p>Title I</p> <p>District Funded</p> <p>District Funded</p>	22,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> <li>1 impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</li> <li>During the 2013-2014 instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, as well as leveled reading books that support CCSS.</li> <li>Before and after school intervention classes in ELA</li> <li>Language Arts Specialist to assist teachers with instructions and to conduct small group intervention group during the school day.</li> <li>School Counselor , two days a week, to work with students and assist with extended learning on the Positive Behavior Intervention and Support.</li> </ul>	7/17-6/18		OARS Intervention Groups, principal observations, LAS, principal teacher conferences		LCFF	24,700
			Monitoring students BAS as well as STAR reading data; principal, LAS, and teachers. Substitute teacher cost .		Title I	5,000
			Purchased 2013-2014 school year. NO additional funds required			
			Payment for teachers for after school intervention, instructional supplies		Title I	15,000
			Language Arts Specialist		LCFF	110,000
			Counselor		LCFF	42,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> <li>Counselor works with students to motivate, reward and encourage students to achieve on their school goals. She also works with teachers to identify students who are in need of additional emotional, social support.</li> <li>Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement</li> </ul>	7/17-6/18	Counselor Salary	<p>Observation, student input, teacher surveys.</p> <p>Student assessment results, reduction in behavioral referrals</p>		<p>LCFF</p> <p>Title I</p>	<p>32,731</p> <p>5,000</p>
<p>Instructional Technology:</p> <ul style="list-style-type: none"> <li>Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system. In addition the use of RAZ Kids and Imagine Learning.</li> <li>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</li> <li>Purchase and maintain technology by updating teacher laptops for instructional use.</li> <li>Utilize AR (Accelerated Reader) to check students' comprehension of reading books.</li> </ul>	7/17-6/18		<p>SuccessMaker gains reports</p> <p>RAZ Kids gains reports.</p> <p>SuccessMaker Funded by District</p> <p>Raz Kids</p> <p>Principal observation, teacher feedback</p> <p>Monitored by Principal and teacher</p> <p>Accelerated reader reports, increased reading scores.</p>		<p>Title I</p> <p>Title I</p> <p>LCFF</p>	<p>1,200.00</p> <p>15,535</p> <p>2,150</p>



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: National School District students will be proficient in Common Core English language arts and math standards
<b>SCHOOL GOAL #2:</b>
By the end of the 2017-2018 school year, from (30% to 33%) of all students will be proficient and/or advanced on the California Assessment of Student Performance and Progress (CAASPP)
<b>Data Used to Form this Goal:</b>
National School District will use 2016-2017 California Assessment of Student Performance and Progress (CAASPP) results
<b>Findings from the Analysis of this Data:</b>
National School District will use the California Assessment of Student Performance and Progress (CAASPP) to determine SAFE HARBOR goals. Analyses of the data revealed that majority of our grade levels are reaching an average of ( 30% ) proficient and/or advanced rate in ELA. Our SAFE HARBOR growth for the 2017-2018 is to have (33%) of all students reach proficient and/or advanced in the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.
<b>Who are the focus students and what is the expected growth?</b>
We have identified students that scored proficient or advanced on the previous year on the CAASPP as well as the students that need to score proficient or advanced on the CAASPP test this current school year. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in math for all of our significant subgroups.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
National School District, teachers, and administration are involved in analyzing the data and developing goals. Administration and address and review these goals with parents and School Site Council members.
<b>What data will be collected to measure student achievement?</b>

Using our new Illuminate (online reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR Math scores from Renaissance Place, district assessments, and SuccessMaker.

**Actions to improve achievement to exit program improvement (if applicable).**

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> <li>Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of students.</li> <li>Teachers collaborate to review formative/summative data and to plan instruction around targeted standards</li> </ul>	7/17-6/18	Substitutes	Data analysis results, Assessments by teachers and administration  Funding provided by district office  Lesson plans, teacher made assessments, OARS assessments, district formative and summative assessments etc.  Funding already accounted for above			
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> <li>Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion</li> <li>Data teams meet monthly to review student performance</li> </ul>	7/17-6/18		OARS assessments, RtI / Collaboration, teacher principal conferences, etc.  Funding already accounted for above  Monitored by teachers and principal  Funded by district office			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity: <ul style="list-style-type: none"> <li>Two impact teachers support students during the instructional day to increase their reading (based on Math Common Core Standards) abilities using research proven methods. -</li> </ul>	7/17-6/18		OARS Intervention Groups, principal observations, principal teacher conferences  Funding already accounted for above			
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>Parents receive updates regularly through parent meetings, family learning days, and SSC.</li> <li>Family math nights with Common Core focus</li> </ul>	7/16-6/17		Parent Surveys  Funding already accounted for above  Teacher preparation and payment, child care, materials and supplies		LCFF	5,000
Instructional Technology: <ul style="list-style-type: none"> <li>Students in grades K-6 receive: 20 hours of math instruction via our SuccessMaker independent learning software system</li> <li>Purchase and maintain the iPod Touch program. This includes the purchase of iPod touches, laptop computers, and educational apps.</li> <li>Coding Class</li> </ul>	7/17-6/18		SuccessMaker gains reports  Funding already accounted for above  Principal walk-throughs, teacher monitoring, student projects.  Previously funded  Teacher salary		LCFF	3,000

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
By the end of the 2017-2018- school year 78% of our English language learners will make annual progress in learning English as measured by the CELDT. (AMAO #1)
By the end of the 2017-2018 school year 47% of our English language learners who are part of the co-hort, which has been instructed in English for less than five years, will be advanced or early advanced as measured by the CELDT. (1. AMAO #2)
By the end of the 2017-2018 school year 56% of our English language learners who are part of the co-hort which has been instructed in English for 5 years or more will score advanced or early advanced as measured on the CELDT (2. AMAO #2)
<b>Data Used to Form this Goal:</b>
Data used to formulate this goal was longitudinal AMAO#1, AMAO #2.1 & 2.2.
<b>Findings from the Analysis of this Data:</b>
The analysis revealed consistent growth in AMAOs #1 and #2. Given that we have a high percentage of EL students we must strategically incorporate ELD Common Core Standards in our instructional program in order to meet and/or surpass our yearly growth for all ELL students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs.
<b>Who are the focus students and what is the expected growth?</b>
Our focus students are all of our ELLs who have not been able to be redesignated in grades 4-6. In addition to this co-hort, our focus students are also all of our ELLs who have not made annual growth each year.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Given our high percentage of English learners and it being one of our significant sub-groups, ELD must take a more overarching role in the design of our instructional programs.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Parents, SSC and teachers were the stakeholders involved in analyzing this data and developing this goal.

**What data will be collected to measure student achievement?**

Data to be collected will be anecdotal data by teachers during our ELD block of instruction. Data will also be reviewed and collected through our OARS quarterly assessments. Specifically, we will review oral and written language conventions as well as how well students apply writing strategies as evidenced through their writing samples.

**Actions to improve achievement to exit program improvement (if applicable).**

Ira Harbison teachers will be trained in, and begin the implantation of the SELD Systematic English Language Development program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>Teachers meet monthly in grade level teams (Data Teams) to analyze data, progress monitor students and plan lessons according to the specific needs of students.</li> <li>Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons.</li> <li>Teachers collaborate to review formative/summative data and to plan instruction around targeted standards</li> <li>Supplemental Materials to support Common Core ELD</li> </ul>	7/17-6/18	Substitutes	<p>Data analysis results, Assessments, principal visits to data meetings.</p> <p>Funding already accounted for</p> <p>Lesson plans, teacher made assessments, OARS assessments, etc.</p> <p>Funding already accounted for</p> <p>Staff presentation, re-designation paperwork.</p> <p>Funding already accounted for</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> <li>New staff members will receive training on the new SELD (Systematic English Language Development) program.</li> <li>Data teams meet monthly to review student placement and discuss lesson components.</li> </ul> Professional Development for ELD practices including but not limited to: workshops, job embedded professional learning, curriculum development and collaboration time. <ul style="list-style-type: none"> <li>Curriculum Development and collaboration time</li> </ul>	7/17-6/18	Substitutes	OARS assessments, RtI / Collaboration, teacher principal conferences, etc.  Funding already accounted for  OARS assessments, RtI / Collaboration, teacher principal conferences, etc.  Funding already accounted for above  Substitute costs, workshop costs, potential consultant fees Substitute or time card costs		LCFF	10,000
Increased Educational Opportunity: <ul style="list-style-type: none"> <li>Hire impact teachers in order to reduce student to teacher ratio during ELD lessons.</li> <li>Help support the districts needs assessment center in order to assist with the administration and clerical support of the CELDT.</li> </ul>	7/17-6/18		Monitored by LAS, teachers, and principal  Funding already accounted for above.  CELDT testing		Title I	3,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>• Provide parent education and training in how to support students with their educational goals.</li> <li>• Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.</li> <li>• Parents receive communication via monthly Principal meetings "Coffee with the Principal"</li> </ul>	7/17-6/18		Parent Survey Teachers and principal Funding already accounted for above. Teachers, principal and PTSO Funding accounted for		Title I	1,727
Instructional Technology: iPod Program <ul style="list-style-type: none"> <li>• Professional development and collaboration time for implementation of instructional technology practices</li> </ul>	7/17-6/18		Student presentation, principal and teacher observation Funding already accounted for consulting fees, sub or time card costs		LCFF	5,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Program Improvement by</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>STAR Safe Harbor</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on the STAR Reading will increase from 57% to 67%</li><li>The percentage of student scoring proficient or above on the STAR Math will increase from 55% to 65%.</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>Benchmark Assessments</li><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- BAS, HM, EnVision, Writing on demand assessments</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>CELDT Assessment Support</li> </ul>	7/16-6/17		Successmaker Licenses		District Funded	
			Salaries of technicians		LCFF	7,259
	7/16-6/17		Accelerated Reader Licenses		LCFF	2,150
	7/16-6/17		Assessment Team personnel		LCFF	3,955
	7/16-6/17					

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	170,815	-63,766.00
Title I	91,427	22,010.00
LCAP	40,000	40,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF	234,581.00
Title I	69,417.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
	LCFF	234,581.00
	Title I	69,417.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Elena De La Rosa	X				
Angelica Hernandez		X			
Manuela Ramirez				X	
Adriana Aguilar					
Cristina Quiroga		X			
Elizabeth Vidrios			X		
Nayeli Acuña				X	
Diana Pacheco		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 16, 2016.

Attested:

Elena De La Rosa

Typed Name of School Principal

Signature of School Principal

Date

Manuela Ramirez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# The Single Plan for Student Achievement

**School:** Kimball Elementary School  
**CDS Code:** 37-68221-6038772  
**District:** National School District  
**Principal:** Sonia Ruan  
**Revision Date:** June 2017

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

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

**Contact Person:** Sonia Ruan  
**Position:** Principal  
**Phone Number:** 336-8350  
**Address:** 301 W 18th St  
National City, CA 91950  
**E-mail Address:** [sonia.ruan@national.k12.ca.us](mailto:sonia.ruan@national.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	5
School and Student Performance Data .....	12
CAASPP Results (All Students) .....	12
CELDT (Annual Assessment) Results .....	16
CELDT (All Assessment) Results .....	17
Planned Improvements in Student Performance .....	18
School Goal #1 .....	18
School Goal #2 .....	27
School Goal #3 .....	32
School Goal #4 .....	36
Centralized Services for Planned Improvements in Student Performance .....	40
Centralized Service Goal #1 .....	40
Summary of Expenditures in this Plan .....	42
Total Allocations and Expenditures by Funding Source .....	42
School Site Council Membership .....	43

## School Vision and Mission

### Kimball Elementary School's Vision and Mission Statements

The Kimball School Vision statement is One Child, Two Languages, Unlimited Possibilities.

#### Kimball Dual Language School Mission statement

Kimball Dual Language School strives to encourage and promote each individual in realizing their full potential. As a learning community, we collaborate to educate and nurture students, parents and staff. By providing rigorous standards and instruction in languages, we prepare our students to develop an appreciation of diverse cultures, be critical thinkers and problem solvers of the future.

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, problem-solving
- We promise a focus on individual student achievement

## School Profile

Kimball School has a total enrollment of 408 students. Our school community is comprised of 95% of Latino students, 2% Filipino students, 1% African-American students, 1% White students, and 1% other (i.e., American Indian, Pacific Islander, and Asian) students. In addition, 81% of our students are English Language Learners and 19% of our families are AFDC recipients. Students attend school for 174 days per school year. Average instructional minutes per day are 302 minutes for all students in kindergarten through sixth grade. There are 35 minimum days per school year, which are used for teacher planning and program articulation.

Kimball School serves students preschool through sixth grade. Kimball is a 50:50 Dual Language Spanish/ English school. The program is currently established in Kinder through fifth grade. By next year, we will be in full implementation. Another strength of the school is the variety and number of extended learning opportunities for the students. Over two hundred students participate in the before school and/or after school programs. The classes vary from intervention classes to recreational activities (reading, math, writing, music, and dance). All classrooms are equipped with at least six computers and multiple educational software programs. These programs include Successmaker, Imagine Learning English, Renaissance Learn, Scholastic programs. Most students in all grades have the opportunity to use the computer lab for an average of twenty minutes per day of interaction with the Successmaker and Imagine Learning software. In addition to time in the lab, teachers provide time during instructional rotations for access to these programs. Other opportunities for access to educational computer programs include the computer lab staffed by parent volunteers before school, REACH after school, and internet access at home to most programs.

Preschool opportunities are available to students both through the State Preschool Program (assuming financial eligibility) or five local Head Start Programs (also requiring financial eligibility.) Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attend our State Preschool Program, one-third attend Head Start and one-third of our students have no preschool experience.

## 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).

Kimball uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### **Classroom Observations**

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### **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**

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



Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, Response to Intervention (RtI) meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides universal access and focused differentiated instruction with additional monitoring specific to each child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring may receive more focused instructional support through very small groups (2-3 students).

Regular RtI meetings will be scheduled sometimes during our Data Team meetings, to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support the progress, or lack of, towards goals. Then the team of teachers and support staff makes a determination as to the next steps for intervention. In addition to these grade level meetings, we have two designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight week progress monitoring assessment.

In addition to classroom interventions, additional resources may include before or after school intervention classes, tutoring, Imagine Learning (English and/or Spanish), Successmaker, and ELD supplementary assistance in the extended day programs. Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

Teachers at Kimball school have had the opportunity to develop skills to meet the needs of every child in the classroom, especially our high percentage of English Learners. As we add one more grade into our dual language program we are also charged with meeting the needs of our Spanish language learners. Our discussions now must include the question how we use these same strategies to address the needs of those whose second language is Spanish. Among these are instructional strategies using Explicit Direct Instruction, EDI, by John Hollingsworth, EDI provides strategies for effective lesson delivery with the goal of 80% student skill mastery and Guided Learning Acquisition Design (GLAD) provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces, Use of these strategies continue to provide the foundation for all areas of instruction.

Instructional Data Teams; IDT's are teacher led meetings to analyze data, discuss adult actions and improve student achievement. Every two weeks enrichment teachers provide instruction in visual and performing arts and physical education allowing teachers release time to meet for data teams and instructional planning. Teachers continue to meet during regularly scheduled data teams to analyze data, identify a focus area and create SMART goals, identify and agree on adult/actions and to discuss next steps. Teachers follow the Five Steps in the DATA Team Process At the forefront of their practice is the belief that data is used to guide instruction, and create positive academic change. An example of the meetings and an outline of the data team process is represented below:

#### Data Teams Meetings

##### The Data Team Process

1. Collect and Chart Data
2. Analyze Data, Prioritize Needs
3. Set and Revise SMART Goals

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

Teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, science, social studies and ELD grade level objectives and instructional practices to optimize student performance. Many members of the Kimball staff are represented on district committees to help plan and support the professional and instructional opportunities for teachers on site.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Offices of Educational Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical planning groups.

At Kimball School the Leadership team determined the following as areas of focus for the upcoming year to support: (1) Continue to develop our use of Guided Learning Acquisition Design (GLAD) strategies across the curriculum; (2) Continue to refine our writing instruction with time to collaborate horizontally and vertically; (3) Continue data teams to refine our instructional practices in ELA and math; (4) Work together to implement the new Math adoption Go Math using the Rigorous Curriculum Design teaching units; (5) Develop an understanding of the Next Generation Science Standards and how they will be incorporated into our ELA instruction. Our professional growth days, school site days, data team meetings, and district staff development days have focused on increasing our teacher's knowledge-based so that all staff members can fully utilize the benefits of quick and immediate feedback for targeted instruction.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher and through grade level peers.

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

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate, and the NSD Data Warehouse.

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

Kimball Elementary School provides a variety of categorical services to students who are formally identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through money provided through the Local Control Accountability Plan (LCAP). Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services, the RtI process is started with the at risk students.

Credentialed "Impact" teachers work with students individually and in small groups both on a consultation model basis within the classroom and outside the classroom. How many we have from year to year depends on budget and availability of qualified impact teachers. The primary content areas served by impact teachers include literacy skills and English Language Development. One teacher and one credentialed Impact teacher, provide assistance in our Newcomer (4-6) class. Due to budgetary constraints and lack of qualified applicants, this year we only have one additional Impact Teacher. She dedicates the bulk of her time supporting combination classes in ELA and Math. Identified long-term ELs in 4th, 5th, and 6th grades are pulled out to receive additional instruction and support in ELD and ELA. These students work with the LAS, as well as do additional computer-based learning on Imagine Learning. Impacts and support personnel give students more opportunities for direct instruction at their individual instructional level.

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

Kimball fully recognizes the need of collaboration as we plan for successful implementation of a Dual Language Program and most importantly meet current state standards in all areas. Dual Language Teachers are provided with extra time to plan. We will also host a dual language club inviting teachers from other dual language schools to come and share ideas and participate in professional learning.

Collaboration opportunities are a priority and are provided through early release days. Instructional Data teams, RtI, staff meetings on the clock and off the clock. This collaboration time allows for all grade levels an opportunity for the purpose of monitoring student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level with teachers to communicate progress on students at the Tier II and III level or on IEP's. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

### Teaching and Learning

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

Kimball School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

Kimball School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified priority as well as supporting language arts and mathematics standards at each grade level. The identified standards have been integrated into the district standards-based report card. Formal assessment takes place at least four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments. Assessments are aligned with the California Common Core Standards and as well as use of Reading and Math STAR tests from Renaissance Learning. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. Teachers are released by the Enrichment Teachers who provide instruction in the arts and physical education. The Dual Language Leadership team meets monthly. This will be the third year of implementation of the Dual Language Program with instruction for students in Kinder through third grade.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

## Parental Involvement

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

The staff at Kimball School recognize the importance of parent participation in the form of workshops, meetings, hours of volunteerism, parent recognition and committee participation. We know that parental support and involvement are key contributors of student success. Some of the key meetings organized this school year are listed below:

- Early Literacy Workshops for Parents
- Families For Success
- Curriculum Nights
- Monthly Parent Meetings/ Coffee with the Principal.
- School Site Council
- English Learner Advisory Committee
- Dual Language Monthly Parent Meetings
- District Advisory Committee

In addition to the services provided by the school through the regular and categorical programs a number of school, district, and community services are accessible for students, parents and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist. The psychologist provides such services as: individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Our before and after School programs provide academic tutoring and enriched learning/recreational opportunities for our students and families. Depending on availability of funding students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services.

Building our school community is a key factor in building a strong dual language program. We will continue to have community events throughout the year, inviting parents to be an integral part of the school family. While parent involvement has increased, Kimball is committed to strengthening our parent-child-school connection. We will have two curriculum nights to share information about common core standards and curriculum, especially with a new math program being implemented. In addition early literacy workshops will be held for parents.

Kimball School enters the fourth year of a mutually beneficial Partnership with San Diego State University School of Social Work. This partnership directed by Professor Ken Nakamura and Amalia Hernandez provides Social Service Interns. The Interns meet with families, provide counseling to students, facilitate the Big Star/Little Star cross age tutoring program, and provide counseling and motivation for students. Fifty students participate in the Backpacks for Kids Food Program where every Friday they receive a backpack with food for the weekend

### 16. 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)

## Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	45		47	40		47	40		95.9		
Grade 4	57	61		52	57		52	57		91.2		
Grade 5	67	55		59	48		59	48		88.1		
Grade 6	62	73		58	67		58	67		93.5		
All Grades	235	234		216	212		216	212		91.9		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2413.7	2406.9		23	20		15	20		32	33		30	28	
Grade 4	2415.5	2433.2		13	16		19	21		13	23		54	40	
Grade 5	2480.5	2461.3		19	17		24	25		24	6		34	52	
Grade 6	2515.8	2521.6		10	19		38	34		28	18		24	28	
All Grades	N/A	N/A	N/A	16	18		25	26		24	19		35	37	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	13		45	50		40	38	
Grade 4	12	19		40	40		48	40	
Grade 5	22	21		32	29		46	50	
Grade 6	12	19		52	37		36	43	
All Grades	15	18		42	39		43	43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	25		64	43		26	33	
Grade 4	15	11		38	42		46	47	
Grade 5	24	25		32	25		44	50	
Grade 6	21	28		57	37		22	34	
All Grades	18	22		47	37		35	41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15		68	70		17	15	
Grade 4	8	14		60	65		33	21	
Grade 5	17	10		59	52		24	38	
Grade 6	14	15		67	63		19	22	
All Grades	13	14		63	62		23	24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	20		60	53		19	28	
Grade 4	12	21		40	51		48	28	
Grade 5	32	23		41	42		27	35	
Grade 6	34	36		48	40		17	24	
All Grades	25	26		47	46		28	28	

#### Conclusions based on this data:

1. The difference in the overall Achievement Performance of Kimball Students on the SBAC 2015 compared to the SBAC 2016 for English Language Arts is 7% gain for Standards Exceeded, and 3% gain for Standards Met. Overall Kimball student's SBAC performance shows an overall percentage growth of 3% for Standards Met met and Standards Exceeded in third through sixth grade.
2. In the area of reading, Kimball Students increased by 3% in achieving above standards, in Writing there was a gain of 4% and in Listening we have a 1% gain and a 1 % gain in Investigating, analyzing and presenting information for At and Above Standard. Using this data, goals for each grade level were set for each testing area.
3. Our goal for this school year is to increase our percentage of students meeting at and above by the May 2018 SBAC. Using our Rigorous Curriculum Design Units for Language Arts and Star Assessments provide mid year check points to track our progress towards our goals. Our focus per grade level is as follows



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	45		48	44		48	44		98.0		
Grade 4	57	61		56	60		56	60		98.2		
Grade 5	67	55		64	51		64	51		95.5		
Grade 6	62	73		61	71		61	71		98.4		
All Grades	235	234		229	226		229	226		97.4		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2411.6	2402.6		8	5		27	25		40	39		25	32	
Grade 4	2416.9	2435.4		2	7		21	25		30	27		46	42	
Grade 5	2462.2	2448.7		11	6		13	22		23	22		53	51	
Grade 6	2517.5	2489.2		16	11		20	17		34	31		30	41	
All Grades	N/A	N/A	N/A	10	8		20	22		31	29		39	42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	11		38	45		42	43	
Grade 4	7	12		32	32		61	57	
Grade 5	14	22		19	18		67	61	
Grade 6	23	20		39	35		38	45	
All Grades	16	16		31	32		52	51	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	14		58	52		31	34	
Grade 4	7	10		41	60		52	30	
Grade 5	13	6		34	31		53	63	
Grade 6	13	7		49	48		38	45	
All Grades	11	9		45	48		44	43	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	16		54	64		25	20	
Grade 4	13	20		38	40		50	40	
Grade 5	16	8		38	41		47	51	
Grade 6	18	14		54	55		28	31	
All Grades	17	15		45	50		38	36	

#### Conclusions based on this data:

1. The difference in the overall Achievement Performance of Kimball Students on the SBAC 2015 compared to the SBAC 2016 for Math is 4% decrease for Standards Exceeded, and 2% gain for Standards Met. Overall Kimball student's SBAC performance shows an overall percentage growth of 6% for Standards Met met and Standards Exceeded in third through sixth grade.
2. Looking at the few performance bands in Mathematics for All students- Standard Exceeded shows a 4% decrease and Standards Met show a 2% increase. In the area of Concepts and Procedures, there is an overall 6% decrease for Standards Exceeded and Standards Met, in the area of Concepts and procedure there is an overall 2% gain. In the area of Problem Solving and Modeling Data Analysis of 5% gain.
3. Based on the data shown above, grade level goals Mathematics were created. By the spring 2018 students will show an increase in percentage points in the areas of Exceeding, Met and At or Above as measured by the SBAC performance bands. The targets per grade level are as follows.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				27	13		18	13		27	50		27	25	
1		3		14	27		43	27		17	24		26	19	
2	4			27	17		38	53		15	19		15	11	
3	5	12		19	16		38	36		24	28		14	8	
4	11	5		18	24		29	51		29	8		13	11	
5	13	10		42	29		26	35		5	13		13	13	
6	7	9		28	24		34	26		14	6		17	35	
Total	7	6		25	23		34	38		18	17		17	17	

#### Conclusions based on this data:

1. There are a large number of early intermediate students in Kinder- Kimball's kinder population is already well on their way to proficiency.
2. Second grade has a significant number of students on Intermediate, which is a 15% increase from 2016.
3. Fourth grade also shows a significant number of students in Intermediate, which is a 22% increase from 2016. Overall, students scoring intermediate increased by 4% from 2016-2017.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8	4		20	22		25	24		48	49	
1		2		15	26		38	26		18	21		30	24	
2	4			26	16		37	50		15	18		19	16	
3	8	10		18	13		37	29		24	26		13	23	
4	9	5		16	21		25	45		27	7		23	21	
5	11	8		36	24		23	29		5	16		25	24	
6	6	8		25	21		31	24		13	5		25	42	
Total	6	4		20	18		29	32		18	17		26	29	

#### Conclusions based on this data:

1. The California English Language Development Test is an area of focus and need, the data shows that our students have made an increase from bands over the course of three years. Our highest percentage is 29% in Intermediate for 2016.
2. There was a one percent difference in students scoring Intermediate from 2015 to 2016. English Language Development is an area of needed focus for our program. Currently students are receiving English Language Instruction in kindergarten through sixth grade.
3. The data collection to monitor student achievement will be the ADEPT administered twice per year. CELDT once per year.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
ELA- The percentage of ALL students achieving advanced and proficient in the area of English Language Arts on the Spring SBAC . – Using the SBAC foundational score, students will increase from 36% to 40% as measured by the Smarter Balanced Assessment Consortium in May 2018.
<b>Data Used to Form this Goal:</b>
The data used to measure the goals are the preliminary SBAC scores combined with the final scores final SBAC assessment scores.
<b>Findings from the Analysis of this Data:</b>
The data shows that overall students in Kimball School performance in English Language Arts decreased by 4%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site and Instructional Data Teams will meet regularly to analyze student outcomes. The Instructional Data Team process includes: <ul style="list-style-type: none"><li>• Setting goals</li><li>• Provide specific instruction (Adult Actions)</li><li>• Assess Results</li><li>• Evaluate/adjust: Plan for next steps</li></ul> Data Review after assessments periods with teachers. Data Review meetings will follow the data team process.
<b>Who are the focus students and what is the expected growth?</b>
Focus students are students who have not met the expected growth and end of year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
The LCAP and Strategic Plan both call for academic achievement in English Language Arts.

<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data
<b>What data will be collected to measure student achievement?</b>
Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Blueprint, Renaissance STAR ELA and Math, DIBELS/IDEL, assessments (OARS Inquest-Targeting specific standards.)
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Teachers will continue to target Hispanic/ELL students to support AYP growth. In order to meet this target the current number of students must maintain their proficiency level of Standard Met or Exceeded.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#1</p> <p>Instructional Practices consistent with Content Standards and Strategic Plan: In accordance with the Local Control Accountability Plan (LCAP)</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT.) Monthly Meetings create SMART Goals.</p> <p>Benchmark Assessments Through Instructional Data Team Meetings, teacher collaboration and ongoing review of data analysis using the OARS reporting system with district benchmarks, ADEPT and STAR Reading quarterly assessments. Data Team meetings approximately every six weeks</p> <p>These follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Instruction designed through data reflection</li> <li>• Results assessment</li> <li>• Plan for next steps</li> <li>• End of quarter and End of Year Reflection.</li> </ul>			Language Arts Specialist		LCFF	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#2</p> <p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during staff meetings as a PLC (2) on Collaboration/Site Thursdays.</p> <p>(1) Instructional Data Team Meetings:</p> <ul style="list-style-type: none"> <li>IDT meetings will target data analysis via our new data management system OARS, creating formative assessments for subgroups and Safe Harbor targets.</li> <li>The second level of PD/PLC will focus on GLAD and EDI strategies</li> </ul> <p>(2) Collaboration/Site Thursdays:</p> <ul style="list-style-type: none"> <li>A professional development calendar has been created in response to the need to collaborate and prepare for dual language by creating grade level GLAD units</li> </ul> <p>The Site Data Team meets quarterly to review PD elements and to make adjustments as needed.</p> <p>At the end of the year a meeting is scheduled to provide teachers an opportunity to make recommendations for next steps.</p>			Professional Development		LCFF	5,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#3</p> <p>Extended Learning Time: Interventions Before and Afterschool Extended Learning opportunities have been established to support students who are not meeting grade level expectations. Opportunities for small group focused lessons with specified goals are delivered during the regularly scheduled day by the teacher, language arts specialist or our one impact teacher.</p> <p>Students in all extended learning and small group intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>End of year reflection includes student, teacher and parent survey and recommendations.</p>			No additional funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#4 Increased Educational Opportunity:</p> <p>Extended learning opportunities are offered to Kimball Students through the REACH Program. Students use the computer lab, and have access to the use of lap tops for additional lessons. The principal meets monthly with the REACH coach to plan events, align our combined efforts to create a culture of achievement. Collaborating with the REACH team also supports schoolwide implementation of Postive Behavior Intervention Systems. (PBIS) Teachers will analyze student usage reports regularly. Continued reflection on student performance.</p>			books and other textbooks		Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#5 Involvement of Parents, Staff and Community:</p> <p>Parent Involvement has always been a priority at Kimball School. Several initiatives are in place they are:</p> <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• English Language Advisory Committee</li> <li>• Dual Language Parent Meetings</li> <li>• DELAC Representative</li> <li>• Parent Content Nights</li> <li>• Parent Workshops by LAS</li> <li>• Parent Teacher Organization</li> </ul> <p>We are in the fourth year of a partnership with San Diego State School of Social Work. This year we host two Social Service Interns to provide counseling to our students and their families</p> <p>Kimball Community Partners Is a group of community members that meet on a monthly basis to help provide resources to the school community. Members of this group are:</p> <ul style="list-style-type: none"> <li>• Hunger Coalition</li> <li>• San Diego Regional Center</li> <li>• SDSU School of Social Work</li> <li>• Health and Human Services: Calworks, Self Sufficiency Programs, Child Protective Services.</li> </ul> <p>Sign in sheets for all parent meetings are collected and recorded. Current data shows an average of 70% parent attendance for teacher hosted</p>			Parent Workshops and Trainings		LCFF	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>#6</b> Instructional Technology  Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation. Sign in sheets for all meetings are collected. Hours of volunteerism is recorded and acknowledged at an end of year celebration.			Replace Teacher Computers		LCFF	10,000
			Technology Upgrade / Replacement		LCFF	55,231.00
			in-house production		Title I	1,000.00
			Technology Support		Title I	4,925.00
<b>#7</b> Preschool Collaboration Our preschool program is implementing Dual Language. Preschool teachers visit, observe and implement strategies that align to our dual language program. Preschool parents are encouraged to attend all parent meetings, workshops and school wide celebrations.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#8 REACH From the onset of the school year, the REACH staff has established a close partnership with the school district. At Kimball School the Office Administrative Assistant works closely with the REACH coach to monitor attendance as well as increase registration. Every family that registers for school has an opportunity to meet the REACH Coach and learn more about the value of the program. In addition the Child Nutrition Services also work closely in providing breakfast and snacks for participating students.</p>						

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
Systematic ELD assessments, Disaggregated monthly STAR Reading assessment results
<b>Data Used to Form this Goal:</b>
Analysis of the data revealed a need to strengthen our instructional program especially in the area of mathematics. As we move closer to proficiency of common core standards and the smarter balanced assessments it is imperative that we prepare our students even further, especially in developing the language students need to identify what information is being requested in the questions and explain answers.
<b>Findings from the Analysis of this Data:</b>
Math is an area of focus for this school year. It is also evident that our work in math includes the ability to write and express complex thoughts as well as numerical equations. Our work with depth of knowledge questioning techniques is an area of focus that will address our weaknesses.
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing summative, formative and diagnostic assessment will monitor student growth. These include Star, Math, Rigorous Curriculum Design Units, Success Maker gain and ongoing formative and summative assessments.
<b>Who are the focus students and what is the expected growth?</b>
Focus students are students who were below grade level during last year's STAR and SBAC assessments and who are experiencing difficulties with our beginning of the year assessments. Expected growth for all students is one year's worth of gains.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal is aligned to the district Strategic Plan in supporting all students. This goal is also aligned to the Goal Setting Conference Report submitted to the district superintendent.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Kimball staff met in grade level groups, Instructional Data Teams and School Leadership Team. Included in this team are the Kimball Support Staff, the Language Arts Specialist and Resource Specialist.
<b>What data will be collected to measure student achievement?</b>

The Online Assessment Reporting System (OARS) will be the primary use to measure growth in Math. Staff will use the Topic Math tests, teacher created assessments using the OARS Inspect Item Bank and our District Meeting Acceptable Performance with required hours on Success Maker.

**Actions to improve achievement to exit program improvement (if applicable).**

Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week Data Team goals using our monitoring system.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Impact teachers will provide collaboration time for teachers in all a grade levels. Cost is embedded.</p> <p>EIA-LEP, EIA-SCE Title I Title III</p> <p>Impact teachers will provide collaboration time for teachers in all a grade levels. Cost is embedded</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>.</p> <p>#2</p> <p>Professional Development and Data Team Collaboration: District Teams have created assessments and progress monitoring tasks within the instructional math units, these units are comprehensive and custom designed for each grade level. Teachers use these units as a focus during our data team meetings as it is our district wide focus. Instructional Data Team and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the annual Math Goal. Impact teachers provide planning time for teachers. Cost is embedded.</p>			Language Arts Specialist		Title I	55,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#3</p> <p>Extended Learning Time:</p> <p>The REACH program provides extended learning opportunities and interventions to our students before and after school</p> <p>From the onset of the school year, the REACH staff has established a close partnership with the school district. At Kimball School the Office Administrative Assistant works closely with the REACH coach to monitor attendance as well as increase registration. Every family that registers for school has an opportunity to meet the REACH Coach and learn more about the value of the program. In addition the Child Nutrition Services also work closely in providing breakfast and snacks for participating students.</p> <p>EIA-LEP, EIA-SCE Title I Title III</p>			Extra time for Clerical/Office		Site Formula Funds	1,155.00
<p>#4</p> <p>Increased Educational Opportunity:</p> <p>Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess are administered through our Impact teachers, Teacher tutoring after school.</p>			Impact Teacher (Silva)		LCFF	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>#5 Involvement of Parents, Staff and Community:</p> <p>Kimball hosts Parent Workshops, these workshops provide parents with tools to support student learning in key math concepts, focusing on Number Sense.</p>			LCFF/EIA-LEP		Title I	500.00
<p>#6 Instructional Technology</p> <p>Star Math, Oars Inspect Item Bank and Topic tests and SuccessMaker Math are computer programs that support instruction and monitoring math growth.</p>			Tech Liaison		Title I	1,200.00

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: # 3 English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners will be able to compete in a global society.
<b>SCHOOL GOAL #3:</b>
ELA- The percentage of English Language Learner students achieving advanced and proficient in the area of English Language Arts on the district STAR Assessment will increase from 15% to 20% as measured by the Renaissance STAR Reading Assessment administered in May 2018.
Math- The percentage of ALL students achieving advanced and proficient in the area of Mathematics on the Renaissance STAR Math Assessment will increase from 17% to 21% as measured by the Renaissance STAR Math Assessment administered in May 2018
<b>Data Used to Form this Goal:</b>
The data used to measure this goal included formative and summative classroom and district assessment such as the Rigorous Curriculum Design Units, Star Math and SuccessMaker growth. Historical data from Star SBAC, AMAO's and CELDT.
<b>Findings from the Analysis of this Data:</b>
Math is higher overall in all subgroups, although targets have been established for each grade level using the cluster analysis. These goals align to the annual goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grade level teams meet once a month to analyze formative and district assessments. Goals are set, evaluated and recalibrated. Adult actions are identified and dates are set to review and monitor progress.
<b>Who are the focus students and what is the expected growth?</b>
Designated priority students, Long Term English Learners in upper grades.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal is directly aligned with the Strategic Plan for National School District and the Dual Language Plan for Kimball School.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data

**What data will be collected to measure student achievement?**

The data collected to measure progress on our English Learners include the ADEPT administered three times per year, CELDT once per year. Star Reading and Math, topic tests and ongoing teacher and grade level team created formative assessment.

**Actions to improve achievement to exit program improvement (if applicable).**

Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week IDT goals using our monitoring system

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>#1</b> Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students and plan lessons as a team. Teachers collaborate to review formative/summative data and to plan instruction around challenging standards. This school year our instructional program must focus on best practices in mathematics given our Program Improvement status and the fact that we did not meet safe harbor goals for most sub-groups.			CELDT Support		LCFF	3,848.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>#2</b> Professional Development and Data Team Collaboration: Instructional Data Team and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the annual Math Goal. Instructional Data Teams meet every two weeks.			Professional Development		LCFF	5,000.00
<b>#3</b> Extended Learning Time:  As mentioned above, extended time is provided by the teacher, Impact, Language Arts Specialist and classroom teacher						
<b>#4</b> Increased Educational Opportunity: Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess.			Imagine Learning		LCFF	2,500.00
<b>#5</b> Involvement of Parents, Staff and Community: Kimball hosts Parent Content Night to provide parents with tools to support student learning in key math concepts, focusing on Number Sense.			Parent Training		LCFF	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
#6 Instructional Technology Imagine Learning, and SuccessMaker Reading, are computer programs that support instruction and monitoring growth.			In House Production		LCFF	1,000.00
			CELDT (Tech Support)		Title I	3,848.00
#7 Preschool Preschool is works closely with teachers by classroom visits, attending school functions						
#8 REACH Weekly meetings and ongoing communication and collaboration are in place						

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
School Goal # 4 Special Education includes one or more of the following: Consultation, Monitoring, Instructional support and Collaborative Team Teaching. The students in the SAI Program will meet their IEP goals. Special Ed students will participate in all extra-curricular activities and be included in the classroom culture.
<b>Data Used to Form this Goal:</b>
Frequent monitoring of Individual Educational Goals for each student, as well as formative and summative district and classroom assessments aligned to student individual plan.
<b>Findings from the Analysis of this Data:</b>
Students in our 3rd-6th grade Special Day classes interacted solely with their classmates. Their socialization was limited to the students in the class and their teacher.
<b>How the School will Evaluate the Progress of this Goal:</b>
Dibels, CELDT, Imagine Learning and in some cases SuccessMaker
<b>Who are the focus students and what is the expected growth?</b>
The goal for Special Ed Students which are students with an Individualized Education Plan
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
The Strategic Plan states that all students will receive a world class education. This includes students in Specialized Academic Instruction.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Language Arts Specialist, the Resource Specialist, Speech, Psychologist and teachers are included in analyzing student data.
<b>What data will be collected to measure student achievement?</b>
All available data such as CMA, SBAC, Dibels and ILE
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

All support staff and mainstream teacher will collaborate as a team to achieve individual student goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>#1</b> Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students in Specialized Academic Instruction			Teacher Resources		Title I	9,941.00
<b>#2</b> Professional Development and Data Team Collaboration: Instructional Data Team, Support Staff and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the goal.			Professional Development		LCFF	15,464.00
<b>#3</b> Extended Learning Time: Before school Interventions are provided						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>#4</b> Increased Educational Opportunity: Interventions are provided during core instruction with guided groups and one on one support. SDC students all participate in mainstream opportunities during ELD, many are mainstreamed in other areas according to individual needs and abilities.			LAS Teacher		LCFF	55,000.00
<b>#5</b> Involvement of Parents, Staff and Community: Kimball hosts Parent Content Night and Parent workshops to provide parents with tools to support student learning.			In house production		LCFF	1,500.00
<b>#6</b> Instructional Technology Imagine Learning, SuccessMaker, Star are accessible to our SAI students.			Additional Imagine Learning Licenses		LCFF	10,423
<b>#7</b> Preschool Our support staff supports our preschool inclusion program			no additional funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
#8 REACH REACH is made aware of any additional support needed for students with an IEP						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in National School District will exit Program Improvement by 2016-2017</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on ELA will increase from 51% to 56% based on district assessments.</li><li>The percentage of student scoring proficient or above on math district assessments will increase from 60% to 65%.</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>OARS Blueprint exams</li><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- HM, EnVision, Writing on demand assessments</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site and instructional Data Teams will meet every two weeks to set goals, analyze outcomes, provide specific instruction, share instructional strategies, evaluate and adjust plans for next steps. This information is shared with the grade level team as well as the principal on a google folder.	July 2017- June 2018	Teachers in grade level teams. Support Staff Principals and Enrichment Teachers	District Funded			
			Enrichment Teachers			
			Technology Team			4,925
			Language Assessment Team			3,484

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	193,966	0.00
Title I	79,569	1,155.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	193,966.00
Site Formula Funds	1,155.00
Title I	78,414.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sonia Ruan	X				
Crister DeGuzman		X			
Ricardo Sandoval		X			
Jeannene Smith		X			
Angela Franco			X		
David Wolfe				X	
Meily Coto				X	
Aide Araiza				X	
Martha Garcia				X	
Eva Lozano				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

# The Single Plan for Student Achievement

**School:** Lincoln Acres Elementary School  
**CDS Code:** 37-68221-6038798  
**District:** National School District  
**Principal:** Luz S. Vicario  
**Revision Date:** June 1, 2017

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

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

**Contact Person:** Luz S. Vicario  
**Position:** Principal  
**Phone Number:** (619) 336-8600  
**Address:** 2200 Lanoitan Avenue  
National City, CA 91950  
**E-mail Address:** luz.vicario@national.k12.ca.us

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	5
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
CELDT (Annual Assessment) Results .....	14
CELDT (All Assessment) Results .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	25
School Goal #3 .....	32
School Goal #4 .....	37
Centralized Services for Planned Improvements in Student Performance .....	43
Centralized Service Goal #1 .....	43
Summary of Expenditures in this Plan .....	45
Total Allocations and Expenditures by Funding Source .....	45
School Site Council Membership .....	46



## School Vision and Mission

### Lincoln Acres Elementary School's Vision and Mission Statements

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life's possibilities by providing building blocks for college and career readiness in order to create the leaders and innovators of the future. In addition, Lincoln Acres School supports the National School District Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

- Provide a Quality, Standards-based Instructional Program - where every child makes measurable progress in the academic and social development.
- Maintain a High-Quality Staff - to ensure that every student is taught by high quality, effective and well-trained staff.
- Maintain Effective Communication and Community Outreach - to ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making and partnerships in service of student success.
- Maintain a Safe and Healthy Environment to enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.
- Manage Fiscal Resources - to ensure the effective use of District fiscal resources to support student achievement.

"Today's Learners.....Tomorrow's Leaders!"

## School Profile

### School Profile

#### History of the School

The Lincoln Acres Community is an unincorporated area of San Diego County and is located wholly within the boundaries of the incorporated city of National City and both share the postal code 91950. National City is approximately 15 miles from the U.S. Mexico border. Of the ten elementary schools within the National School District, Lincoln Acres Elementary, along with John A. Otis Elementary School are two of the oldest schools in the district with Lincoln Acres being the oldest. The Lincoln Acres main school site building was founded in 1920. Initially, the school was a small six room school, but has since expanded to a school with 22 regular education classrooms and 5 special education classrooms ranging from learning disabled to moderately/severely abled.

#### Overview of the Broader Community

National City is the second oldest city in San Diego County and has a rich past and Victorian-era charm. National City was originally named Rancho del Rey (Ranch of the King,) the 26,000-acre parcel was used by Spanish soldiers as pasture to graze horses and cattle. When the land became part of Mexico, it was renamed Rancho de la Nación. National City was incorporated on September 17, 1887. National City boasts of several historical landmarks which can be found in the National Register of Historic Places: (1) Brick Row – was erected in 1887 to house prominent railroad executives, (2) Granger Music Hall – was erected by world renowned architect Irving Gill. Ralph Granger wanted to build a hall to honor his unending passion for music and to house his large violin collection, (3) Santa Fe Rail Depot – Built in 1882, it is the only original transcontinental railroad terminus still standing and the restored depot serves as a railroad museum, (4) Stein Family Farm – In 1888, immigrant Charles Stein purchased the farmhouse. The farm remained with descendants of the family until 1992. The farmhouse is presently a living museum where late 19th century California farm life is demonstrated to the local school children of National City, (5) Noyes House – This Victorian home started off as an olive and olive oil factory. In 2008, a piece of the property was donated by the Walton family (of Walmart fame) to the International Community Foundation. This became home to the Olivewood Gardens & Learning Center, which provides science-based environmental education lessons, hands-on gardening and hands-on cooking to students and families from underserved communities.

## Overview of Students and Families Served

National City's annual median income is \$37,008.00 per household and the estimated per capita income is \$16,658.00. Property values range from \$138,800 - \$268,106 for single-family residents and condos. Races in National City are as follows: 66.2% Hispanic, 18.4% Asian, 9.7% White, 4.2% African/American. Our school serves free breakfast and lunch to all of our students kindergarten through 6th grade.

## Enrollment Trends and Expectations for the future

National School District is a district with declining enrollment and very little housing development growth. Therefore, our schools have had to deal with ADA hardships and budgetary adjustments. In addition, there are two charter schools in the area and some of our students have opted for this educational option. The charter schools in the area are Beacon Charter and Integrity Charter.

## 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).

Lincoln Acres uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### Classroom Observations

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

Principals are in classrooms 3-4 times per week. In addition, ELAC, SSC, community visitors and district office personnel make regular visits to our classrooms.

### **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**

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

## 1) Instructional Practices

ELD-All students are deployed based on their English language needs as evidenced by the state CELDT data at least five days per week. An emphasis is placed on the listening and speaking portion of the CELDT data to group students and our curriculum is based on SELD (Systematic English Language Development) in grades K-6. Students deploy from 8:20 – 9:00 am daily and they are grouped based on their “speaking” and “listening” proficiency levels on their most recent CELDT assessments. If a student is in a lower proficiency level, he or she may be grouped with a student above or below their current grade level.

Language Arts- All teachers utilize the district adopted Houghton Mifflin language arts materials as core during our language arts block. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to the Houghton Mifflin core materials and the opportunities for differentiated instruction in small group, students have access to an electronic reading practice instructional tool through Renaissance Place. Through Renaissance Place students have the ability to access the accelerated reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Lincoln Acres School utilize this program very effectively in order to motivate them to read at their level on a daily basis. In addition to the software used by students to increase their reading abilities through the use of Accelerated Reader, students also utilize the SuccessMaker software program to support their literacy skills. SuccessMaker is accessed daily for :20 minute sessions based on their instructional level. One of the SuccessMaker features is IPM (initial placement mode) which, based on student responses at the beginning of their year, places students at their ability levels and monitors their progress throughout the school year. SuccessMaker is an independent learning system which supports students on all areas of literacy in grades K-6. A balanced literacy approach is incorporated during the language arts block of time on a daily basis. Research proven supplemental materials are utilized based on student need. SIPPS is utilized for students in need of additional phonics instruction. This school year, Lincoln Acres School is in year one of our three year STEAM strategic plan implementation. Teachers utilize science and social science resources to promote student engagement and to comply with the future of common core which outlines a balance of 50% literature and 50% informational text usage.

Mathematics- All students in grades K-6 receive mathematics instruction from our district adopted Scott Foresman EnVision mathematics core math program. Just as in other areas of the curriculum, teachers differentiate their instruction based on formative assessment they gather while checking for understanding throughout their lessons. Throughout the lesson all components of the mathematics lesson are incorporated: warm up, concept development, guided practice, independent practice, problem solving, lesson closure, assessment and move into differentiation as needed. Throughout lessons teachers check for understanding and incorporate the “gradual release of responsibility” strategy to ensure concept attainment for all students. Through the use of formative as well as summative assessments, teachers also incorporate targeted teaching opportunities based on student need. SuccessMaker is also accessed by students daily for :20 minute sessions.

Writing- All students in grades K-6 are instructed daily in writing through the district adopted writing program Learning Headquarters. During the writing block teachers incorporate all five components of the Learning Headquarter’s strategies: a writing warm-up, demonstration writing, setting the stage, guided & independent writing and a celebration. This school year we will focus on opinion, informative/explanatory and narrative in keeping with the focus of common core. Teachers will focus on integrating writing across all areas of the curriculum throughout the day to prepare students to be college and career ready.

Physical Education- All students at Lincoln Acres School participate in daily physical education. The focus of our physical education program centers around Moderate to Vigorous Physical Activity (MVPA.)

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

Lincoln Acres School has an outstanding track record for being a data-driven school that bases their instruction based on student needs. In addition to our required formative and summative assessments we rely heavily on the reports yielded by our instructional software systems in place.

SuccessMaker- In grades K-6 we implemented the new Pearson SuccessMaker Program. This offers an array of monitoring reports to ensure students are on track to meet the 20-hour usage mark as well as for ensuring students are on track in terms of growth and achievement in both mathematics and reading. These reports have the capability of giving us mean time usage as well as gains on a daily basis if necessary.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy and vocabulary gains.

Renaissance Place- Renaissance Place allows us to monitor students' reading abilities, reading times as well as their mathematics levels and abilities. It also provides reports which teachers can provide to parents in order to communicate achievement levels effectively.

DIBELS/IDEL- This program allows us to progress monitor all students, but most especially our most vulnerable students through our RtI process. DIBELS/IDEL provides the ability to monitor and diagnose at a granular level. Once students are diagnosed and assessed the BURST component within DIBELS/IDEL develops lessons which are tailored for students' needs in the area of fluency, comprehension or phonemic awareness.

Illuminate- We continue to utilize our Illuminate student data system which was selected for teacher use. Illuminate allows teachers to create and analyze student assessments. This system is utilized to monitor student achievement at frequent intervals thus adjusting teaching strategies for maximum results.

### 5) Ongoing Instructional Assistance and Support for Teachers

As a goal for continuous improvement for lesson delivery, Lincoln Acres would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders have been identified to serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers and impact teachers at Lincoln Acres School are highly qualified teachers based on No Child Left Behind requirements. All new teachers participate in a district developed boot camp where teachers review curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training from Learning Headquarters on how to teach writing based on the Common Core State Standards. In addition, many of our staff members will participate in our district created common core committees in the area of writing, mathematics and language arts. This school year our teachers will be receiving many opportunities for staff development, so that our students are prepared for the rigors of common core standards. Several of our teachers are involved in rigorous curriculum design training. This will help advance our school in creating curricular units of study that align standards instruction and assessment. In addition, site teacher leaders have been selected to help in the district's vision of data team implementation. These seminars will teach a collaborative model for data-driven decision making at the instructional levels.

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

National School District through its hiring process, ensures that all teachers are appropriately credentialed at the point of hire. Professional development is offered by the district pertinent to the goals and objectives of the Local Control Accountability Plan.

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

Job embedded professional development occurs for all teachers five hours every month. During this release time, teachers review pre and post assessments related to Common Core State Standards, create lesson plans to promote the standards, and devise collaborative strategies for differentiation for those students who have not yet met standards.

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

As a goal for continuous improvement for lesson delivery, Lincoln Acres would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders have been identified to serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching.

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

One day per week, students are released early. Ten of those days are protected for teacher collaboration opportunities. All grade levels are released at least one day per month for the purpose of monitoring Tier I, II, and III student. During this collaboration time teachers agree upon best practices based on student progress through the use of data. This school year in keeping with the wishes of our LCAP committee and the use of LCFF our school district has implemented 2 hours and 15 minutes of teacher release time where they meet in grade level teams to implement the data teams process. Every other week teachers (1) collect and chart data, (2) analyze data and prioritize needs, (3) set and revise smart goals, (4) select instructional strategies, (5) determine results indicators.

Teaching and Learning

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

All teachers in the National School District use English Language Arts and Math Rigorous Units of Study. These units are aligned to the Common Core Standards, and provide opportunities for the standards to be presented to children at the advanced levels of rigor. The District has adopted "Go Math," a standards aligned math program, and is currently purchasing materials to support the ELA units of study.

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

English Language Arts: 60 minutes daily (Houghton Mifflin)

Writing: 60 minutes daily (Learning Headquarters)

Mathematics: 75 minutes daily (Go Math!)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science is taught discreetly and also incorporated during language arts (Harcourt Brace)

Additionally, this year our school district has hired enrichment teachers who provide students with lessons in the arts, technology and physical education for two hours and fifteen minutes every other week

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

All teachers receive a pacing schedule for the math and English Language Arts Units of Study.

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

Core instructional materials include: HMH Go Math!, HMH Medallions, Harcourt Brace Social Studies, and interactive science Foss kits.

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

Successmaker, Imagine Learning, and Lingual Links are all intervention materials aligned to the Common Core State Standards.

#### Opportunity and Equal Educational Access

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

Lincoln Acres core instructional program includes double dosing of instruction with flexible grouping to meet the needs of underperforming students. Additionally, Lincoln Acres has a robust Response to Intervention Program which targets specific students who are not performing at standard.

14. Research-based educational practices to raise student achievement

All teachers at Lincoln Acres have been trained by the University of California's CRLP institute on best practices for English Learners and other struggling students.

#### Parental Involvement

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

The National School District's Family Resource Center provides Lincoln Acres parents with agency contacts for crisis needs, as well as parent engagement classes. Lincoln Acres PTA sponsors numerous parent and family activities throughout the year. Additionally, Lincoln Acres uses Title I funding to provide parenting classes specifically targeted to helping parents understand the academic and emotional needs of their children.

16. 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)

The Lincoln Acres School Site Council participates in the development of the Single Plan for Student Achievement each year, as well as representing Lincoln Acres at the District led parent advisory council.

#### Funding

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

Intervention specialists, impact teachers, and professional development are funded through the SPSA.

18. Fiscal support (EPC)

The National School District allocates additional Local Control Accountability funds for all schools. These funds provide for before and after school classes, professional development, and the purchase of materials needed to improve educational opportunities for underachieving students.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	78		94	76		93	76		95.9		
Grade 4	83	91		82	90		82	90		98.8		
Grade 5	88	80		88	80		88	80		100.0		
Grade 6	82	99		82	98		82	98		100.0		
All Grades	351	348		346	344		345	344		98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2395.4	2421.2		9	22		23	26		37	26		30	25	
Grade 4	2410.5	2431.7		10	12		11	21		21	19		59	48	
Grade 5	2474.7	2473.9		7	9		26	31		39	21		28	39	
Grade 6	2500.4	2531.5		10	10		22	39		40	38		28	13	
All Grades	N/A	N/A	N/A	9	13		21	30		34	26		36	31	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	16		53	55		38	29	
Grade 4	11	10		34	40		55	50	
Grade 5	8	13		53	46		39	41	
Grade 6	10	14		43	48		48	38	
All Grades	10	13		46	47		44	40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	18		60	49		31	33	
Grade 4	10	11		39	48		50	41	
Grade 5	14	18		53	45		33	38	
Grade 6	13	19		55	63		32	17	
All Grades	11	17		52	52		36	32	



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	14		70	67		25	18	
Grade 4	7	10		67	69		26	21	
Grade 5	7	9		78	68		15	24	
Grade 6	6	11		66	78		28	11	
All Grades	6	11		70	71		23	18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	33		60	47		27	20	
Grade 4	10	19		49	49		41	32	
Grade 5	18	29		65	49		17	23	
Grade 6	21	31		60	57		20	12	
All Grades	15	28		59	51		26	22	

#### Conclusions based on this data:

1. Ninety-eight percent of all of our students in grades 3rd - 6th grades were administered the CAASPP assessments. At Lincoln Acres School our third grade program demonstrated the most growth between 2015 and 2016. In English language arts the exceeds standard and standard met, increased by fourteen percentile points and nearly met and not met decreased a total of nineteen percentile points. Although 3rd grade experienced the most growth, all other grade levels demonstrated positive trends as well in all areas. 4th: 12 percentile points of increase in the top two bands and 13 percent of students moved up from the bottom two bands, 5th: 7 percentile points of increase in the top two bands and mixed results in the bottom two bands due to increases in the not met category by 11 percentile points. 6th: 17 percentile point increase in the top two bands and 17 percent of students moved up from the bottom two bands. CAVEAT: These results are not a reflection of matched scores per pupil, but rather an all student accounting.
2. According to a deeper look at claims in the area of English language arts clearly delineates the area of our next steps. The focus of our work must continue to include a strong emphasis on close reading, a refinement of writing skills and the continued focus on academic vocabulary. It is clear that our classroom strategies and lesson planning must continue to be grounded in priority standards as well as the college and career anchor standards. Imperative in these conclusions, is the understanding that although the CAASPP program does not include K-2, a strong foundational skills program at these levels have a direct correlation on future CAASPP findings.
3. Plans this school year include intervention in the lower grades for students struggling with foundational skills according to local measures. Teachers will continue to meet for 2.5 hours every two weeks to review student achievement data and progress towards meeting grade level standards. During these professional development/collaborative grade level meetings teachers will continue to focus on developing teaching lessons which will support growth towards claims outlined in California Common Core standards.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	78		94	76		94	76		95.9		
Grade 4	83	92		82	91		82	91		98.8		
Grade 5	88	80		88	80		88	80		100.0		
Grade 6	82	99		82	99		82	99		100.0		
All Grades	351	349		346	346		346	346		98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2390.3	2424.4		2	11		20	38		39	32		38	20	
Grade 4	2406.5	2425.4		1	4		13	12		29	47		56	36	
Grade 5	2461.5	2446.4		2	1		11	11		42	29		44	59	
Grade 6	2489.1	2505.6		5	7		16	20		44	42		35	30	
All Grades	N/A	N/A	N/A	3	6		15	20		39	38		43	36	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	26		46	46		46	28	
Grade 4	1	8		27	30		72	63	
Grade 5	6	3		32	26		63	71	
Grade 6	7	15		43	37		50	47	
All Grades	6	13		37	35		57	53	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	24		45	46		46	30	
Grade 4	7	7		29	41		63	53	
Grade 5	7	3		36	28		57	70	
Grade 6	2	12		56	52		41	36	
All Grades	7	11		42	42		52	47	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	17		55	68		40	14	
Grade 4	4	8		38	56		59	36	
Grade 5	1	5		50	43		49	53	
Grade 6	10	10		61	57		29	33	
All Grades	5	10		51	56		44	34	

#### Conclusions based on this data:

1. Our mathematics program requires much attention. Once again, our third grade students demonstrated the most growth with mixed results in the remainder of the grade levels. 3rd: 27 percentile points of increase in the top two bands and 25 percent of students moved up from the bottom two bands. 4th: 2 percentile points of increase in the top two bands and 18 percent of students moved up from not met band into the nearly met band. 5th: Only 12% made it into the top two bands and there was a regression in growth by 1% and there was an increase of 15 percent of students dropping into the not met band. 6th: 6 percentile points of increase in the top two bands and 7 percent of students moved up from the bottom two bands.
2. There is definitely work to be done in the area of mathematics. As far as focus areas go, there is room for improvement in all mathematical claims, so there is no one area which deserves more attention than another.
3. We will continue to make mathematics our data teams focus for the current school year.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					10			14		43	33		57	43	
1	4			9	12		40	34		13	32		33	22	
2	2	2		12	13		50	23		18	38		18	23	
3	14	6		25	18		29	45		22	18		11	14	
4	5	2		33	32		50	45		3	5		10	16	
5	12			58	36		26	48		4	9			6	
6	12	12		35	48		40	33		9	5		5	2	
Total	8	4		27	24		36	36		14	19		15	16	

#### Conclusions based on this data:

1. Trends over time demonstrate a historical phenomenon. A closer look at this 3-year trend shows that the concentration of students can invariably be found in the Intermediate band. Although the data appears to look as though there is no movement, reclassification data proves otherwise. Each year approximately 40-60 students meet the reclassification criteria in grades 4th - 6th. However, local measures indicate the need to support students who become long-term English language learners, and students who indicate the potential to fall into the long-term EL category.
2. Given the historical data and present local measures, the need to take a closer look into the CELDT domains was evident. As we analyzed CELDT data more closely, what was revealed was that students were mastering the listening and speaking portion of the CELDT assessments and scoring in the beginning and early intermediate levels in the reading and writing domains.
3. Given our findings, reclassification academies will be created to support additional support and interventions for long term ELs and for all students who appear to be headed in that direction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					3		9	15		29	26		61	56	
1	4			8	11		40	33		12	30		36	26	
2	2	2		12	12		49	22		18	36		20	28	
3	13	6		23	19		28	43		20	17		16	15	
4	5	2		33	31		50	47		3	4		10	16	
5	12			57	35		25	50		6	9			6	
6	12	11		35	48		40	32		9	5		5	5	
Total	7	3		22	20		32	32		16	20		24	26	

#### Conclusions based on this data:

1. Given the historical data and present local measures, the need to take a closer look into the CELDT domains was evident. As we analyzed CELDT data more closely, what was revealed was that students were mastering the listening and speaking portion of the CELDT assessments, and scoring in the beginning and early intermediate levels in the reading and writing domains.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School district students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
ENGLISH LANGUAGE ARTS- During the 2016 end of year CAASPP results, all students scored 29.4%, Hispanic/Latino students scored 28.9%, socio-economically disadvantaged students scored 27.7%, English language learners scored 28.9% and students with disabilities scored 4.9%. The goal for the 2017 CAASPP results will be that all students increase by 5%.
<b>Data Used to Form this Goal:</b>
STAR reading assessment, Running Records, DIBELS, CAASPP  Guiding Questions: 1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will RCD and data teams help increase student achievement as it relates to SBAC and to preparing children for college and career? 5. What do these 3rd grade scores tell us about our teaching strategies as they relate to the implementation of common core?
<b>Findings from the Analysis of this Data:</b>
Ninety-eight percent of all of our students in grades 3rd - 6th grades were administered the CAASPP assessments. At Lincoln Acres School our third grade program demonstrated the most growth between 2015 and 2016. In English language arts the exceeds standard and standard met, increased by fourteen percentile points and nearly met and not met decreased a total of nineteen percentile points. Although 3rd grade experienced the most growth, all other grade levels demonstrated positive trends as well in all areas. 4th: 12 percentile points of increase in the top two bands and 13 percent of students moved up from the bottom two bands, 5th: 7 percentile points of increase in the top two bands and mixed results in the bottom two bands due to increases in the not met category by 11 percentile points. 6th: 17 percentile point increase in the top two bands and 17 percent of students moved up from the bottom two bands. CAVEAT: These results are not a reflection of matched scores per pupil, but rather an all student accounting.
<b>How the School will Evaluate the Progress of this Goal:</b>
During bi-monthly release time, teachers will analyze running record and STAR data. Principal works collaboratively with teachers to monitor progress through frequent monitoring of STAR and running record results.
<b>Who are the focus students and what is the expected growth?</b>
Students are identified for additional support through the bi-monthly meetings. Students below grade level in STAR Reading, and English Learners are flexibly grouped for additional small group instruction.

<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers, Language Arts Specialists, Principals, Vice Principal, and School Site Council analyzed the above assessments and drew conclusions from the results of the assessments.
<b>What data will be collected to measure student achievement?</b>
Monthly STAR Reading grades K-6, and running records grades K-3.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Double dosing of reading instruction, before and after school assistance, Tier II services from Language Arts Specialists and Impact teachers will assist in improving student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Instructional Practice consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>Teachers meet (RTI) monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model for our Tier II &amp; Tier III students.</li> </ul> <p>Teachers collaborate in Data Teams to review formative/ summative data and to plan instruction around the integration of the common core standards in ELA/Writing/Math for 2:15 hours every other week</p> <ul style="list-style-type: none"> <li>Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.</li> </ul>	7/17-5/18 (Substitutes)	LAS, Principal	Release for Substitutes		Title I	10,000
					LCFF	6,000
			District LCAP funding, no site funding required			
	7/17-6-18	Teachers, Principal				
	12/17	Principal				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Professional Development and Data Teams Collaboration					LCFF	1,000
Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation and discourse	1/18-5/18	Educational Services, Principal	Substitutes for release for conference attendance		Title I	4000
	Spring, 2018	Educational Services, Committee			Title I	1,406.25
· Purchase literature materials which will support common core shifts.	7/2017-5/2018					
Allocate professional development opportunities for the special education staff in the area of writing	7/2018-5/2018	Principals, attending teachers				
Provide opportunities for staff to attend common core conferences in order to be able to learn how to integrate ELA/Writing CCSS with NGSS through substitute release time in order to advance our STEAM focus.	7/2017-5/2018	Principal				
Annual maintenance agreement for copiers so that teachers have CCSS materials at the ready for students.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3) Extended Learning Time  Seven before school intervention classes have been set up to support students who have low test scores.   Eight before/after school intervention classes to support low test scores   Provide funding for students to attend off-campus learning excursions such as Olivewood Gardens.	11/8/17 – 2/18	Principal, teachers	Teachers salaries for before and after school classes		Title I	6,434
					LCFF	6000
	1/18 – 4/18				Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4) Increased Educational Opportunity</p> <p>Six impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</p> <p>Provide additional time for impact teachers to support RtI students &amp; release for teacher coaching/modeling</p> <p>Purchase instructional materials to support core curriculum and differentiated instruction</p> <p>Retain the services of an LAS to support students in need of additional assistance in language arts, coordinate before/after school interventions programs.</p> <p>Replace aging furniture/equipment to ensure safety and adequate opportunities for differentiated instruction. (Reserves)</p> <p>Additional computer reserves</p> <p>Provide opportunities for teachers to develop materials for students to practice close reading.</p>	8/17-5/18	Principal, Impact Teachers	Salary of Impact Teachers		LCFF	
					Title I	5,000
			Differentiated materials		Title I	1,000
					Title I	43,896
	8/17-5/18		LAS Salary			
		LAS, classroom teachers, vice principal	LAS Salary		LCFF	47,376
	8/17-5/18				LCFF	1,000
		LAS, Principal				
	8/17-5/18		Computer Purchases and reserves			
		LAS, Principal, Vice Principal				
	7/17-6/18					
		Principal				
	As needed throughout the 2017-18 school year					
		Classroom teachers, Principal, Vice Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5) Involvement of Parents, Staff and Community</p> <p>Parents receive updates regularly through parent meetings, parent nights, ELAC, School Site Council, Monthly Coffee with the Principal.</p> <p>Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system</p> <p>Counselor provides group, family and 1/1 counseling therapy for all students identified as having mental health needs.</p> <p>Students are recognized with certificates and trophies for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement</p> <p>Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records, updating student files and assisting in health office.</p>	7/17-6/18	Principal	Cost of Call Out System	Title I		1,000
				Title I		3000
			Counseling Salary	LCFF		61,592
				LCFF		500
			Cost of medals			
			Cost of extra clerical support	LCFF		2,875.00
		Counselor				
		Principal, teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology						
Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system	Throughout school year, daily	Principal	Perpetual licenses paid for by District		Title I	1,125.00
			Tech Liaison Stipend		Title I	1,000.00
Retain the services of a site technology liaison to support teachers with all of our learning software systems.	7/2017-5/2018	Tech Liaison			Title I	2,875.00
Budget money for computer repairs for technology that is no longer under warranty.	As needed	Principal	Lincoln Acres contribution to Tech Support Salary		Title I	1,958
Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.	As needed	Principal, Tech Support personnel				
Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.						
Purchase 16 computer devices for each 1st – 2nd grade classroom to support 1:1 computing. District to purchase 8 devices for a total of 24 in each classroom.						



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
By the end of the 2018 school year, all students will be above, at, or near on CAASPP assessment.
<b>Data Used to Form this Goal:</b>
CAASPP Assessment, STAR Math, RCD Post Assessments  Guiding Questions: 1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will RCD and data teams help increase student achievement as it relates to SBAC and to preparing children for college and career? 5. What do these scores tell us about our teaching strategies as they relate to the implementation of common core? What instructional strategies do we need to improve upon? What teaching strategies are working for us?

<b>Findings from the Analysis of this Data:</b>
<p>Across the board, there is a lot of work to be done in the area of mathematics. Lincoln Acres School is in the single digits when it comes to students being above grade level in problem solving, concepts &amp; procedures and communication &amp; reasoning. Although relatively speaking, mathematics fell in comparison to English language arts.</p> <p>Safe harbor goals for 2nd grade in mathematics as set by our central office is 37.7%. Currently our 2nd grade students came in at 37% which puts 2nd grade at meeting end of year benchmarks as far as safe harbor goals go.</p> <p>The safe harbor goal set for 3rd grade by our central office this school year are 62.4% and our current 3rd grade overall scores came in at 56% the difference between current scores and safe harbor goal is 6.4%</p> <p>Safe harbor goal for end of year target for our 4th grade students has been set at 50.7% by our central office. Our 4th grade students math scores came in at 56% which. Currently this grade level has exceeded the safe harbor goal s by 5.3%.</p> <p>The 5th grade safe harbor goal set forth by our central office is 56.9% and our current scores for 5th grade mathematics came in at 69% which places this grade level at exceeding the goal by 12.1%.</p> <p>The safe harbor goal set forth by our central office in 6th grade mathematics is 47.8%. Our current 6th grade students came in scoring at 55% which exceeds the safe harbor target for end of year by 7.2%.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
The principal will monitor through visits to Data Teams, teacher-principal quarterly meetings, and monthly assessment data review with the vice principal.
<b>Who are the focus students and what is the expected growth?</b>
All students not currently at grade level on CAASPP.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers, Language Arts Specialists, Principals, Vice Principal, and School Site Council analyzed the above assessments and drew conclusions from the results of the assessments.
<b>What data will be collected to measure student achievement?</b>
STAR Math, RCD Post Assessments
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Double dosing in small groups during class time, before and after school intervention classes if available, intersession attendance if applicable.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1) Instructional Practice consistent with Content Standards and Strategic Plan</p> <p>Teachers meet (RCD) biweekly in grade teams to analyze data, progress monitor students and plan lessons according to the district's leadership and learning data teams model.</p> <p>Teachers collaborate in Data Teams to review formative/summative data and to plan instruction around the integration of the common core standards in Math for 2:15 hours every other week</p> <p>Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.</p> <p>Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.</p>	All year long, 2 times per month, per District Schedule	Ed Services, Principal Grade level teams	<p>Data Teams are district supported through LCAP funds</p> <p>Cost indicated in Goal 1, section 1</p>		LCFF	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Professional Development and Data Team Collaboration  Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation and discourse. Substitute Teachers  Purchase math materials which will support common core shifts.  Annual maintenance agreement for copiers so that teachers have math CCSS materials at the ready for students.	At monthly meetings and during staff and early out Thursdays, 7/2017-5/2018				LCFF 5,000 Title I 1,406 LCFF 2,750	
3) Extended Learning Time  Eight before/after school intervention classes to support low test scores	1/2018-4/2018		Cost of teacher salaries for after school support		LCFF	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4) Increased Educational Opportunity					Title I	4,500
Provide funding for students to attend off-campus learning excursions such as Olivewood Gardens.	7/17-6/18	Principal, Olivewood Gardens Coordinator	Materials specific to mathematics intervention, small group usage		Title I	2,875.00
Purchase instructional materials to support core curriculum and differentiated instruction	7/17-6/18	Classroom teachers, Principal, Vice Principal			Title I	5,000
Purchase materials which will support common core shifts & STEAM integration.	9/17 and 2/18	Classroom teachers, Principal, Vice Principal			LCFF	7,958
Provide opportunities for teachers to create and develop materials for Science Discovery Days		Classroom teachers, Principal, Vice Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5) Involvement of Parents, Staff, and Community</p> <p>·Provide refreshments and materials for parents to receive during the math CCSS parent engagement sessions.</p> <p>Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system</p> <p>Students are recognized with certificates, trophies and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement and the results of annual State testing</p>	<p>7/17-6/18</p> <p>Once a month, 7/17-6/18</p>	<p>Principal, classroom teachers organize the math parent engagement meetings</p> <p>Principal, classroom teachers</p>	<p>Costs for refreshments, materials</p>		<p>Title I</p>	<p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology			Costs indicated in Goal 1, section 6			
<p>Students in grades K-6 receive :20 of math instruction via our SuccessMaker independent learning software system</p> <p>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</p> <p>Purchase 8 computer devices for each 1st – 2nd grade classroom to support 1:1 computing. District to purchase 8 devices for a total of 24 in each classroom.</p> <p>Budget money for computer repairs for technology that is no longer under warranty.</p> <p>Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.</p>	Daily	Principal			Title I	4,027
	7/17-6/18	Principal, Site Liaison			Title I	1,000
	1/2018-3/2018	Principal, Site Liaison			Title I	1,958
	As needed	Principal, Site Liaison				
	7/17-6/18	Tech Support Personnel				

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Writing</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #3:</b>
By the end of the 2017 school year, 30% of all students will score at, near or above grade level on the CAASPP writing claim.
<b>Data Used to Form this Goal:</b>
CAASPP Writing Claim scores, student writing samples  Guiding Questions:  1. Why did students perform better in listening, speaking and research & inquiry than in reading and writing? 2. Why did students perform slightly better in writing than in reading? 3. How near is near? 4. How will RCD and data teams help increase student achievement as it relates to SBAC and to preparing children for college & career? 5. What do these scores tell us about our teaching strategies as they relate to the implementation of common core?
<b>Findings from the Analysis of this Data:</b>
Less than 30% of Lincoln Acres students scored at, near or above on the CAASPP writing claim.
<b>How the School will Evaluate the Progress of this Goal:</b>
Performance on District provided writing prompts as well as on piloted ELA Units of Study Engaging Learning Experiences.
<b>Who are the focus students and what is the expected growth?</b>
All students will benefit from targeted writing instruction. English Learners will be targeted during Data Team discussions, as well as other students who are struggling with writing on the RCD EEs.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Teachers, Language Arts Specialists, Principal, Vice Principal, School Site Council
<b>What data will be collected to measure student achievement?</b>
Writing prompts from RCD ELEs, other designated teacher assignments.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

Writing prompts from RCD ELEs, other designated teacher assignments.

<p>Actions to improve achievement to exit program improvement (if applicable).</p>
--

---

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Instructional Practices consistent with Content Standards and Strategic Plan:	7/17-6/18	Principal	Funding accounted for in Goal 1, section 1			
Teachers meet regularly in vertical teams at staff meetings, collaboration Thursdays and site days to review student writing artifacts. During these sessions teachers have the opportunity to calibrate their practices.	12/17	Principal				
Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2) Professional Development and Data Team Collaboration:</p> <p>Retain the services of Learning Headquarters to provide 1:1 consulting for each teacher on staff. The services will include modeling, coaching and/or lesson planning.</p> <p>Annual maintenance agreement for copiers so that teachers have writing CCSS materials at the ready for students.</p>	<p>7/17-6/18</p> <p>7/17-6/18</p>	<p>Principal</p> <p>Principal</p>	<p>Title I 2,406.25</p> <p>LCFF 5819</p>			
<p>3) Extended Learning Time:</p> <p>Eight before/after school intervention classes to support low test scores</p>	1/18 – 4/18	Principal, intervention teachers	Cost indicated in Goal 1, section 3			
<p>4) Increased Educational Opportunity</p> <p>Teachers will meet regularly to plan writing lessons which will increase students techniques in argumentative, informative and narrative forms in order to be college and career ready.</p> <p>Provide funding for students to attend off-campus learning excursions such as Olivewood Gardens.</p>	7/17-6/18	Principal, teachers	<p>Substitute release time and materials Title I 3786.25</p> <p>Title I 4,500</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Involvement of Parents, Staff and Community						
Provide refreshments and materials for parents to receive during the CCSS parent engagement sessions	7/17-6/18	Principal, teachers	Refreshments, materials for parent writing workshops		Title I	2,500
Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system	7/17-6/18					
Parents receive all IEP communications and invitations to award ceremonies via US Mail.	7/17-6/18					
.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology			Computer purchases		Title I	
Teachers will prepare students to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	1/17 - 6/18	Principal, teachers	Repairs as needed		Title I	1,000.00
	11/ 2017		Cost of Tech Support Personnel		Title I	1,958.50
Budget money for computer repairs for technology that is no longer under warranty.	As needed					
Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.	7/17-6/18					

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #4:</b>
By the end of the 2018 school year, 35% of all students will be above, at or near on the CAASPP ELA Assessment
<b>Data Used to Form this Goal:</b>
CELDT yearly assessment, Title III report
<b>Findings from the Analysis of this Data:</b>
<p>There appears to be an increase over a five year span in the level of beginning levels here at Lincoln Acres. This would have to mean that either more students are entering U.S. schools in grades K-3 or that students entering our school since 2012 have lower English competency. On the flip side, the level of early advanced has maintained over the five year span and the advanced column has increased by 3 percentile points over the past five years.</p> <p>This school year our AMAO #1 target as set forth by the state of California was missed by a mere 2.3%. However, AMAO2a and AMAOb was met in both areas. Our school has been very consistent over the past four years in the implementation of the Systematic English Language Development program which is carried out in grades TK – 6th grade four days a week.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
Writing samples, Systematic ELD assessments, Disaggregated monthly STAR Reading assessment results
<b>Who are the focus students and what is the expected growth?</b>
Priority ELD Students
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers, Language Arts Specialists, Principal, Vice Principal, School Site Council

<b>What data will be collected to measure student achievement?</b>
Systematic ELD assessments, Disaggregated monthly STAR Reading assessment results
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Lincoln Acres will initiate a "Reclassification Academy" after school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Instructional Practices Consistent with Content Standards and Strategic Plan			Data Teams time through District funding			
Teachers collaborate to review formative/summative data and to plan instruction around challenging standards	7/17-6/18	Classroom Teachers	El Liaison stipend			1,125
				LCFF		1,000
				LCFF		3,760
				LCFF		3,500
Retain services of an English learner liaison to ensure the proper implementation of our districts's EL Master Plan.	7/17-6/18	EL Liaison				
	7/17-6/18	Principal				
Budget money for CELDT support so that students receive their assessments once per year. This will allow teachers to inform their instruction during ELD.	12.17	Principal				
Each teacher will have access to a classroom ipad to facilitate student engagement strategies throughout the day.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Professional Development and Data Team Collaboration Time  Provide opportunities for staff to attend common core conferences in order to be able to learn how to integrate ELA/Writing CCSS with ELD standards, specifically listening and speaking through substitute release time  Annual maintenance agreement for copiers so that teachers have CCSS materials at the ready for students.	7/17-6/18	Principal, classroom teachers			Title I	
					Title I	1,406.25
	7/17-6/18	Principal			LCFF	2,750.00
3) Extended Learning Time  Same as ELA and Math - ELD strategies employed (realia, academic vocabulary development, etc.)	7/17-6/18	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4) Increased Educational Opportunity						
Purchase instructional materials to support core curriculum and differentiated instruction (additional SELD kits)	7/17-6/18					
	7/17-6/18					
Purchase materials which will support common core shifts.						
	7/17-6/18					
Every other week students in grades TK – 6th will receive enrichment opportunities in visual and performing arts, physical education and technology based on the California State Standards. Lessons will include opportunities to learn Tier II & Tier III academic vocabulary.						
Provide funding for students to attend off-campus learning excursions such as Olivewood Gardens.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Involvement of Parents, Staff and Community  Provide refreshments and materials for parents to receive during the CCSS parent engagement sessions.  Retain the services of the Mano a Mano Foundation to provide parent training sessions for parents provided by Dr. Beatriz Villarreal.  Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system  Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.  Two SET teachers to attend the annual CABE Conference.	7/17-6/18				Title I	1,000.00
					Title I	3,000.00
					Title I	1,500.00
	3/18-5/18					
	7/17-6/18					
	7/17-6/18					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Instructional Technology	7/17-6/18				LCFF	11,951
Imagine Learning Licenses					Title I	8,751
Budget money for computer repairs for technology that is no longer under warranty	7/17-6/18				Title I	1,958.50
Retain Services of the District Office MIS department to maintain hardware and software in optimum working condition in order to maximize instructional time.	7/17-6/18					



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math**

**SCHOOL GOAL #1:**

Program Support Goal # 1: National School District will exit Program Improvement by 2016-2017

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Anticipated annual growth for each group:

District Safe Harbor Targets are:

- The percentage of district students scoring proficient or above on STAR Reading will increase from 53.8% to 63%
- The percentage of student scoring proficient or above on STAR Math will increase from 57.8% to 67%
- The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%
- The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%

Means of evaluating progress toward this goal:

- Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- District benchmark assessments in ELA and mathematics
- Teacher generated assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Imagine Learning Computer Program will be used as additional support for English Learners</li> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>CELDT Assessment Support</li> </ul>						7,834.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	310,400	126,069.00
Title I	218,804	75,577.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	184,331.00
Title I	143,227.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Luz S. Vicario	X				
Josefina Barraza				X	
Graciela Escobedo				X	
Cecilia Bueno				X	
Nora Beatty				X	
Dalilah Gil-Dang		X			
Sharlena Smith		X			
Evelina Diaz		X			
Monica Pintado-Mendez		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

# The Single Plan for Student Achievement

**School:** Las Palmas Elementary School  
**CDS Code:** 37682216038731  
**District:** National School District  
**Principal:** Steven Sanchez  
**Revision Date:** June 13, 2017

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

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

**Contact Person:** Steven Sanchez  
**Position:** Principal  
**Phone Number:** 336-8500  
**Address:** 1900 E. 18th St.  
National City, CA 91950  
**E-mail Address:** [steve.sanchez@national.k12.ca.us](mailto:steve.sanchez@national.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	3
Analysis of Current Instructional Program .....	3
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results .....	16
Planned Improvements in Student Performance .....	17
School Goal #1 .....	17
School Goal #2 .....	25
School Goal #3 .....	29
Centralized Services for Planned Improvements in Student Performance .....	36
Centralized Service Goal #1 .....	36
Summary of Expenditures in this Plan .....	39
Total Allocations and Expenditures by Funding Source .....	39
School Site Council Membership .....	40

## School Vision and Mission

### Las Palmas Elementary School's Vision and Mission Statements

Las Palmas School is more than an elementary school. It is an educational community. The staff, students, and their families are caring, respectful, and work together to provide a high quality education for all children. We believe in the cumulative, purposeful effect of our instruction. We care deeply about our students' education before they come to our classrooms, for the temporary time they are with us, and long after they leave us. Our goal is to provide a nurturing environment that will promote lifelong learners and contributors to our society. We believe in our National School District's three core values, "Children First, Whatever it Takes, and Relationships Matter".

## 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).

Las Palmas uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### 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

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

Teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

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

Las Palmas Elementary School has worked with the National School District to align curriculum, instruction and materials closely to the CCSS. The Rigorous Curriculum Design (RCD) Committee comprised of teachers, resource staff and administrators have identified priority language arts and mathematics standards at each grade level. This year we are fully implementing the RCD Math units in all grade levels and administering pre and post assessments that are aligned to the priority standards that have been identified by the committee. Formal, diagnostic assessments in both ELA and Mathematics, known as the District Interim Assessments, take place three times per year, and are designed to help support the shift to CCSS testing (SBAC). RCD Pre and Post assessments are used to measure progress and success of effective instructional strategies in both Math and Language Arts. Language Arts assessments include: RESULTS assessments, Houghton Mifflin/ Running Records, SEBT assessments, Learning Headquarters Writing Program assessments, and STAR Reading/Math.

Students who are having difficulty performing at grade level standard at Las Palmas Elementary School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. Research based strategies are implemented in the intervention within the classrooms and intervention groups. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held every 7 weeks to discuss specific students, discuss current interventions being implemented, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use, Running Records, RESULTS data, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, classroom teacher, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. In addition to classroom interventions, additional resources may include math and reading tutoring, Successmaker, Imagine Learning, and supplementary intervention classes both before and after school if available.

Las Palmas Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the CST Science, CMA Science, the California Assessment of Student Performance and Progress, CELDT, RESULTS, Writing Rubrics, Language Arts and RCD Math assessments. Perhaps most unique, is the ability for staff to configure data on the OARS data management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remedy those areas of need.

As discussed previously, Las Palmas Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Meetings are held bimonthly to discuss formal assessment outcomes, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, SEBT assessments, and reports provided on Imagine Learning to monitor their English Language acquisition. Upper grade teaching staff is also involved in sampling students for performance on the literacy assessments from STAR Reading, Accelerated Reader, and classroom assessments. In writing, teaching staff scores writing samples, using rubrics from the Learning Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.



## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Las Palmas School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Las Palmas Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level CCSS. District level staff development focuses on the key areas in CCSS language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All 3rd – 6th grade teachers have access to ongoing training from a consultant on how to use reports from Successmaker to target instruction and support for students in reading and math. Teachers are also provided support on an as-needed basis on Imagine Learning by our area representatives of Imagine Learning. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading, STAR Math, CELDT, BPST, RESULTS, teacher created formative assessments, Houghton Mifflin Running Records, RCD ELA and Math assessments, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. CCSS Mathematics/ Go Math, implementation of technology, training in the use of OARS, Systematic English Language Development (SELD), Rigorous Curriculum Design, Data Teams, are the focus of professional development for teachers in TK through 6th grade.

Other site-based staff development includes the implementation of Common Core State Standards in the area of Mathematics. Two teachers have receiving training by Rigorous Curriculum Design in order to serve on the RCD committees and create units for CCSS instruction. Two years ago all teachers in TK through 2nd received training in the current version of RESULTS. Teachers are receiving site based professional development this year in the implementation of Technology, specifically Google Classroom. Last year 17 teachers participated in the Google Online Training for Educators. We are also providing professional development for teachers on the new ELD and ELA Framework and how the new ELD standards are related to ELA standards.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialists help support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

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

Choices for staff learning are informed by CAASPP assessments, as well as teacher survey and district provided formative assessments.

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

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site, for example SIPPS and the Systematic English Language Development. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided through the site administrator, the two site Language Arts Specialists, Resource Specialist, Psychologist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Both our Language Arts Specialists are available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

As discussed previously, Las Palmas School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings. Teachers plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals.

Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Teachers in Kindergarten through 3rd grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and SEBT assessments. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. In writing, all teaching staff scores writing samples collaboratively throughout the year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

## Teaching and Learning

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

Las Palmas Elementary School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton Mifflin Reading and the GoMath programs comprise the publisher programs. The Houghton Mifflin Lectura series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd grade bilingual program, along with SEBT biliteracy instructional resources to transfer literacy skills to English. The Houghton Mifflin Spelling and Vocabulary Program are implemented in grades 2 – 6 as well as SIPPS (Systematic Instruction of Phonics and Phonemic Awareness) in Kindergarten – 4th grades. In addition, Learning Headquarters is our core-writing program in grades K – 6. English Language Development (ELD) is addressed through the use of the Systematic English Language Development program.

Special Day classes for grades 4th –6th utilize the program Reading Milestones to meet their unique needs of our students in special day classes in the area of ELA, and GoMath in tandem with Touch Math. Our 2nd through 3rd grade Special Day class uses the Read Well Language Arts Program and Reading Milestones to meet the needs of our students in ELA, and Touch Math exclusively in the area of Mathematics. In our RSP program upper grades are receiving Scholastic's Read 180 program. RSP is supporting the primary grades using SIPPS and Read 180. RSP also provides support in Math to students with Math IEP goals using the GoMath program and supported with Kahn Academy.

The NCS Learn SuccessMaker software program supports the standards-based curriculum at Las Palmas Elementary School both in the classrooms and now at home for all Kinder – 6th grade students. The NCS Learn SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. All students also have access to online software, THINK Central both at school and at home that supports our GoMath curriculum. Our English Learners in Kindergarten through third grade and targeted students in upper grades utilize Imagine Learning software to help accelerate their acquisition of English. Imagine Learning is now accessible from home for our English Language Learners. Accelerated Reader was implemented in 2012 as a motivational program to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance. We have integrated Rigorous Curriculum Design (RCD) Mathematics lessons in every grade level. The RCD units are developed by teachers serving on the Rigorous Curriculum Design Committee and were supported in the task of identifying priority standards, essential vocabulary, engaging scenarios, essential questions, engaging learning activities, and effective research based instructional strategies to complete an effective roadmap for our teachers to follow in the full implementation of Math Common Core Standards. The following statements characterize educational practice at our school.

Giving our students access to technology is a new center of attention now with the implementation of CCSS. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students in 3rd through 6th 1 to 1 computing and 2 to 1 computing in grades kindergarten through 2nd.

In addition to providing education to our students, Las Palmas has made an effort to provide our parents with opportunities to learn more about Common Core Standards implementation. Teachers who are on the evaluation cycle have volunteered to provide three parent education nights. These parent training have taken place in fall, winter, and spring. The fall parent night provided our parents a better understanding of Math Common Core Standards and samples of lessons. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. The winter parent night was focused on English Language Arts Standards and the shifts that have taken place in our instruction. In the spring our teachers provide our parents a better understanding of how our students are assessed with the new SBAC assessment. Our teachers informed the parents that the new assessment requires our students to take the assessment on the computer, as well as being able to provide their understanding of how to arrive at their answer. Some questions require our students to provide evidence to support their responses, and students must be able to communicate this effectively in writing.

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

Las Palmas Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. ELD instruction is provided for 40 minutes 4 times a week. In the bilingual classes, additional transference reading instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 30 minutes additional instruction in language arts.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, language arts specialists (LAS) and classroom teachers. Two Language Arts Specialists provide a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas. Impact teachers also offer support to our KnewSpace program in grades 1st, and 2nd.

In grades first and second we have continued the implementation of the program, KnewSpace. This is the fourth year that Knewspace has been implemented in second grade. We will continue with the third year of implementation in first grade. We are currently not implementing the program in Tk and Kindergarten due to the shortage of support staff. Through the implementation of Knewspace we are able to target foundational skills in order to develop fluent readers by the end of 2nd grade. This program allows us to provide students a customized instructional program in ELA that targets specific needs of students in a more efficient way than the conventional classroom. Two impact teachers and two Language Arts specialists are being used to support this program in order to reduce class size and get small group instruction to an average of 6:1, and large group instruction to 24:1.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

## Opportunity and Equal Educational Access

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

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

### 14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

## Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

### 16. 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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

## Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

### 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	102	88		97	86		97	86		95.1		
Grade 4	111	96		105	94		105	94		94.6		
Grade 5	112	108		106	106		106	106		94.6		
Grade 6	100	109		97	109		97	109		97.0		
All Grades	425	401		405	395		405	395		95.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.5	2395.2		9	9		18	27		30	28		43	36	
Grade 4	2426.5	2424.6		10	12		24	15		18	26		49	48	
Grade 5	2459.8	2464.3		10	8		25	27		21	25		44	40	
Grade 6	2519.1	2535.6		13	17		28	37		37	29		22	17	
All Grades	N/A	N/A	N/A	11	12		23	27		26	27		40	35	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	14		38	45		51	41	
Grade 4	15	9		36	48		49	44	
Grade 5	13	11		41	44		46	44	
Grade 6	14	18		49	50		36	32	
All Grades	14	13		41	47		45	40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	8		43	50		47	42	
Grade 4	10	9		50	46		40	46	
Grade 5	12	16		40	44		48	40	
Grade 6	21	21		56	55		24	24	
All Grades	13	14		47	49		40	37	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	8		64	69		32	23	
Grade 4	6	6		66	76		29	18	
Grade 5	8	6		68	69		24	25	
Grade 6	13	16		67	76		20	8	
All Grades	8	9		66	72		26	18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	24		47	47		39	29	
Grade 4	11	19		56	53		32	28	
Grade 5	15	16		57	58		28	26	
Grade 6	23	36		64	53		13	11	
All Grades	16	24		56	53		28	23	

#### Conclusions based on this data:

1. In 2015 Las Palmas scored had 11% of the students in grades third through sixth scoring in the Standard Exceeded band and 23% in the Standard Met band, for a total of 34%. In 2016, Las Palmas had 12% of the students scoring in the Standard Exceeded band and 27% in the Standard Met band, for a total of 39%. Based on our growth last year, we met our schoolwide goal of 37.6%. We surpassed our goal by 1.4%. The interesting thing is that we focused on Math all of last year, however the work that we have done over the last couple of years as a staff in preparation for teaching the CCSS in ELA contributed to us achieving our goal. Next steps will be to take a look at the different sections of the ELA assessment and see where we need to focus our efforts. We have started some work on seeing how the ELD and ELA standards are aligned in order for us to further our support of our English Language Learners. If our quality of instruction improves for our ELL population, this will continue to benefit all students. It is also good to see that from one year to the next we were able to reduce the percentage of students in the Standard Not Met band by 5%.
2. In the section under Demonstrating understanding of literacy and non-fictional texts, we decreased by one percent in the % Above Standard. However, we increased by 6% in the % At or Near Standard. We also decreased by 5% in the % Below Standard from 2015 to 2016. In the area of Writing and producing clear and purposeful writing, we increased by 1% in the % Above Standard. We increased by 2% in the % At or Near Standard, and decreased by 3% in the % Below Standard band. Which demonstrates that our strategies for teaching students to support their responses when making claims is demonstrating growth.
3. In the section of Listening and demonstrating effective communication skills we increased by 1% in the % Above Standard. We increased by 6% in the % At or Near Standard and decreased by 8% in the % Below Standard from 2015 to 2016. We know the importance of supporting students in the area of listening and speaking, and our ELD instruction throughout the grade levels supports these skills. Ensuring that we give students vast amounts of opportunities to use language, work in collaborative groups, and hold students accountable in class for participation has supported our growth in this area. In the section Research/Inquiry and Investigating, analyzing, and presenting information we grew by 8% in the % Above Standard, we decreased by 3% in the At or Near Standard band, but decreased by 5% in the Below Standard band. The fact that we decreased by 5% in Below Standard and increased by 8% in the Above Standard band, this contributed to the decrease of the % At or Near Standard.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	102	88		99	86		99	86		97.1		
Grade 4	111	96		107	95		106	94		96.4		
Grade 5	112	108		106	106		106	106		94.6		
Grade 6	100	109		97	109		96	109		97.0		
All Grades	425	401		409	396		407	395		96.2		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2378.5	2385.1		3	2		17	22		27	27		53	49	
Grade 4	2425.7	2440.1		2	6		15	21		45	43		37	30	
Grade 5	2435.2	2442.9		3	2		5	15		33	24		59	59	
Grade 6	2503.8	2528.6		13	17		14	27		40	30		31	27	
All Grades	N/A	N/A	N/A	5	7		13	21		36	31		45	41	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	9		35	37		58	53	
Grade 4	6	13		32	33		62	54	
Grade 5	4	8		19	22		77	70	
Grade 6	24	30		33	31		43	39	
All Grades	10	16		30	30		60	54	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	6		34	43		57	51	
Grade 4	6	9		41	48		54	44	
Grade 5	5	6		28	28		67	66	
Grade 6	13	15		42	61		46	25	
All Grades	8	9		36	45		56	46	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	6		49	58		45	36	
Grade 4	6	11		50	62		44	28	
Grade 5	3	6		37	42		60	53	
Grade 6	14	17		55	62		31	21	
All Grades	7	10		48	56		46	34	

#### Conclusions based on this data:

1. In 2015 Las Palmas had 5% of the students in grades third through sixth scoring in the Standard Exceeded band and 13% in the Standard Met band, for a total of 18%. In 2016, Las Palmas had 7% of the students scoring in the Standard Exceeded band and 21% in the Standard Met band, for a total of 28%. Based on our growth last year, we met our schoolwide goal of 19.8%. We surpassed our goal by 8.2%. We focused on Math all of last year during our Data Team meetings and spent time every two weeks fully analyzing our student work samples as well as pre and post RCD Math assessments. In addition, the work that we have done over the last couple of years as a staff in preparation for teaching the CCSS in Math contributed to us achieving our goal. Next steps will be to take a look at the different sections of the Math assessment and see where we need to focus our efforts. Our focus this year during our Data Team meetings remains in the area of Math. By continuing this focus we are confident that we can make this year's goal of 30.8%. It is also good to see that from one year to the next we were able to reduce the percentage of students in the Standard Not Met band by 4%.
2. In the area of Concepts and Procedures we increased our performance by 6% from 2015 to 2016 in the % Above Standard. In the % At or Near Standard we remained the same at 30%, however in the % Below Standard we decreased by 6%. Therefore, as long as we are moving students up from one band to another, we will continue to see our students improve in their ability to apply mathematical concepts and procedures. In the area of Problem Solving & Modeling/ Data Analysis-Using appropriate tools and strategies to solve real world and mathematical problems, we increased by 1% in the % Above Standard. We also increased by 9% in the % At or Near Standard and also decreased by 10% in the Below Standard band. By increasing at the Above and the At or Near bands by 10 % and decreasing by 10% in the Below Standard, this is significant for our second year taking the assessment.
3. In the area of Communicating Reasoning-Demonstrating ability to support mathematical conclusions we increased by 10% in the % Above Standard and increased by 8% in the At or Near Standard band. In addition, we decreased by 12% in the % Below Standard, which is significant. This is an area that was new to both our teachers and students. Being able to support your conclusion requires the ability to think critically, which is what CCSS is all about. We have had to shift our instruction and take time to help prepare our students to be able to do this when problem solving and it is something that is evident in our classrooms when math instruction is occurring. Students work collaboratively and are required to express their thinking and their conclusions with evidence. This has paid off in our first two years of taking the CASSPP.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8	40		17	20		50			25	40	
1	2	2		22	22		29	35		27	13		20	28	
2	8	2		15	18		40	39		23	25		13	16	
3	8	7		18	29		52	29		15	17		6	17	
4	11	7		32	35		43	45		5	13		9		
5	8	2		40	39		40	44		10	12		2	2	
6	16	9		45	36		32	41			5		6	9	
Total	8	5		27	30		40	38		15	14		10	13	

#### Conclusions based on this data:

1. On our annual CELDT assessments, it looks like we remained flat from 2015 to 2016 in the percentage of students reaching the Advanced and Early Advanced levels on the assessment. In 2015 we had a total of 35% of English Language Learners in the Early Advanced and Advanced bands. In 2016 we remained at 35%. Improving our students proficiency levels in English has always been a challenge for us, however we continue to look at ways for us to improve. This year we are learning more about the new ELD standards and how they align to the ELA standards so that we can continue to support our ELL students throughout the day. We know that academic language is the key for the success of our students. Especially the intermediate students and our longterm ELLs. The better that we become at teaching integrated ELD to support our ELLs, this will help our ELLs further develop their proficiency in English.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				4	4		12	15		26	22		58	59	
1	2	2		20	22		27	33		29	12		22	31	
2	7	2		14	16		37	36		23	22		19	24	
3	8	7		18	28		52	31		15	16		6	18	
4	11	9		32	33		42	46		7	12		9		
5	7	2		41	39		41	44		9	12		2	2	
6	17	9		42	39		36	39			4		6	9	
Total	7	4		23	25		36	34		16	15		18	21	

#### Conclusions based on this data:

1. The early advanced level for Las Palmas averaged about 25% over the last three years. We had gone down by 2% in 2014-2015 however regained the 2% in 2015-2016. The percentage that has decreased is the percentage of advanced English speakers. The two bottom levels has remained relatively flat over the last three years. The key proficiency level is the intermediate group, which has increased about 7% in the last three years. One conclusion that I have shared with some parents and staff is that over the course of the last five years, the number of students enrolling in our bilingual program has decreased by 50%. We once had two bilingual kindergarten classes at Las Palmas and we also had a bilingual preschool. These students were supported through out bilingual program through third grade and we ensured that they had a firm foundation in their primary language prior to having them make the transition to full day in English. However, parents have begun to enroll their Spanish speaking children in the English component beginning in preschool. Therefore, these students are not only learning all the aspects of school, social skills, and academics in English, they are also learning a new language at the same time.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
ELA-The percentage of ALL students achieving advanced and proficient in the area of English Language Arts on the SBAC Reading Assessment will increase from 39% to 42.9% as measured by the SBAC Reading Assessment administered in May 2017. Once the data is available we will revisit and adjust our goals for 2017-2018 accordingly.
<b>SCHOOL GOAL #1:</b>
To increase our 2016 percentage of students scoring in the Above and At or Near Standard bands by 10%, which equals 3.9%.
<b>Data Used to Form this Goal:</b>
We established this goal by using the Safe Harbor Calculator provided by the National School District Reporting Site. This allows us to know exactly the minimum amount of growth we need in order to meet our Safe Harbor Annual Yearly Progress goals.
<b>Findings from the Analysis of this Data:</b>
In order to meet our District Monitored Annual Yearly Progress (AYP) goal for 2018 we will need to increase our percentage of students meeting their proficiency by 3.4 (2016 3.9%).
<b>How the School will Evaluate the Progress of this Goal:</b>
As a summative measure we will use the SBAC English Language Arts assessment to measure whether we met our goal. This year's goal will be 37.6% (42.9%). Throughout the year we will be using Renaissance STAR Reading , BPST, HM/Rigby Running Records, RESULTS, RCD Assessments, and teacher created assessments.
<b>Who are the focus students and what is the expected growth?</b>
The targeted students are all students who scored proficient or above on the SBAC Reading Assessment in 2016 and in addition students who scored in the Nearly Met range on this assessment. These are students in grades 3rd through 6th.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>

We aim for a minimum of a 10% gain compared to the prior year in the amount of students scoring at the Above and At or Near band of the CAASPP.

**Which stakeholders were involved in analyzing data and developing this goal?**

The site principal, support staff, members of School Site Council, and ELAC representatives.

**What data will be collected to measure student achievement?**

We are monitoring students' progress on STAR Reading, Accelerated Reader, Imagine Learning and SuccessMaker throughout the year and conferencing with students to provide them feedback on their own progress. We will be using teacher collaboration time to discuss our students' progress. Throughout the year we will include Data Team meetings to further our discussions about student performance in the area of ELA.

**Actions to improve achievement to exit program improvement (if applicable).**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time and RTI meetings every seven weeks.</p> <p>A substitute teacher will be used to support our Foundational Skills program, KnewSpace one day per week to ensure our program runs four days per week.</p> <p>Continue Instructional Data Teams (IDT) to monitor progress and reflect on instruction in two week cycles.</p> <p>Purchase and production materials and supplies that align to common core standards</p> <p>Purchase Teacher computers, Promethean Bulbs, and other equipment necessary to effectively teach the Common Core standards.</p> <p>In house production of teacher master copies for the purpose of reproducing instructional materials aligned to Common Core standards and foundational skills.</p>	<p>August 2016-June 2017</p> <p>The Language Arts Specialist, Impact Teachers, Substitutes,</p> <p>Classroom Teachers RSP, Principal,</p>				LCFF	134,850
					LCFF	40,000
					LCFF	4,500
					Title I	8,675
					LCFF	8,339
					LCFF	9,200
					LCFF	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur during RTI meetings as a PLC, on Collaboration, District, and Site Thursdays.</p> <p>IDT meetings will target data analysis in grade level discussion and our data management system OARS. Teachers create formative assessments, analyze data from RCD pre and post assessments and target students to meet SMART goals.</p> <p>Collaboration/Site Thursdays will focus on English Language Development, planning for meeting the needs of our students in acquiring proficient levels of English, as well as supporting our teachers with the implementation of the Common Core State Standards. Our site SELD trainer is available to support grade levels with the implementation of SELD (Systematic English Language Development.</p>	<p>August 2016 – June 2017</p> <p>Based upon IDT and Collaboration/Site Thursday Calendars.</p> <p>Teacher Substitutes</p> <p>The Language Arts Specialist</p> <p>RSP, Principal</p> <p>Impact Teachers</p> <p>Classroom Teachers,</p> <p>Instructional Wheel Teachers</p> <p>Tech Liaison,</p> <p>ELL Liaison</p>				Title I	10,000
					Title I	3,900
					LCFF	1,118



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional Success Maker/ Imagine Learning software usage.</p> <p>After school small classes that provide small group and one-on-one support through the SES support program.</p> <p>Grades fourth through sixth will participate in the program Ocean Connectors and include one field trip experience aligned to the Common Core Standards and the unit designated for the individual grade level.</p> <p>Grades kindergarten through third grade will participate in one educational field trip throughout the year that align to the Common Core Standards.</p>	<p>December 2016 - May 2017</p> <p>Classroom Teachers October 2016 through May 2017</p> <p>Tutors from Tree of Knowledge November 2016-April 2017.</p>				LCFF	10,500
					LCFF	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students at Las Palmas School are prescribed software usage depending on their needs.</p> <ul style="list-style-type: none"> <li>All students should meet the minimum requirements for usage on SuccessMaker software (40 hours combined usage of Reading and Math, and in addition must meet acceptable performance (65% or better).</li> <li>Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment may replace SuccessMaker Reading with Imagine Learning.</li> </ul>	<p>Classroom Teachers monitor the students' usage and performance. August 2016- June 2017</p>		SuccessMaker and Imagine Learning Licenses- District Funds			
<p>Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> <li>School Site Council</li> <li>English Language Advisory Committee</li> <li>DELAC Representative</li> <li>Parent Meetings</li> <li>Classroom Parent Volunteers</li> <li>District Advisory Committee</li> <li>Parent Conferences</li> </ul>	<p>August 2016 -May 2017</p> <p>Principal, Classroom Teachers, PTA, and Support Staff</p>			Title I		1,150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation	August 2016-June 2017				LCFF	8,420
	Computer Systems Technician				LCFF	2,236
	Tech Liaisons					
Preschool Articulation	May 2017 Preschool Classroom Teacher, Kinder Teachers, Speech and Language Pathologist  Kindergarten teachers, Principal					
REACH	Quarterly Meetings with REACH Lead Coach- August 2016, November 2016, January 2017, April 2017					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity	August 2016 to June 2017	School Counselor			Title I	15,000
					LCFF	22,656
Increased Educational Opportunities are supported by our school counselor that provides social and emotional counseling sessions for students who are referred by staff and parents. These sessions occur in small group or one on one basis. This support is to help create a safe and healthy learning environment to support student learning of the common core standards.						

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
The percentage of ALL students achieving advanced and proficient in the area of Mathematics on the SBAC Math Assessment will increase from 28% to 30.8% as measured by the SBAC Math Assessment administered in May 2017. Once the data is available we will revisit and adjust our goals for 2017-2018 accordingly.
<b>SCHOOL GOAL #2:</b>
To increase by a minimum of 10% from our performance in 2016. This is equal to 2.8%.
<b>Data Used to Form this Goal:</b>
We established this goal by using the Safe Harbor Calculator. This allows us to know exactly the minimum amount of growth we need in order to meet our Safe Harbor Annual Yearly Progress goals.
<b>Findings from the Analysis of this Data:</b>
In order to meet our Safe Harbor goal for 2018 we will need an additional 2.8% of students to meet Proficiency or above in the area of Math as measured by the SBAC Math Assessment compared to last year.
<b>How the School will Evaluate the Progress of this Goal:</b>
As a summative measure we will use the SBAC Mathematics assessment to measure whether we met our goal. Throughout the year we will be using Renaissance STAR Math , Go Math assessments, RCD Math Assessments, and teacher created assessments.
<b>Who are the focus students and what is the expected growth?</b>
The targeted students are all students who scored proficient or above on the SBAC Math Assessment in 2017 and in addition students who scored in the Nearly Met range on this assessment. These are students in grades 3rd through 6th.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
We aim for a minimum of a 10% gain compared to the prior year in the amount of students scoring at the Above and At or Near band of the CAASPP.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The site principal, support staff, members of School Site Council, and ELAC representatives.
<b>What data will be collected to measure student achievement?</b>

We are monitoring students' progress on STAR Math and SuccessMaker throughout the year and conferencing with students to provide them feedback on their own progress. We will be using teacher collaboration time to discuss our students' progress. Throughout the year we will include Data Team meetings to further our discussions about student performance in the area of Math by analyzing pre and post RCD Math assessments.

**Actions to improve achievement to exit program improvement (if applicable).**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>Teachers meet bi-monthly in grade level teams to analyze data, progress monitor students and adjust instructional plans.</li> <li>Teachers engage in the five-step Data Team process in order to analyze assessment results, identify student needs, set goals, identify effective instructional strategies, determine adult actions that help improve student achievement.</li> </ul>	<p>August 2016-June 2017</p> <p>Instructional Wheel teachers/ Classroom Teachers</p> <p>Classroom Teachers Principal</p>		Instructional Wheel Teachers- District Funds			
<p>Professional Development and Data Team Collaboration: Professional Development (PD) will occur during Collaboration/Site Thursdays and staff meetings.</p> <p>IDT meetings will target data analysis via the data management system, OARS, RCD Math assessments, creating formative assessments to target students achieve SMART goals and Safe Harbor targets.</p>	<p>July 2016- June 2017</p> <p>Principal Classroom Teachers,  LAS</p>		LAS Salary already included in Goal 1 section 1.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Interventions are planned to be provided after school instruction for students who are in need of additional support. Students with additional sessions needed are provided opportunities to use SuccessMaker after school.	October 2017- May 2018  Classroom teachers					
Flexible Small group instruction in class based on goals that are determined in IDT meetings	August 2017-May 2018  Classroom Teachers					
<p>Involvement of Parents, Staff and Community:</p> <p>Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• English Language Advisory Committee</li> <li>• DELAC Representative</li> <li>• Parent Meetings</li> <li>• Classroom Parent Volunteers</li> <li>• District Advisory Committee</li> <li>• Parent Conferences</li> </ul>	<p>August 2017-May 2018</p> <p>Principal, Classroom Teachers, PTA, and Support Staff</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation.	August 2017-June 2018  Computer Systems Technician  Tech Liaisons  Principal/ Classroom Teachers					



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Language Arts and Mathematics for English Language Learners</b>
<b>LEA/LCAP GOAL:</b>
ELA-The percentage of English Language Learner students achieving advanced and proficient in the area of English Language Arts on the SBAC Reading Assessment will increase from 21% to 23.1% measured by the SBAC Reading Assessment administered in May 2017. Once the data is available we will revisit and adjust our goals for 2017-2018 accordingly.
Math- The percentage of English Language Learner students achieving advanced and proficient in the area of Mathematics on the SBAC Math Assessment will increase from 21% to 23.1% as measured by the SBAC Math Assessment administered in May 2017. Once the data is available we will revisit and adjust our goals for 2017-2018 accordingly.
<b>SCHOOL GOAL #3:</b>
To increase by a minimum of 10% compared to 2017 in both English Language Arts and Mathematics. In ELA this is equal to 2.1% and in Mathematics this is also equal to 2.1%.
<b>Data Used to Form this Goal:</b>
We established this goal by using the Safe Harbor Calculator. This allows us to know exactly the minimum amount of growth we need in order to meet our Annual Yearly Progress goals.
<b>Findings from the Analysis of this Data:</b>
In order to meet our Safe Harbor goal for 2018 we will need to have 11.5% (23.1%) of students meet standard in the area of Language Arts as measured by the SBAC ELA assessment. In addition we will need to have 7.5% (23.1%) of students meet standard on the Math SBAC assessment.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will be using teacher collaboration time to discuss our students' progress. In addition, Data Team meetings will focus on our students' progress throughout the year in the area of Math and ELA. We are monitoring students' progress on STAR Math/Reading, Imagine Learning, and SuccessMaker, and RCD pre and post assessment data throughout the year and conferencing with students to provide them feedback on their own progress. Goals towards student achievement gains will be evaluated, monitored and re-calculated based on results throughout the year.
In the end we will use the SBAC ELA and Math test to measure whether we met our goal. Throughout the year we will be using OARS, Renaissance STAR ELA and Math, RCD ELA and Math assessments, and teacher created assessments.
The targeted students are all students who scored proficient or above on the SBAC Reading and Math Test in 2017 and in addition students who scored in the Nearly Met range. These students are students who are acquiring English as their second language in grades third through sixth.

<b>Who are the focus students and what is the expected growth?</b>
The targeted students are all students who scored proficient or above on the SBAC Reading and Math SBAC Assessment in 2017 and in addition students who scored in the Nearly Met range on this assessment. These are students in grades 3rd through 6th.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
We aim for a minimum of a 10% gain compared to the prior year in the amount of students scoring at the Above and At or Near band of the CAASPP.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The site principal, support staff, members of School Site Council, and ELAC representatives.
<b>What data will be collected to measure student achievement?</b>
We are monitoring students' progress on STAR Reading/ Math, Accelerated Reader, Imagine Learning and SuccessMaker Reading and Math throughout the year and conferencing with students to provide them feedback on their own progress. We will be using teacher collaboration time to discuss our students' progress. Throughout the year we will include Data Team meetings to further our discussions about student performance in the area of ELA and Math by analyzing their performance on pre and post assessments in RCD ELA and Math.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers meet bi-monthly in grade to analyze data, progress monitor students and plan as a team in Data Team meetings.</p> <p>Teachers collaborate to review formative/summative data and to plan instruction around challenging priority standards. This school year our instructional program must focus on best practices, and effective teaching strategies that are proven to be effective with English Language Learners. During our Data Team meetings teachers are identifying the specific needs of our English Language Learners and identifying effective instructional practices to implement in order to meet their needs.</p> <p>The needs and goals of our English Language Learners are also reviewed and discussed in our RTI meetings in order to provide effective interventions to our students.</p>	<p>August 2016- May 2017</p> <p>The Language Arts Specialist coordinates and facilitates RTI meetings.</p>		<p>Instructional Wheel Teachers- District LCAP Funding</p> <p>LCAP</p>		<p>Title III</p> <p>LCFF</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration: Instructional Data Teams will occur every two weeks and focus on Math priority standards provided by the RCD committee. Collaboration time will occur during Site and Collaboration Thursdays, and scheduled teacher release days. In addition, teacher collaboration is embedded in our RTI meetings occurring every seven weeks.</p> <p>This year we will be providing site based professional development on weaving the English Language Development standards into the instruction of our Common Core English Language Arts standards. Our Language Arts Specialists will be bringing back information about how to best implement this practice from a workshop she attends throughout the school year, which will be provided by the California Reading and Literature Project (CRLP). We will continue to provide professional development in the area of Common Core Standards implementation during selected Collaboration and Site Thursdays that are held at our school sites.</p>	<p>August 2016 – June 2017</p> <p>Language Arts Specialist</p> <p>Principal</p> <p>Impact Teachers</p> <p>Substitutes</p> <p>RSP, Classroom Teachers</p> <p>Our Language Arts Specialist provides professional development in conjunction with classroom teachers and the site principal.</p>		<p>LCAP</p>		<p>Title III</p> <p>LCFF</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Extended Learning Time:</p> <p>Math Interventions are planned to be provided after school instruction for ELL students who are in need of additional support. ELL students with additional sessions needed are provided opportunities to use SuccessMaker after school. Extended Learning opportunities have been established to support ELL students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional Success Maker/ Imagine Learning software usage, small group and one-on-one support.</p>	<p>December 2016- April 2017</p> <p>Classroom Teachers</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Increased Educational Opportunity:</p> <p>ELL students at Las Palmas School are prescribed software usage depending on their needs.</p> <ul style="list-style-type: none"> <li>All ELL students should meet the minimum usage on Successmaker software (40 hours combined and meet acceptable performance (65% or better).</li> <li>ELL Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment may replace SuccessMaker Reading with Imagine Learning.</li> </ul> <p>We use CELDT Data provided by the Assessment Center to analyze individual student CELDT data.</p>	<p>SuccessMaker- August 2017 Through June 2018</p> <p>Imagine Learning- Aug 2017 June 2018</p> <p>Classroom Teachers</p> <p>Assessment Center</p>		<p>SuccessMaker and Imagine Learning Licenses- District Funds</p>		LCFF	7,453
<p>5. Involvement of Parents, Staff and Community:</p> <p>Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> <li>School Site Council</li> <li>English Language Advisory Committee</li> <li>DELAC Representative</li> <li>SST Parent Meetings</li> <li>Classroom Parent Volunteers</li> <li>District Advisory Committee</li> <li>Parent workshops</li> </ul>	<p>August 2017-May 2018</p> <p>Principal, Classroom Teachers</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. Instructional Technology</p> <p>Star Reading, STAR Math, Google Apps for Education, GoMath (Think Central), SuccessMaker Reading, Imagine Learning are computer programs that support instruction and monitoring growth.</p>	<p>August 2017-June 2018</p> <p>Computer Systems Technician</p> <p>Tech Liaisons</p> <p>Principal/ Classroom Teachers</p>					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Program Improvement by</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on STAR Reading will increase from 53.8% to 63%</li><li>The percentage of student scoring proficient or above on STAR Math will increase from 57.8% to 67%</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from to 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>District benchmark assessments in ELA and mathematics</li><li>Teacher generated assessments</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Groups participating in this goal (e.g., students, parents, teachers, administrators): English Learners Students with Disabilities All Students	<p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are: The percentage of district students scoring at Met or Exceeded Standard on the ELA SBAC assessment will increase from 36.2% to 39.8% The percentage of student scoring at Met or Exceeded Standard on the Math SBAC assessment will increase from 24.6% to 27.1%.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Means of evaluating progress toward this goal: Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups	Group data to be collected to measure gains:  OARS teacher created assessments Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, GoMath, Writing on demand assessments Teacher generated assessments RCD Math Unit assessments					
Imagine Learning Computer Program will be used as additional support for English Learners  Successmaker will be used to support ELA and math instructional programs  Tech support for computers  Accelerated Reader to support promote increased reading comprehension CELDT Assessment Support	8/16 through 6/17  8/16 through 6/17  8/16 through 6/17  8/16 through 6/17  8/16 through 9/17					

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	307,575	52,303.00
Title I	38,725	0.00
Title III	47,603	47,603.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	255,272.00
Title I	38,725.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steven Sanchez	X				
Matilde Rosa			X		
Myrna Kahle		X			
Ashley Trzcinsky		X			
Adela Garaicoa		X			
Judith Aijara				X	
Angelica Pena				X	
Gabriela Manzo				X	
Marco Castro				X	
Mercedes Grimaldo				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

# The Single Plan for Student Achievement

**School:** John A. Otis Elementary School  
**CDS Code:** 37-68221-6038756  
**District:** National School District  
**Principal:** Felipe De La Peña  
**Revision Date:** June 2, 2017

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

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

**Contact Person:** Felipe De La Peña  
**Position:** Principal  
**Phone Number:** 336-8850  
**Address:** 621 E. 18th Street  
National City, CA 91950  
**E-mail Address:** felipe.delapena@national.k12.ca.us

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	26
School Goal #3 .....	30
School Goal #4 .....	35
Centralized Services for Planned Improvements in Student Performance .....	39
Centralized Service Goal #1 .....	39
Summary of Expenditures in this Plan .....	41
Total Allocations and Expenditures by Funding Source .....	41
Total Expenditures by Object Type.....	42
School Site Council Membership .....	43
Recommendations and Assurances.....	44

## School Vision and Mission

### John A. Otis Elementary School's Vision and Mission Statements

#### Vision Statement:

John A. Otis is a safe and inspiring learning environment where students are educated, motivated and engaged to become successful 21st century learners through an education grounded on collaboration, digital literacy, critical thinking and problem-solving.

John Otis Elementary...

- Obtains and maintains a safe learning environment
- Believes in the success of all students
- Transforms students into 21st Century learners
- Accepts diversity and promotes equality
- Informs parents to raise parent involvement
- Notes and promotes best practices through collaboration
- Strives to change our good to better and our better to best

A CULTURE OF EXCELLENCE!

#### Demographics

National City is a diverse community composed of mostly low-income, under-employed residents. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four), and is the 13th poorest city in the nation, and the second poorest in California. More than 45% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an extremely high percentage of English Language Learners (55% district wide). One in three of our students live below the poverty level.

John A. Otis Elementary School has a total enrollment of 451 students. Our school community is comprised of 89% of Latino students, 7.2% Filipino students, 2.2% White and 1% African-American students. In addition 72.2% of our students are English Language Learners.

Students attend school for 180 days per school year. Students in Transitional Kindergarten through sixth grades receive 302 average minutes of instruction per day. There are 37 minimum days per school year, which are used for teacher planning and program articulation.

#### Community Involvement

Parents and community members are essential to our educational community. Not only do they participate in leadership positions of our District Advisory Council (DAC), our School Site Council (SSC), and our Parent and Teacher Organization (PTO), English Language Advisory Committee (ELAC), and Safe Routes to School Parent Patrol, many volunteer on a regular basis in classrooms and participate in our volunteer workshops.

#### Parent Education Opportunities

Throughout the year, we offer a variety of classes and workshops to our parents these include: parenting classes, domestic violence prevention, health awareness, how to access the educational system, arts & crafts, Family Reading, Family Math and California Common Core Standards . Parents also have the opportunity to attend the DELAC/ELAC workshops and CAFE Para-Ed/Parent Conference offered through the San Diego County Office of Education.

## **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).

John Otis uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### **Classroom Observations**

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### **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**

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

All schools use the CAASPP annual assessment to inform SPSA goals. Additionally, teacher meet bimonthly to inform instruction and form reteaching groups using the formative assessments in the math and English Language Arts Units of Study.



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

John A. Otis Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR Reading, STAR Math, CELDT, Learning Headquarters Writing, and District Assessments which include GO Math Assessments. Perhaps most unique, is the ability for staff to configure data through OARS to efficiently evaluate individual, class wide, grade level, and to develop customized programs that will fit the needs of students before school interventions.

As discussed previously, John A. Otis Elementary makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. At weekly staff meetings and on three grade level meetings per month, meetings are held to discuss district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on district benchmarks, outcomes related to phonemic awareness, word recognition and reading fluency. Staff in grades Transitional Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish district assessments. Upper grade teaching staff is also involved in sampling students for performance on the benchmark assessments.

In writing, teaching staff scores writing samples three times each year, using rubrics based on Learning Headquarter's writing program. Writing samples are scored with a rubric that targets end of year grade level state standards. Teachers keep monthly writing samples for each of their students to monitor & track growth.

There has been extensive analysis of student outcomes at John A. Otis Elementary. In particular, challenges have been seen with English Learners and Reclassified English Learners in grades 4, 5, 6. High concentrations are seen to be scoring in the first and second quartiles in reading, language and math on the STAR. Steps will be taken to establish priorities to specifically examine standards related to these low performance areas by these student subgroups. Emphasis will be placed on supporting these staff members to target instructional practices with materials aligned to these standards. Staff development to emphasize supporting students in these areas will also be researched and planned.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The staff at John A. Otis Elementary is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. OARS data management systems provide access to past CST data, current SBAC data, STAR, CELDT, Writing, and the full range of multiple measure assessments.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. Research based strategies are a focus for our staff development. Teachers are provided with the work of Robert Marzano and his defined research based instructional strategies.

The district ELD Leadership team provides site-based professional growth with a strong focus on English Language Development strategies due to the district's high English Language Learner population. This year professional growth days have been focused on the use of our Online Access Reporting, SELD and Learning Headquarters, in order to enhance our writing development in grades k-6. In addition, professional development has also been provided to new bilingual teachers in grades K-3 on the SEBT (Systematic English Biliteracy Transfer) program. District wide professional development has been given to all teachers K-6 in the area of Mathematics in order to become proficient in the use of our Math curriculum GO Math. The Offices of Instructional Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons, provide a timeframe for teachers to collaborate within grade level and in vertical (TK-2, 3-4, 5-6) planning groups. Teachers are also released by grade level at different times of the year to meet and plan curriculum with their grade level teams.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA) through the San Diego County Office of Education. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher, district Directors, and through grade level peers.

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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate, and the NSD Data Warehouse.

John Otis Elementary takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

John A. Otis Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan.

This year, John A. Otis Elementary has hired impact teachers to specialize and provide support to our students. The primary content areas that are being served are a variety of literacy skills, mathematics and English Language Development. This will enhance our comprehensive school approach to intervention.

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

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reteaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are Students in TK - 2 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers. Both highly effective software, Success Maker and Imagine Learning, provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing (reteaching) it, this allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

Instructional Data Teams collaborate to plan instructional strategies, share ideas and concerns and to explore solutions. The Otis teachers collaborate on a bi-monthly basis. During their Data Cycle, the students are supported by the Enrichment Wheel teachers who teach Physical Education, Art and Music. Teachers use the result of the Rigorous Curriculum Design unit results on OARS to review the reports and teacher have an opportunity to discuss the research based instructional strategies that are most effective. This year OARS has implemented "Grade Book" and teachers are able to access their data immediately. Data can be viewed both in numerical /table formats and can be merged into graphical representations. Data teams are meeting bi-weekly with the support of the Enrichment Wheel.

### Teaching and Learning

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

John A. Otis Elementary has worked with the National School District to align curriculum, instruction and materials closely to a standards-based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. These standards are included in lesson plans and bulletin board displays. The essential standards have been integrated into the district standards-based report card. Assessment takes place three times per year (based on a three quarter system) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments are based on District assessments, Rigorous Curriculum Design Units, Houghton Mifflin, Learning Headquarters Writing Program, GO Math, STAR Reading, and STAR Math. Teachers use OARS (Online Access Reporting System), which scans the results and give immediate feedback to teachers for further planning and grouping of students.

All students at Otis receive a comprehensive, balanced instructional program in reading and language arts. We have also begun our implementation of the Next Generation Science Standards. By working on the Scientific Process, we are focusing on the vocabulary necessary to understand the science standards.

Students not meeting grade level standards are given additional help using various models: push-in /pull out Reading Specialist small group instruction, Resource Specialist or Resource Aide delivering instruction in the classroom to IEP students in addition to any other student identified as at risk that can benefit from this small group instruction. The programs that are used are from Systems 44 and Read 180. Students needing additional support are invited to to participate in After School intervention classes. Assessments for these interventions are given throughout the intervention. Careful monitoring and regrouping is then followed as students move into the next quarter.

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

John A. Otis Elementary is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Rigorous Curriculum Design Units along with Houghton Mifflin Language Arts and the GO Math programs are used to align lessons to the Common Core State Standards. The Houghton Mifflin Lectura series is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) is addressed through the use of the Systematic English Language Development, Focused Approach Handbook, and Systematic Instruction in Phonemic Awareness (SIPPS). Houghton Mifflin also provides Universal Access, which includes two formats, one for English Learner students and another for English Only students, both provide lessons at higher cognitive levels.

Teachers utilize the Learning Headquarters curriculum to align with the district pacing guide in writing. Otis teachers strongly emphasize the writing process. Students of all abilities have been provided support to develop their language skills through writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

The SuccessMaker software suite also supports the standards-based curriculum at John Otis School both in the classrooms. The SuccessMaker software provides accurate assessment and targeted instruction in language arts, mathematics and English language development (ELD). All students at John A. Otis Elementary use SuccessMaker on a daily basis. Students complete 40 hours a year of SuccessMaker software throughout the year in the areas of Reading, Mathematics, and/or Primary Language reading. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand in which they are having difficulty mastering. A prescriptive report is also available to teachers, which allows them to provide students with additional time in order to master strands. In addition, students who have scored at the Intermediate Level on the CELDT and Basic on the STAR, along with students who are scoring in the lower levels on the CELDT use the program Imagine Learning to further develop their English language proficiency.

Instruction at John A. Otis Elementary reflects the belief that it is critical that each student learn to be a fluent, capable reader and writer. Classroom instruction, as well as school-wide intervention programs such as afterschool Intervention classes, reflect the school's determination that no student will fail to develop proficiency in reading.

Reading instruction emphasizes the development of academic vocabulary and comprehension skills, supported by a strong foundation of decoding and fluency skills built in the primary grades.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

## Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

### 14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

## Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

### 16. 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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

## Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

### 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	71		69	66		69	66		93.2		
Grade 4	68	66		68	65		68	65		100.0		
Grade 5	59	65		57	62		57	62		96.6		
Grade 6	69	63		66	62		66	62		95.7		
All Grades	270	265		260	255		260	255		96.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2385.2	2390.1		6	6		26	24		28	32		41	38	
Grade 4	2435.4	2447.6		9	14		21	29		29	28		41	29	
Grade 5	2469.1	2506.7		11	21		21	31		28	27		40	21	
Grade 6	2523.3	2526.9		12	10		41	32		27	45		20	13	
All Grades	N/A	N/A	N/A	9	13		27	29		28	33		35	25	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	8		41	55		49	38	
Grade 4	6	14		54	57		40	29	
Grade 5	14	21		35	48		51	31	
Grade 6	14	13		59	63		27	24	
All Grades	11	14		48	56		42	31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	11		48	42		46	47	
Grade 4	12	15		50	54		38	31	
Grade 5	16	27		40	53		44	19	
Grade 6	15	16		62	56		23	27	
All Grades	12	17		50	51		38	31	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	14		65	61		28	26	
Grade 4	9	20		65	66		26	14	
Grade 5	9	15		74	68		18	18	
Grade 6	12	8		76	85		12	6	
All Grades	9	14		70	70		21	16	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	15		54	48		38	36	
Grade 4	10	9		63	63		26	28	
Grade 5	16	39		63	48		21	13	
Grade 6	29	19		58	71		14	10	
All Grades	16	20		59	58		25	22	

#### Conclusions based on this data:

1. In overall Language Arts achievement, when compared to the 2016-2017 school year, there was an increase from 36% to 42% of students Meeting or Exceeding the California Common Core Standards. At the same time, there was a decrease of students Not Meeting the Standards from 35% to 25%. In 2017-18, the goal is to increase students Meeting or Exceeding the Standards in overall Language Arts from 42% to 60%.
2. When analyzing the Reading Claim, there was an increase from 59% to 70% of students At /Near or Above the Standard. Meanwhile, a decrease was noted of students scoring Below the Standard down to 31% from 42%. This Reading Area (Claim) Descriptor requires students to be able to read closely and analytically to comprehend a range of literary and informational text. In 2017-18, the goal is to increase students At/Near or Above the Standard from 70% to 80%.
3. When analyzing the Writing Claim, an increase of 68% from 62% of students At/Near or Above the Standard was noted. Meanwhile, there was a decrease from 38% down to 31% of students scoring Below the Standard. This Writing Area (Claim) Descriptor requires students to produce effective and well -grounded writing for a range of purposes and audiences. In 2017-18, the goal is to increase students At/Near or Above the Standard in the Writing Claim from 68% to 78%.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	74	71		72	70		72	70		97.3		
Grade 4	68	66		68	66		68	66		100.0		
Grade 5	59	65		58	62		58	62		98.3		
Grade 6	69	63		67	62		67	62		97.1		
All Grades	270	265		265	260		265	260		98.1		

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2384.3	2388.3		3	1		25	29		29	19		43	51	
Grade 4	2438.1	2471.0		6	9		15	38		41	30		38	23	
Grade 5	2461.3	2453.6		9	2		7	21		41	16		43	61	
Grade 6	2496.6	2499.6		3	10		24	13		39	44		34	34	
All Grades	N/A	N/A	N/A	5	5		18	25		37	27		40	42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	9		35	40		53	51	
Grade 4	12	29		26	41		62	30	
Grade 5	12	8		31	26		57	66	
Grade 6	16	15		40	37		43	48	
All Grades	13	15		33	36		54	49	



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	9		47	41		47	50	
Grade 4	9	9		41	64		50	27	
Grade 5	12	3		33	34		55	63	
Grade 6	0	11		58	44		42	45	
All Grades	6	8		45	46		48	46	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	14		57	57		32	29	
Grade 4	9	17		44	56		47	27	
Grade 5	5	11		55	39		40	50	
Grade 6	7	10		57	60		36	31	
All Grades	8	13		53	53		38	34	

#### Conclusions based on this data:

1. In overall Math achievement, when compared to the 2016-2017 school year, there was an increase from 23% to 30% of students Meeting or Exceeding the California Common Core Standards. At the same time, there was a decrease of students Not Meeting the Standards from 77% to 69%. In 2017-18, the goal is to increase students Meeting or Exceeding the Standards in overall Math from 30% to 50%.
2. When analyzing the Concepts and Procedures Claim, there was an increase from 46% to 51% of students At /Near or Above the Standard. Meanwhile, a decrease was noted of students scoring Below the Standard down to 54% from 49%. This Math Concepts and Procedures Claim Descriptor requires students to be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. In 2017-18, the goal is to increase students At/Near or Above the Standard from 51% to 70%.
3. When analyzing the Communicating Reasoning Claim, an increase of 61% from 66% of students At/Near or Above the Standard was noted. Meanwhile, there was a decrease from 38% down to 34% of students scoring Below the Standard. This Math Communicating Reasoning Claim Descriptor requires students to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. In 2017-18, the goal is to increase students At/Near or Above the Standard in the Writing Claim from 66% to 76%.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							25	30		42	40		33	30	
1				30	19		17	34		27	31		27	16	
2		3		27	19		38	34		27	22		8	22	
3		12		27	35		41	26		15	26		17	2	
4	8	6		21	34		59	41		8	19		5		
5	11			29	52		46	42		6			9	6	
6	13			50	44		30	44		3	4		3	8	
Total	5	4		28	32		39	36		16	19		12	10	

#### Conclusions based on this data:

1. Based on this report, the largest amount of students scored in the Early Advanced and Intermediate levels. This indicates that students are adequately transitioning from the Beginning to Early Intermediate levels. Systematic English Language Development instruction will continue to be administered four days a week to continue this growth pattern.
2. In further analyzing this report, the overall largest amount of students scored in the Intermediate level. Focus will be placed on this particular group of students with the intention of having this group score in the Early Advanced/Advanced levels.
3. Based on this report, our second largest group is in the Early Advanced level. Sound instructional practices will continue to ensure that this group of students score in the Advanced level and eventually be eligible for Reclassification.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							11	10		27	21		62	70	
1				27	17		19	32		24	29		30	22	
2		3		27	15		38	33		27	28		8	21	
3		10		24	31		40	25		13	25		22	8	
4	8	6		21	38		59	38		8	18		5		
5	11			28	51		47	43		6			8	6	
6	13			50	42		30	42		3	8		3	8	
Total	4	3		23	24		34	29		17	20		22	24	

#### Conclusions based on this data:

1. 62% of Kindergartners scored in the Beginning band and the following year, when these students were in 1st grade, only 22% scored in this band. This is a 40% improvement as it indicates that students moved over one or more bands, thus moving them in a positive direction for language acquisition. Systematic English Language Development instruction will continue to be administered four days a week. Grade level teachers will also continue to meet on a regular basis to analyze data and discuss student achievement.
2. When analyzing this data, 19% of 1st graders scored in the Intermediate level and the following year, that number increased to 33% in 2nd grade. This is a 14% increase and it indicates that students are receiving constant and consistent instruction in language acquisition.
3. When further analyzing this data, there was a decline of students scoring Advanced and a relatively even amount of students scoring Early Advanced over the last three years. A strategic focus will be placed on students scoring in the Intermediate range in an attempt to move students to the Early Advanced or Advanced bands and eventually into Reclassification.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
In overall Language Arts achievement, when comparing the 2015-2016 to the 2016-2017 Smarter Balanced Assessment Consortium Language Arts scores, there was an increase from 36% to 42% of students scoring Meeting or Exceeding the Standards. At the same time, there was a decrease from 35% to 25% of students receiving a score of Standards Not Met. In 2017-18, the goal is to increase students Meeting or Exceeding the Standards in overall Language Arts from 42% to 60%.  By June 2018, our 3rd through 6th grade students will demonstrate an increase from 60.4% to 75.5% of students scoring in Meeting or Exceeding the Standards, as measured by the STAR Reading test.  80% of our Kindergarten, First and Second grade students will score proficient on the District Benchmark assessments.
<b>Data Used to Form this Goal:</b>
For grades 3-6, the SBAC and STAR test data was used to form this goal.  For grades Kindergarten, First Grade and Second grade, District Benchmark data was used to form this goal.
<b>Findings from the Analysis of this Data:</b>
When analyzing the Reading Area (Claim) Descriptors scores, there was an increase from 59% to 70% of students scoring in the At /Near the Standard or Above the Standard. Meanwhile, we saw a decrease from 42% to 31% of students scoring Below the Standard. This Reading Area (Claim) Descriptor requires students to be able to read closely and analytically to comprehend a range of literary and informational text. In 2017-18, the goal is to increase students scoring At/Near or Above the Standard from 70% to 85%.  When analyzing the Writing Area (Claim) Descriptors scores, there was an increase from 62% to 68% of students scoring in the At /Near the Standard or Above the Standard. Meanwhile, we saw a decrease from 38% to 31% of students scoring Below the Standard. This Writing Area (Claim) Descriptor requires students to produce effective and well-grounded writing for a range of purposes and audiences. In 2017-18, the goal is to increase students scoring At/Near or Above the Standard from 68% to 78%.

<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Teachers use Rigorous Curriculum Design Assessments Data to drive instruction and to design interventions. Grade level teams examine data from the reports to determine student academic needs. STAR benchmark assessments are given four times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.</p> <p>For Kindergarten and First grade, district benchmarks will be used to measure improvement, as well as data from Rigorous Curriculum Design units.</p>
<b>Who are the focus students and what is the expected growth?</b>
The focus students for the 2017-2018 year are students who have not met the expected growth and end of year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Instructional Leadership Team and the school community analyzed the data. The School Site Council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the goal targets. As a result, it has adopted this goal to raise the academic performance of students not meeting state standards.
<b>What data will be collected to measure student achievement?</b>
Throughout the year, Language Arts benchmark assessments will be used to measure progress. The STAR test will also be used to measure progress. BPST and Rigorous Curriculum Design unit assessments will also be used to measure proficiency.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Teachers will continue to target Hispanic/ ELL students to support goal growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>All teachers across all grade levels adhere to to the California Common Core Content Standards.</li> <li>Consistent use of the adopted Houghton Mifflin Language Arts curriculum.</li> <li>Consistent use of the district Houghton Mifflin alignment planning guide.</li> </ul>	August 2017-June 2018	Ongoing- Classroom Teacher	<p>Materials for Classrooms (1110/1000/4300-000)</p> <p>Materials for Classrooms (1110/1000/4300-000)</p>		<p>Title I</p> <p>LCFF</p>	<p>5,483</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development:  Collaboration occurs every two weeks during data teams.  Foundations trainings will be offered by LAS.  Professional Development  Productions Materials/Equipment  Clerical and Office Extra Time	August 2017-June 2018	Enrichment teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.	Impact/Amount- (1110/1000/1100-300)		LCFF	5,517
			1110/1000/1100-300			
			1110/1000/5200-000			
			1110/1000/5800-000			
			1110/1000/5710-700		Title I	1,154
			1110/1000/5710-700		LCFF	5,738
			1110/2700/2400-100		LCFF	2,000
			These meetings are monitored and follow a continous cycle of improvement, including:			
			<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Goal setting</li> <li>• Results assessment</li> <li>• Next steps planning</li> </ul> Materials for Prof			
			Teacher Extra Time/CRLP (1110/1000/1100-100)		LCFF	10,000
			Teacher Extra Time (1110/1000/1100-100)		Title I	
			Teacher Substitutes (1110/1000/1100-300)		LCFF	
			Teacher Substitutes (1110/1000/1100-300)		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: <ul style="list-style-type: none"> <li>Intervention After School Program: Six grade level classes will be offered</li> <li>REACH</li> <li>SES</li> </ul>	January 2017-May 2018	Certificated Staff and Impact Teachers; REACH staff; Tutors	Salary (1110/1000/1100-100)		Title I	5,000
			Conferences (1110/1000/5200-000)		Title I	2,890
			Conferences (1110/1000/5200-000)		LCFF	
			Consultation/CRLP (1110/1000/5800/000)		Title I	9,351
			Teacher Extra Time (1110/1000/1110/300)		Title I	2,890



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity:  <ul style="list-style-type: none"> <li>Impact Teacher Support in the Classroom</li> <li>Rtl</li> </ul> Field Trips/Ocean Connectors  PBIS Soccer STEM Program from Coast to Coast	August 2017- June 2018	Impact Teachers	Two Impact Teachers \$110 per day (Impact Teacher Rate) (1110/1000/1100-050)		Title I	20,000
			Counseling Support (0000/3110/1200-000)		LCFF	28,000
			Field Trips/Camp/Ocean Connectors		Title I	9,000
			SIPPS Manuals (1110/1000/4100-000)		LCFF	10,000
			Data Collection: Weekly logs from the Impact teachers to provide progress of students.			
			Coast to Coast STEM Program (1110/1000/5800-000)			
			Books (1110/1100/4200-000)		Title I	1,115
			Equipment (1110/1000/4400-000)			
			Other Maintenance and Repairs 1110-1000/5600-000			
			Books (1110/1100/4200-000)		LCFF	3,885

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community:  <ul style="list-style-type: none"> <li>Notification of Program Improvement Status is sent to all parents at least 14 days ahead of the start of the school year</li> </ul> Monthly Parent workshops that focus on instructional strategies and parent involvement. CABE, Adelante Mujer Conference  Certificates	August 23, 2017  August 2017-May 2018	Ed Services, Principal  Principal	Parent Training (Resource 3010-800)	3000-3999: Employee Benefits	Title I	1,000
			SBAC Medals (1110/1000/4300/350)		LCFF	2,185
			Parent Training (Resource 3010-800)		LCFF	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology :  Success Maker: All Student will use Success Maker software for 20 hours a year.  Imagine Learning: All TK-1st grade students will use IL for 40 hours  Classroom Computers  Technology Upgrade for classrooms  Accelerated Reader  District Tech Support  Technology Liaison  RAZ Kids  Non-fiction guided reading books	July 2017-June 2018	Certificated Staff, Impact Teachers	Success Maker: All Student will use Success Maker software for 20 hours a year.		Title I	5,000
			Imagine Learning: All TK-1st grade students will use IL for 40 hours		LCFF	2,000
			Title I, Title III District Cost (1110/1000/5710-125)			
			Classroom Computers		LCFF	10,000
			Title 1 (1110/1000/4400-380)			
			Technology Upgrade for classrooms and Equipment (1110/1000/4400-000)			
			District Tech Support (1110/1000/5710-200)		LCFF	6,037
			Technology Liaison (1110/1000/1100-100)		Title I	1,117
			RAZ Kids (1110/1000/4400-380)		LCFF	900
			Non-fiction guided reading books (1110/1000/4200-000)			
			Other Maintenance and Repairs (1110/1000/5600-150)		Title I	1,017

The Single Plan for Student Achievement

23 of 44

7/3/17

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. John Otis Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. Kindergarten orientation at John Otis Elementary is conducted each year during May. Teachers discuss the transition from preschool by providing information on (math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.)</p>	April-May 2018	TK and Kinder teachers, substitutes	Visitation schedule Debriefing notes			
	April 2018	Office Staff	Letter		LCFF	500
	July 2018	Kindergarten teachers, substitutes or child care	Orientation agenda and schedule Parent Sign-in Parent Survey/evaluation of meeting		Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>John Otis Elementary also provides teacher support through peer coaching, observations directed to areas of improved need, and referrals to SDCOE support services as needed.</p>	Ongoing hiring	HR Dept.	Yearly Audit Williams Reviews		District Funded	
	First two years of teaching service	HR Department /BTSA teachers	Yearly Audit BTSA Events		District Funded	
	July through May, 2018		Principal/Teacher/Provider meeting schedule and notes			
			Principal/Teacher/Provider meeting schedule and notes			

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP GOAL #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
<p>In overall Math achievement, when comparing the 2015-2016 to the 2016-2017 Smarter Balanced Assessment Consortium Language Arts scores, there was an increase from 23% to 30% of students scoring Meeting or Exceeding the Standards. At the same time, there was a decrease from 77% to 69% of students receiving a score of Standards Not Met. In 2017-18, the goal is to increase students Meeting or Exceeding the Standards in overall Language Arts from 30% to 50%.</p> <p>By June 2018, our 3rd through 6th grade students will demonstrate an increase from 68.8% to 83.6% of students scoring in the Meeting or Exceeding the Standards, as measured by the STAR Math test.</p>
<b>Data Used to Form this Goal:</b>
For grades 3-6, STAR data as well as SBAC data was used to form this goal.
<b>Findings from the Analysis of this Data:</b>
<p>When analyzing the Math Concepts and Procedures Claim Descriptors scores, there was an increase from 46% to 51% of students scoring in the At /Near the Standard or Above the Standard. Meanwhile, we saw a decrease from 54% to 49% of students scoring Below the Standard. This Math Concepts and Procedures Claim Descriptor requires students to be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. In 2017-18, the goal is to increase students scoring At/Near or Above the Standard from 51% to 70%.</p> <p>When analyzing the Math Communicating Reasoning Claim Descriptors scores, there was an increase from 61% to 66% of students scoring in the At /Near the Standard or Above the Standard. Meanwhile, we saw a decrease from 38% to 34% of students scoring Below the Standard. This Math Communicating Reasoning Claim Descriptor requires students to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. In 2017-18, the goal is to increase students scoring At/Near or Above the Standard from 66% to 76%.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers use Rigorous Curriculum Design assessments data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. STAR assessments are given three times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.

<b>Who are the focus students and what is the expected growth?</b>
The focus students for the 2017-2018 year are students who have not met the expected growth and end of year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
These goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Instructional Leadership Team and the school community analyzed the data. The School Site Council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the goal growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.
<b>What data will be collected to measure student achievement?</b>
Throughout the year, Mathematics Rigorous Curriculum Design assessments will be used to measure progress. The STAR test will be used to measure progress as well. GO Math assessments will also be used to measure proficiency and mastery of the standards.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Teachers will continue to target Hispanic/ ELL students to support goal growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>All teachers across all grade levels adhere to to the California Content Standards.</li> <li>Consistent use of the adopted GO Math Mathematics curriculum.</li> <li>Consistent use of the district Mathematics alignment planning guide.</li> </ul> <p>RCD Data Teams</p>	August 2017-June 2018	Certificated Staff  Principal, teachers	<p>Cost will be embedded. *cost already</p> <p>Grade level teams will monitor and follow a continous cycle of improvement:</p> <ul style="list-style-type: none"> <li>Goal setting</li> <li>Instruction designed through data reflection</li> <li>Results Assessment</li> </ul> <p>Data collection for each grade level every two weeks.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Response to Intervention Collaboration:</p> <p>Professional Development will occur during Response to Intervention Team Meetings</p>	August 2017-June 2018	<p>Certificated Staff Impact teachers</p> <p>Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings</p>	<p>Cost will be embedded. *cost already included in ELA section</p> <p>These meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Goal setting</li> <li>• Results assessment</li> <li>• Next steps planning</li> </ul>			
<p>Extended Learning Time:</p> <p>Intervention After School Program: 2 classes will be offered for math instruction</p>	October 2017-May 2018	Certificated Staff and Impact Teachers	<p>*cost already included in ELA section</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.</p>			
<p>Increased Educational Opportunity:</p> <p>Impact Teacher Support in the Classroom</p>	August 2017, June 2018	Impact Teachers	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Data Collection: Weekly logs from the Impact teachers to provide progress of students.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Notification of Program Improvement Status is sent to all parents at least 14 days ahead of the start of the school year</p> <p>Monthly Parent workshops that focus on instructional strategies and parent involvement.</p> <p>Several workshops will focus on learning mathematical strategies and focusing on helping with math standards.</p>	<p>June 6, 2018</p> <p>August 2017-May 2018</p>	Principal	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Data Collection: End of year parent survey on needs and recommendations for next steps.</p>			
<p>Instructional Technology :</p> <p>Success Maker: All Student will use Success Maker software for 20 hours a year.</p>	August 2017-June 2018	Certificated Staff, Impact Teachers	<p>Cost is embedded. *cost already included in ELA section</p> <p>Data Collection: Weekly review of student usage, student outcomes and student gains.</p>			

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
By June 2017, our 3rd through 6th grade students will demonstrate an increase from 30% to 50% of students scoring in the Meeting or Exceeding the Standards band, as measured by the Smarter Balanced Assessment Consortium Reading test.
<b>Data Used to Form this Goal:</b>
This goal was formed after analyzing the SBAC and STAR data.
<b>Findings from the Analysis of this Data:</b>
Overall, we did not make the growth we expected on AMO1 and AMO2. As a site we have established grade level targets that align with school wide goals as well as provided after school intervention classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers use Rigorous Curriculum Design assessments data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given four times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.
<b>Who are the focus students and what is the expected growth?</b>
Focus students are considered English Learners who have not met the expected growth and end of year expectations. We are targeting the Hispanic English Learners.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The Instructional Leadership Team and the school community analyzed the data. The School Site Council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the goal growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.
<b>What data will be collected to measure student achievement?</b>

Otis will focus summative, formative and diagnostic assessments to monitor how our English Learners grow. These include OARS ELA and Math Blueprint. Renaissance STAR reading and math, Envision topic tests, Success Maker ELA and Math. Imagine Learning student reports are used to modify and differentiate student learning.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will continue to target Hispanic/ELL students to support goal growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Content Standards and Strategic Plan:  <ul style="list-style-type: none"> <li>All teachers across all grade levels adhere to to the California Common Core Content Standards.</li> <li>Consistent use of the adopted Houghton Mifflin Language Arts curriculum and GO Math Program.</li> <li>Consistent use of the district Houghton Mifflin and Math alignment planning guide.</li> <li>Students are grouped according to their CELDT level and the focus is on academic language</li> </ul>	August 2017-June 2018	Ongoing- Classroom Teacher	Bilingual Liaison (1110/1000/1100-100)		LCFF	1,170
		Bilingual Liaison	CELDT District Team Support		LCFF	3,726
		CELDT District Team Support				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration:  Response to Intervention Collaboration occurs every six week and teachers receive release time to meet. The Language Arts Specialist Collects the data and supports the teachers during the meetings.	August 2017-June 2018	Enrichment Teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.	Language Arts Support Teacher Salary (1110/1000/1100-000)		LCFF	90,000
			Language Arts Support Teacher Salary (1110/1000/1100-000)  These meetings are monitored and follow a continous cycle of improvement, including: <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Goal setting</li> <li>• Results assessment</li> <li>• Next steps planning</li> </ul>		Title I	25,000
Extended Learning Time:  Intervention After School Program: Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.	January 2017-May 2018	Certificated Staff and Impact Teachers	Cost is embedded *cost already included in ELA section  Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity:  Impact Teacher Support in the Classroom	August 2017- June 2018	Impact Teachers	Cost is embedded *cost already included in ELA section  Data Collection: Weekly logs from the Impact teachers to provide progress of students.			
Involvement of Parents, Staff and Community:  Monthly Parent workshops that focus on instructional strategies and parent involvement.	August 2017-May 2018	Principal	Cost is embedded *cost already included in ELA section  Data Collection: End of year parent survey on needs and recommendations for next steps.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology :  Success Maker: All Students will use Success Maker software for 20 hours a year.  Imagine Learning (30 hours a year)  Classroom Computers: Technology Upgrade for classrooms  Accelerated Reader	Certificated Staff, Impact Teachers	July 2017-June 2018	Cost is embedded. *cost already included in ELA section  Cost is embedded. *cost already included in ELA section  Classroom Computers: Technology Upgrade for classrooms (1110/1000/6500-000)  Classroom Computers: Technology Upgrade for classrooms (1110/1000/6500-000)		Title I	5,385

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
By June 2018, our 3rd through 6th grade students we will go from 17% to 18.7% proficient or advanced as measured by the STAR Reading test.
By June 2018, our 3rd through 6th grade students we will go from 15.7% to 17.1% proficient or advanced as measured by the STAR Math test.
<b>Data Used to Form this Goal:</b>
This goal was formed after analyzing student STAR data results.
<b>Findings from the Analysis of this Data:</b>
The analysis of the data revealed that 17% of our students with disabilities are scoring Proficient or Advanced on STAR. There has been a steady increase in scores over the last three years.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers use Rigorous Curriculum Design Assessments Data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given four times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards on the STAR.
For Kindergarten, First and Second grade, district benchmarks will be used to measure improvement, as well as data from running records and BPST tests.
Our Resource Specialist Program also used Read 180 and Systems 44 to support students with IEP's.
<b>Who are the focus students and what is the expected growth?</b>
The focus students for the 2017-2018 year are students who have not met the expected growth and end-of-year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.

**Which stakeholders were involved in analyzing data and developing this goal?**

The Instructional Leadership Team and the school community analyzed the data. The school site council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the goal growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.

**What data will be collected to measure student achievement?**

Throughout the year, Language Arts benchmark assessments will be used to measure progress. The STAR test will be used to measure progress as well. The BPST and Rigorous Curriculum Design Assessments will also be used to measure proficiency.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will continue to target all students with an IEP to support growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"><li>• All teachers across all grade levels adhere to to the California Content Standards.</li><li>• Consistent use of the adopted Houghton Mifflin Language Arts curriculum.</li><li>• Consistent use of the district HM alignment planning guide.</li></ul>	August 2017-June 2018	Ongoing- Classroom Teacher, Resource Specialist and Special Education Teachers	Data Collection: Students that have disabilities have an Individualized Educational Plan that is tied with their learning goals. Goals are monitored and followed throughout the year.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Response to Intervention Collaboration occurs every six week and teachers receive release time to meet.</p> <p>The Language Arts Specialist Collects the data and supports the teachers during the meetings.</p>	August 2017-June 2018	Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.	<p>Cost is embedded *cost already included in ELA section</p> <p>These meetings are monitored and follow a continous cycle of improvement, including:</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Goal setting</li> <li>• Results assessment</li> <li>• Next steps planning</li> </ul>			
<p>Extended Learning Time: Intervention After School Program: Extended Learning Opportunities have been established to support students who are not meeting grade level standards</p> <p>These include after school classes, summer classes and small group support.</p>	October 2017-May 2018	Certificated Staff	<p>Cost is embedded *cost already included in ELA section</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendanee.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Students are provided district approved, specialized core replacement curriculum to meet their individual goals.</p> <p>Grade level California Common Core Standards are used as guidelines to ensure students are receiving grade appropriate curriculum.</p>	August 2017-June 2018		<p>Cost is embedded *cost already included in ELA section</p> <p>Data Collection: Continued reflection on student performance.</p>			
<p>Involvement of Parents, Staff and Community:</p> <p>Monthly Parent workshops that focus on instructional strategies and parents involvement.</p>	August 2017-May 2018	Principal	<p>Cost is Embedded *cost already included in ELA section</p> <p>Data Collection: End of year parent survey on needs and recommendations for next steps</p>			
<p>Instructional Technology :</p> <p>Success Maker: All Student will use Success Maker software for 20 hours a year.</p> <p>Imagine Learning</p> <p>Classroom Computers: Technology Upgrade for classrooms</p> <p>Accelerated Reader</p>	August 2017-June 2018	Certificated Staff, Impact Teachers	<p>Cost is Embedded *cost already included in ELA and Math section</p> <p>Data Collection: Weekly review of student usage, student outcomes and student gains.</p>			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Program Improvement by</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on ELA STAR will increase from 56% to 61.6%</li><li>The percentage of student scoring proficient or above on math will increase from Math STAR 65% to 70.5%.</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>OARS Blueprint exams</li><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- HM, EnVision, Writing on demand assessments</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Imagine Learning Computer Program will be used as additional support for English Learners</li> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>CELDT Assessment Support</li> </ul>	8-17 through 6-18		Imagine Learning Licenses		EIA Funds	
	8-17 through 6-18		Successmaker Licenses		EIA Funds	5,000
	8-17 through 6-18		Salaries of technicians		EIA Funds	7,480
	8-17 through 6-18		Accelerated Reader Licenses		District Funded	
	8-17 through 9-18		Assessment Team personnel		Title III	6,820

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	182,058	0.00
Title I	97,902	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	182,058.00
Title I	97,902.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
3000-3999: Employee Benefits	1,000.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Felipe De La Peña	X				
Marina Directo		X			
Randy Rodriguez (Chairperson)		X			
Guadalupe Verdugo		X			
Evelyn Sanchez			X		
Keshia Mindingall				X	
Evangelina Alvarez				X	
Ruben Real				X	
Leslie Coyote				X	
Sandra Alvarez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 2, 2017.

Attested:

Felipe De La Peña

Typed Name of School Principal



Signature of School Principal

Date

Randy Rodriguez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date



# The Single Plan for Student Achievement

**School:** Olivewood Elementary School  
**CDS Code:** 37-68221-6038806  
**District:** National School District  
**Principal:** Beverly A. Hayes  
**Revision Date:** June 2017

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

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

**Contact Person:** Beverly Hayes  
**Position:** Principal  
**Phone Number:** 6193368750  
**Address:** 2505 F Avenue  
National City, CA 91950  
**E-mail Address:** bhayes@nsd.us

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations .....	6
Analysis of Current Instructional Program .....	6
School and Student Performance Data .....	14
CAASPP Results (All Students) .....	14
CELDT (Annual Assessment) Results .....	18
CELDT (All Assessment) Results .....	20
Planned Improvements in Student Performance .....	21
School Goal #1 .....	21
School Goal #2 .....	32
School Goal #3 .....	40
School Goal #4 .....	48
Centralized Services for Planned Improvements in Student Performance .....	56
Centralized Service Goal #1 .....	56
Summary of Expenditures in this Plan .....	58
Total Allocations and Expenditures by Funding Source .....	58
School Site Council Membership .....	59

## School Vision and Mission

### Olivewood Elementary School's Vision and Mission Statements

#### National School District Vision and Mission

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

#### Olivewood School Vision

At Olivewood School we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Toward the Future."

## School Profile

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement..."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

This document is a single, comprehensive school plan designed to improve the academic performance of students. Its use requires

collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The plan provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be priority to the success of plans to improve student academic performance.

Olivewood School operates a School-Based Coordinated Program, which provides coordinated instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, E.S.E.A. Title I pupils, gifted and talented pupils, and pupils with exceptional needs. This plan describes the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Staff provides targeted services to these pupils communicate regularly, collaborate regarding the provision of services to ensure seamless curriculum delivery, and review and analyze student progress on a regular basis. These staff members use the SST (Student Study Team) and the RtI2 (Response to Intervention and Instruction) process to ensure communication and coordination of services. Olivewood School also complies with all requirements for school participating in the School Based Coordinated Program as outlined in Ed Code Sections 52850-52863.

#### National School District Demographic Profile

National City is a diverse community composed of mostly low-income, underemployed residents. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four). It is the 13th poorest city in the nation and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an extremely high percentage of English Language Learners (55% district wide). One in three of our students live below the poverty level.

#### Olivewood School Demographic Profile

Olivewood School has a total enrollment of 648 students in grades Transitional Kindergarten to grade 6. Our school community is comprised of 92% of Latino students, 3.5% Filipino students, 1.5% White, 2% African-American students and 1% Asian. 53.4% of the students at Olivewood are English Language Learners; 16.1% Reclassified Fluent English Proficient; 12% students with disabilities; and, 8.6% are identified GATE.

Students attend school for 180 days per school year. Average instructional minutes per day for all students are 305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, and grade level collaboration meetings.

Olivewood School provides a free Breakfast in the Classroom and free lunch program for all students.

Preschool opportunities are available at Olivewood School through both the Head Start and Quality Preschool Initiative (QPI). Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attended our State Preschool Program, one-third attended Head Start and one-third of our students had no preschool experience. Olivewood School achieved the Academic Performance Index benchmark of 800 with a score of 804(2013).

Olivewood School staff works collaboratively to identify and develop school wide priorities each year and have identified the following for 2017-2018.

#### Olivewood's Priorities for Academics and Student Achievement

Consistent daily instruction integrating Common Core State Standards

Implement Rigorous Curriculum Design units (math and ELA)

English Language Development

- Use EL Achieve Systematic English Language Development program consistently and with fidelity
- Group students according to CELDT language levels and/or ADEPT scores at all grade levels
- Reduce group sizes by having support staff be part of the ELD "chaining"

Go Math! with small group differentiated support

Language Arts with differentiated learning through small group instruction

Learning Headquarters (LH) Writing

- Provide modeling and small group instruction
- Incorporate the Common Core Writing Standards

Differentiated Instruction to meet the needs of all learners

Accelerated Reader (AR) provided by Renaissance Place

- Set student/class goals
- Review and examine student progress towards goals on a regular basis

Student Engagement/Active Participation

Response to Intervention and Instruction (RtI2) both academic and behavioral

- Identify students using universal and other assessments for the RtI2 process
- Maintain all documentation, goals, and progress monitoring for each RtI2 student
- Meet regularly with each grade level to analyze progress and discuss

instructional recommendations for each RtI2 student

Grade level Data Team meetings

- Focus on student results and achievement
- Identify areas of concern based on assessments, set goals, prescribe instruction, and evaluate results

Instructional Wheel – Enrichment teachers work with TK through 6th grade students in P.E., art, music, drama and/or technology while the teachers meet with grade-level colleagues implementing a five-step data team process

Teachers trained through CoTA (Collaborating Teachers and Artists) and use strategies that incorporate visual and performing arts across the curriculum

Technology

- Continue use of supplemental software programs - SuccessMaker (SME and SM5), Imagine Learning (IL), Renaissance Place (STAR Reading/Math and Accelerated Reader); ActivInspire; Wixie; Discovery Learning; Reading A-Z, etc.
- Purchase technology to support instructional practices

Character Building using Positive Behavioral Interventions and Supports/Olivewood's WISE OWL WAYS

To support our school wide priorities, our Site Leadership Team has developed a plan to build capacity which includes:

- English Language Development in EL Achieve's Systematic English Language Development program
- Learning Headquarters Writing Program (District provided a one day Common Core Writing Training/Leadership Training provided to site writing leaders)
- Go Math! Mathematics
- Implement Rigorous Curriculum Design Units (ELA and math)
- Technology (ongoing): IL, SM5, Renaissance Place, ActivInspire, Wixie, Discovery Learning, Follett's Ebooks
- Purchase technology to support instructional practices
- Student Engagement (focus from Marzano and the District Strategic Plan – 4D Model)
- Visual And Performing Arts (VAPA)
- PBIS: Positive Behavioral Interventions and Supports/Olivewood's WISE OWL WAYS)
- Data Teams utilizing the Data Teams 4 Learning 5-step Process
- RTI

## **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).

Olivewood uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### **Classroom Observations**

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### **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**

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

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

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

Olivewood School relies upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. State standardized tests (5th grade Science) and a wide variety of assessment results based on a series of comprehensive criterion-referenced school and district level tests are collected, analyzed, and used to modify instruction and improve student achievement at Olivewood School. Local assessment data is collected and stored in the Illuminate student data system.

In addition to standardized and local assessments, Olivewood uses universal screening tools such as STAR Reading and Math by Renaissance Place to identify students who are in need of strategic and intensive support. These tools are also used to monitor the progress of at-risk students.

Teachers are able to access data and configure various reports by individual student or by class assessment results through the Illuminate data management system, Renaissance Place, and websites, Imagine Learning and the Successmaker management program. Teachers are able to analyze and evaluate individual, class, and grade level performance on an assessment efficiently, as well as identify particular skills that need re-teaching or remediation.

Students who are having difficulty meeting grade level standards at Olivewood School are supported on several levels through classroom differentiated instruction, Language Arts Specialist, Response to Intervention and Instruction (RtI2) tiered instruction, Impact Teachers, and supplemental computer programs.

For students who continue to experience difficulties despite regular classroom interventions, RtI and the school Student Study Team (SST) meet to involve the expertise of the principal, language arts specialists, school psychologist/counselor, resource specialist, classroom teacher, and speech therapist in determining more prescriptive academic and/or behavioral interventions. The school staff, parent, and student collaborate on creating a learning plan emphasizing individualized instruction, student/parent accountability and ongoing communication. Teachers maintain RtI instructional documentation on a web-based RTI Management database.

Olivewood School is continuing to focus on utilizing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. Teachers are implementing the Rigorous Curriculum Design (RCD) units in math and English Language Arts and analyze the student assessment information from the units during their data team meetings. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

Olivewood School is committed to refining instructional practices to support English Language Learners (ELs). Careful attention is taken to review their performance on all assessments using Data Team 4 Learning 5-Step Process. Olivewood School has prioritized three areas of focus: 1) consistent and systematic instruction in English Language Development, 2) Mathematics, and 3) English Language Arts.

To motivate students toward academic success, the Olivewood staff is committed to provide experiences and opportunities through Ocean Connectors (grades 4-6), enrichment activities, the Olivewood Garden field trips, and character building incentives.

Additional resources and opportunities for students may include the Recreation, Education, Academics for Children (REACH) before and after school programs.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

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

The staff at Olivewood School is involved in a program of ongoing professional development linked to California's Common Core State Standards and student success. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level standards through Rigorous Curriculum Design and Data Teams. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. Staff members have the opportunity to attend a variety of district-organized staff development events – such as ELA/Math/ELD and Technology Shop Talks and trainings, as well as Teacher Created Materials workshops. The district and Olivewood School has identified the following as priorities for staff development:

ELD: All teachers are receiving ongoing support and professional development using the EL Achieve Systematic English Language Development (SELD) program.

Technology/Software: Teachers receive ongoing inservice and support in the following software or web-based programs to ensure students are on track in terms of showing growth and achievement and meeting required hours of usage of software and/or for progress monitoring:

- Successmaker (SM) – teachers in grades K through 6
- Imagine Learning (IL) – all teachers in grades K through 5
- Renaissance Place – all teachers in grades K-6 for STAR Reading/Math and/or Accelerated Reader
- ActivInspire – Promethean Board software
- Google docs
- \* Wixie
- \* Discovery Learning



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

Responsibility for improvement will be distributed as follows:

- o The State will provide technical assistance to district leadership to implement corrective actions needed at the school.
- o The District will provide professional development for the principal and staff, facilitate the Supplemental Educational Services, draft and send program improvement letters, and provide coaching to leadership. The District will also assist with appropriate and effective uses of Title I and other compensatory education funding.
- o The school will be responsible for attending to the professional growth needs of the teachers, specifically providing training that will enable teachers to better instruct the student groups that are not achieving adequate yearly progress.

7. Family, school, district and community resources available to assist our students

National School District has established sister schools for grade level professional discussions on common curriculum issues.

Olivewood meets with our sister school to discuss implementation of Rigorous Curriculum Design units, SELD (Systematic English Language Development, Writing (scoring using rubrics), etc. during minimum day District Thursdays.

The National School District to support the implementation of the Common Core State Standards established common core curriculum committees and Rigorous Curriculum Design committees in ELA and Math with staff members from each site participating.

The Administrative Leadership Team meets monthly/biweekly/weekly and receives leadership training on the common core and other curriculum matters. Language Arts Specialists and Resource Specialists receive ongoing training during monthly meetings on common core English Language Arts standards through professional readings/discussions.

In addition, the Olivewood Leadership Team during their monthly meetings identifies school wide staff development needs based on prioritized needs.

Additional services are provided by the school, district, or community that are accessible to students, parents and families to optimize the school experience.

- A school psychologist/counselor works with students experiencing problems at school (in the classroom as well as on the playground), as well as provides support with crisis counseling, teacher consultation, family counseling, and school conflict resolution training.
- A variety of medical staff and programs are available to support students and parents in the areas of health, nutrition, vision/hearing, and other health-related issues.
- Operation School Bell provides uniform assistance to needy families.
- Family Resource Center(s) provides onsite support and services for families needing health care, social services, and job training or those who need guidance with academic, social, emotional, or developmental issues, as well as provides families with referrals to a variety of community-based agencies
- REACH before and after school programs provides homework support, sports/recreational activities, academic support, and enrichment activities
- Two speech therapists (one Spanish bilingual) provide speech and language support
- Kiwanis – provides uniforms, shoes, and other needed clothing items
- Lions Club “Gift of Sight” – provides eye exams and glasses to needy students

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

Olivewood School provides a variety of categorical services to students who are formally identified as under-performing. Olivewood School participates in a school-wide program to assess and deliver services to students under the Title 1 and Title 3 federally funded programs. Additionally, struggling students are supported through the LCFF Economic Impact Aid (EIA) program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services.

Olivewood School has two Language Arts Specialists who provide instructional assistance and support for teachers in the areas of ELA and ELD, support students in reading lab settings and small RtI groups as well as providing instructional support to teachers in ELA.

Credentialed impact teachers (the number is dependent on the school's categorical budget) work with students individually and in small groups in the classroom ("push in model") and outside the classroom ("pull out model"). The priority content areas served include literacy skills, mathematics and English Language Development. Additionally, an Impact Teacher works with students who are in combination classrooms, providing support in math and/or reading/language arts.

To support the RtI process classroom teachers meet with grade level liaisons to discuss student progress and instructional strategies, and prescribe strategic and/or intensive interventions to support at-risk students.

Promethean Boards have been installed in all classrooms. Teachers create flipcharts and lessons using the ActivInspire software. They share flipcharts and their expertise with each other thus building a bank of lessons from which to draw upon.

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

As stated previously, Olivewood School makes a full commitment to collaborate for the improvement of student outcomes. Staff collaborates during grade level Data Teams 4 Learning meetings to plan instructional strategies based on student needs using the RCD math units which include pre- and post-assessments. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. Through the weekly bulletin, staff meetings, early release days, leadership team meetings, and on-the-clock release days, the Olivewood staff has frequent opportunities to analyze and discuss student data which includes SBAC, STAR Reading and Math scores, benchmark/interim assessments, grade-level common formative assessments based on priority standards and on-demand writing pieces.

The Illuminate student data system offers the ability for staff to configure data in order to evaluate individual, class, and grade level student performance for instructional planning. The National School District continues a "Data Warehouse" to house and sort a variety of data to support schools in their efforts to improve student achievement. This data warehouse allows principals and teachers to analyze many sets of data including STAR Reading and Math, District Benchmarks, CELDT, Attendance, etc. to better make decisions regarding our instructional programs.

Using reports from all of these sources, areas of strengths and weaknesses are identified. Grade level Data Teams meet regularly every two weeks using release time to review and analyze student data from the RCD math units and/or RCD ELA units to identify areas of need, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process. Teachers also meet with sister schools to collaborate and plan accordingly in the areas of math, English language Arts, writing and ELD.

Although our resources are limited, we constantly review the services we provide to our students. Impact Teachers, differentiated instruction, small group instruction, a school wide coordinated ELD time, reading labs, computer labs, additional counseling time and purchase of technology to support instructional practices are some of the benefits provided to our students.

## Teaching and Learning

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

Olivewood School has worked with the National School District to align curriculum, instruction and materials to Common Core State Standards. Through Rigorous Curriculum Design, teachers, resource staff and administrators have identified priority language arts and mathematics standards at each grade level. The priority standards will be integrated into the district standards-based report card. Pre- and post-assessments are included in each of the Rigorous Curriculum Design units for both math and English Language Arts and are administered to students as determined in the units. Assessments are aligned with the California Common Core State Standards. In addition to the RCD CCSS assessments, Olivewood uses STAR Reading and Math (Renaissance Place) which take place three times per year and is based on a series of comprehensive, criterion-referenced tasks and tests. Teacher-created assessments are also utilized to monitor progress. Grade level Data Teams meet during the school day to analyze data, select instructional strategies, and create action plans to meet the needs of all learners.

Olivewood School's instruction is based on the Common Core State Standards (CCSS) for all students through the combination of published and computer based instruction.

**Language Arts:** The Houghton Mifflin Medallions, the district-adopted program, serves as the English/Language Arts core curriculum at Olivewood School. Small group reading instruction provides differentiated instruction for students at their instructional level. A variety of guided reading materials are utilized such as, Reader's Library and Theme books from Houghton Mifflin, supplemental books from Read 180, Scholastic, Scholastic Sprint, as well as nonfiction texts from National Geographic, Reading Essentials, and the district-adopted Social Studies and Science programs. To supplement phonics and fluency, Olivewood uses Systematic Instruction in Phonemic Awareness and Phonics (SIPPS), Read Naturally, Benchmark Education Reader's Theaters, and Isabel Beck's Vocabulary. Students also use software and web-based programs on a daily basis (Successmaker, Imagine Learning, Starfall, and Accelerated Reader) as a supplemental support in all areas of literacy.

**English Language Development:** Olivewood uses the Systematic English Language Development (SELD) program by EL Achieve, which focuses on developing oral and written language skills at the different language proficiency levels. Students are grouped according to their grade level and their CELDT proficiency levels and/or ADEPT scores for ELD "chaining." Support staff is part of the chaining to reduce group sizes and to provide for frequent structured active participation. All students in K and 1st grades; students in 2nd grade Spanish component classes and 3rd grade transitioning components; plus, students in grades 4-6 who have been identified as long-term English Learners or newcomers are expected to use the Imagine Learning software for individualized ELD instruction on a daily basis.

**Mathematics:** All students receive mathematics instruction using the district adopted Go Math! math program by Houghton Mifflin Harcourt. Teachers include all components of the program into their instructional time. Students also use Successmaker Math to strengthen and improve their math skills. Go Math! was piloted by several teachers at Olivewood School and was the math series selected by the District. The selection was based on its alignment to the California Common Core Math Standards.

**Writing:** All students in grades K through 6 are instructed daily in writing through the district adopted writing program Learning Headquarters. Teachers are incorporating the Common Core Writing standards strategies into their writing instruction.

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

**English Language Arts:** Olivewood complies with the district-required instructional minutes

**Math:** 75 minutes daily using the Rigorous Curriculum Design math units and Go Math! as a support

**ELD:** SELD - 40 minutes per day 4 days/week

**Writing:** 45 minutes to 1 hour daily using Learning Headquarters

**Social Studies and Science:** taught as a single subject and/or integrated in language arts

**Physical Education:** 200 minutes every 10 days

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

16. 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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

## 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	90		95	85		95	85		97.9		
Grade 4	86	95		85	93		84	93		98.8		
Grade 5	88	87		85	86		85	86		96.6		
Grade 6	89	87		87	84		87	84		97.8		
All Grades	360	359		352	348		351	348		97.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.2	2398.0		11	9		18	24		20	36		52	31	
Grade 4	2424.9	2411.2		12	12		22	15		16	19		48	54	
Grade 5	2462.2	2466.2		9	7		24	33		24	17		44	43	
Grade 6	2510.5	2500.3		8	7		36	35		34	29		22	30	
All Grades	N/A	N/A	N/A	10	9		25	26		24	25		41	40	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	11		34	53		53	36	
Grade 4	12	11		46	37		42	52	
Grade 5	11	13		45	43		45	44	
Grade 6	6	10		56	51		38	39	
All Grades	11	11		45	46		44	43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	5		36	59		55	36	
Grade 4	10	15		50	30		40	54	
Grade 5	16	16		36	47		47	37	
Grade 6	17	13		54	48		29	39	
All Grades	13	12		44	46		43	42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	9		61	74		31	16	
Grade 4	12	8		60	61		29	32	
Grade 5	6	9		58	62		36	29	
Grade 6	10	13		77	69		13	18	
All Grades	9	10		64	66		27	24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	21		45	51		42	28	
Grade 4	15	13		35	42		30	45	
Grade 5	16	20		53	53		31	27	
Grade 6	20	23		67	54		14	24	
All Grades	16	19		50	50		29	31	

**Conclusions based on this data:**

1. The number of students meeting and exceeding the ELA standards has increased from 2014-2015 to 2016-2017.
2. The percentage of students that are scoring below the standards in reading, writing and listening decreased from 2014-2015 to 2015-2016.
3. The area that showed the most growth was Listening.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	97	90		96	86		96	86		99.0		
Grade 4	86	95		85	92		85	92		98.8		
Grade 5	88	88		86	87		86	87		97.7		
Grade 6	89	87		88	84		88	84		98.9		
All Grades	360	360		355	349		355	349		98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2390.1	2417.0		6	7		19	30		28	38		47	24	
Grade 4	2444.3	2430.4		11	8		14	15		42	33		33	45	
Grade 5	2442.6	2460.9		2	5		12	20		29	25		57	51	
Grade 6	2513.9	2480.3		11	7		17	23		41	27		31	43	
All Grades	N/A	N/A	N/A	8	7		15	22		35	31		42	41	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	17		32	49		51	34	
Grade 4	16	16		28	25		55	59	
Grade 5	5	11		33	25		63	63	
Grade 6	16	13		44	37		40	50	
All Grades	14	15		34	34		52	52	



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	16		32	53		58	30	
Grade 4	9	7		46	48		45	46	
Grade 5	6	9		30	33		64	57	
Grade 6	8	12		49	43		43	45	
All Grades	8	11		39	44		53	45	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	15		51	67		39	17	
Grade 4	14	17		42	40		44	42	
Grade 5	2	9		42	41		56	49	
Grade 6	14	12		58	56		28	32	
All Grades	10	13		48	51		41	36	

**Conclusions based on this data:**

1. The number of students who exceeded or met the math standards increased from 23% in 2014-2015 to 29% in 2015-2016.
2. The percentage of students who scored below the standard for Problem Solving & Modeling/Data Analysis decreased from 53% in 2014-2015 to 45% in 2015-2016.
3. The percentage of students who scored below the standard for Communicating Reasoning decreased from 41% in 2014-2015 to 36% in 2015-2016.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				6	7		33	40		33	47		28	7	
1		5		17	22		39	38		20	5		24	29	
2	2	7		22	22		44	33		29	22		3	17	
3	14	8		22	29		29	45		21	14		14	5	
4	12	4		26	23		58	49		2	25		2		
5	20			34	56		30	38		14	3		2	3	
6	19	6		43	31		30	41		8	16			6	
Total	10	5		25	28		38	41		17	16		9	10	

## Conclusions based on this data:

1. The percentage of English Learners meeting AMAO 1 has increased each year from 2011 to 2017 overall by 5%. The percentage of EL meeting AMAO 1 has exceeded the state target in 2012-2015 and has exceeded the district average from 2012-2017.

The percentage of English Learners with less than 5 years in the United States meeting AMAO 2 has increased from 10.7% from 2012 to 2017 school years. Olivewood School met or exceeded the district average in 2012-2013 and from 2015-2017. We exceeded the State target in 2017.

The percentage of English Learners with more than 5 years (Long Term English Learners – LTELs) in the United States (Long Term English Learners - LTELs) meeting AMAO 2 from 2011 to 2016 school years has increased by 6.8%. Olivewood School exceeded the state target but did not meet the district average in 2012-2013. In 2013-2014 we exceeded the state target by 14.4% and also exceeded the district average. In 2014-2015, we exceeded the state target by 9.4% and the district average by 7.6%. In 2015-2016 and 2016-2017, we did not meet the state target; however, the CAASPP Dashboard indicated that Olivewood's English Learners scored at the high (green) level and maintained their status with a -1%.

In 2013-2014, Olivewood reclassified 61 students from English Learners to RFEP (Fluent English Speakers). In 2014-2015, Olivewood reclassified 63 students from English Learners to RFEP (Fluent English Speakers). In 2015-2016, Olivewood reclassified 40 students from English Learners to RFEP (Fluent English Speakers). In 2016-2017, Olivewood reclassified 41 students from English Learners to RFEP (Fluent English Speakers).

### Plan/Next Steps Development of school wide priorities for English Language Learners

- Group students according to English Language proficiency levels.
- Assign support staff (Language Arts Specialists, RSP, Impact Teachers) as part of the SELD “chaining” to reduce group sizes and to provide for frequent structured active participation (designated ELD).
- Use Systematic English Language Development (SELD) by EL Achieve to provide systematic English instruction at all grade levels.
- Use supplemental software programs (Imagine Learning) regularly and with fidelity.
- Integrate Systematic English Language Development (SELD) strategies throughout the school day in all curricular areas to scaffold instruction for the English Language Learners (integrated ELD).
- Incorporate student engagement strategies to encourage active participation during SELD instruction and across the curriculum.
- Focus on academic vocabulary during ELD and throughout the curriculum.
- Meet in SELD data teams and sister schools to analyze and evaluate data, and plan accordingly.
- Comply with school-required number of instructional minutes in English Language Development to ensure fidelity of instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				4	2		20	21		31	36		45	40	
1		5		19	23		38	37		19	7		25	28	
2	2	6		21	22		43	31		27	22		8	18	
3	14	7		22	28		30	45		20	13		15	7	
4	12	4		26	23		58	50		2	23		2		
5	19			33	56		29	39		15	2		4	2	
6	18	9		42	29		29	40		11	14			9	
Total	8	4		21	23		34	37		20	19		17	17	

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
National School District will increase achievement in English Language Arts for all students, SWD, ELs, Hispanic/Latino, low income and foster youth.
<b>SCHOOL GOAL #1:</b>
By the end of the 2017-2018 school year, all students will increase their status from low (orange) to medium (yellow) and their growth from declined by 1-15 points (-1.5 points) to maintained/declined by less than 0.3%. EL students were yellow on the CA dashboard. They will increase their status from low to medium and either continue at maintained growth or move to increased growth. To achieve this goal, classroom teachers, Language Arts Specialists and Impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
This goal was formed based on district criteria and data from the CA Dashboard CAASPP results.
<b>Findings from the Analysis of this Data:</b>
Previous data indicated that at Olivewood the percentage of students meeting Safe Harbor goals decreased from 2014-2015 to 2015-2016 in all grades except for third grade. It is important that students meet the safe harbor goals established for them. School goals that align with the CA Dashboard have been established.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data Teams meet every two weeks to... <ul style="list-style-type: none"><li>• identify current state of student learning through common formative assessments,</li><li>• identify/infer the underlying causes of student error and misconceptions,</li><li>• prioritize needs,</li><li>• create common goals,</li><li>• agree upon common high-yield instructional strategies,</li><li>• identify teacher and student results indicators during instruction</li><li>• evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data.</li></ul>
<b>Who are the focus students and what is the expected growth?</b>
All students are expected to meet end of year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>

This goal directly aligns with our strategic plan in supporting all students and significant subgroups through analysis of student results.

**Which stakeholders were involved in analyzing data and developing this goal?**

Teachers collaborate and analyze school wide results. This year, Olivewood School is continuing to utilize the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. Grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process

**What data will be collected to measure student achievement?**

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading, common formative assessments using priority CCSS standards and CAASPP SBAC.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate instruction for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Practices consistent with Common Core State Standards (“Achieve with Common Core!”), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:  Provide targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.  Continue Data Teams July 2017 – June 2018.  Provide ongoing academic and affective support to meet all student needs  Differentiate instruction to support the learning needs of all students and sub-groups by teachers, Language Arts Specialists and Impact Teachers.  Use data and information from various assessments to differentiate instruction.  Provide books, materials, supplies, equipment, and production to support instruction.	July 2017 – June 2018	Instructional Wheel Enrichment teachers release teachers for grade level Data Team meetings.  Counselor  Language Arts Specialist    3 Impact Teachers  CELDT Support	Each grade level will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.  Provide targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.  Continue Data Teams July 2017 – June 2018. Provide ongoing academic and affective support to meet all student needs CELDT Support Lang Arts Specialist 3 Impact Teachers School Counselor	None Specified     None Specified None Specified	None Specified     Title I Title I Title I LCFF	  



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials/supplies:		LCFF	8,000
			Books/Other than Textbooks		LCFF	3,500
			Equipment:		LCFF	10,501
			Computers:		LCFF	20,000
			In-house Production:		LCFF	2,500
			Field Trips, (Transportation):		LCFF	6,600
			Technology Support:		LCFF	7956
			Technology Liaison:	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,326
			English Learner Liaison:		LCFF - Supplemental	1163
			Equipment Replacement:		LCFF - Supplemental	11,211

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies, and district-offered staff development opportunities.</p> <p>Provide professional development opportunities for teachers to attend conferences and/or workshops. Substitutes will be provided for teachers attending professional development sessions or extra time will be paid to teachers for off-the-clock professional collaboration.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	July 2017 – June 2018	Data Team meeting calendar established by August, 2017.	The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.			
		Collaboration/District/ Site Thursday calendar established (district)	Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies, and district-offered staff development opportunities.		Title I	15,670
		Substitute teachers will release teachers for grade level meetings and/or workshops.	Teacher Substitutes		Title I	1,500
		Consultants/Language Arts Specialist provide staff development	Travel/Conferences:		Title I	4,670
		Teachers will attend conferences and/or workshops.	Teacher Extra Time:		Title I	4,500
		EL Liaison	English Learner Liaison:		LCFF	1,163

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional SuccessMaker/Imagine Learning software usage, small group and one-on-one instruction with support from Language Arts Specialists, Impact Teachers and/or teachers.</p>	July 2017 – June 2018	<p>Before/After School REACH program</p> <p>SES</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p> <p>Supplemental Educational Services</p>		<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>31,440</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> <li>Students meet the minimum requirements for usage on SuccessMaker (40 hours combined).</li> <li>Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize Imagine Learning in lieu of Success Maker. Strategic focus is on Long Term English Learners (LTEs). Additional licenses available to support ELs in grades 3 – 6.</li> </ul> <p>Olivewood has two Reading Labs with computers and Language Arts Specialists to deliver strategic and intensive instruction to small groups and RTI2 students. Impact Teachers work with students needing strategic support.</p> <p>Students are provided field trip opportunities to enhance curriculum and instruction.</p>	July 2017 – June 2018	<p>Licenses for web-based Successmaker by Pearson Learning for all students in grades K-6</p> <p>Licenses for web-based Imagine Learning for all students in Grade TK-1 and identified EL students in grades 2 - 6</p> <p>One Language Arts Specialist</p> <p>3 Impact Teachers</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p> <p>District Licenses:</p> <p>MIS Tech Support:</p> <p>LAS</p> <p>3 Impact teachers</p> <p>Bus Transportation for Field Trips</p> <p>\$200/grade level PTA Admissions: (Teachers apply for grants to fund field trips.)</p>		<p>LCFF</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>LCFF</p> <p>LCFF</p>	<p>7,956</p> <p>135,000</p> <p>70,107</p> <p>12,359</p> <p>12,359</p> <p>6,600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> <li>Parents will be notified of the schools program improvement status through a letter from the principal.</li> </ul> <p>Stakeholder Involvement:</p> <ul style="list-style-type: none"> <li>Nutrition classes</li> <li>Teacher-led Parent workshops</li> <li>Regular English Language Advisory Committee meetings (ELAC)</li> <li>Regular District English Language Advisory Committee Language meetings (DELAC)</li> <li>PTA</li> <li>Regular School Site Council meetings</li> <li>English Language Advisory Committee meetings</li> <li>Olivewood Gardens staff</li> </ul>	<p>14 days prior to school year</p> <p>July 2017 – June 2018</p>		<p>Regular feedback encouraged through session evaluation forms</p> <p>Yearly end of year parent survey on needs and recommendations for next steps.</p> <p>Parent Training:</p> <p>Refreshments:</p>		<p>Title I</p> <p>LCFF</p>	<p>3,000</p> <p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Olivewood School continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on computer programs to meet their academic needs.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> <li>TK through sixth grade have been upgraded to the web-based version</li> </ul> <p>Imagine Learning:</p> <ul style="list-style-type: none"> <li>All students in TK and 1st grades</li> <li>Students in 2nd grade bilingual Spanish</li> <li>EL students who have been identified needing extra language support in grades 3 through 6</li> </ul> <p>Accelerated Reader to promote reading for all students.</p> <p>Technology Liaison to provide support in accessing and using reports.</p>	July 2017 – June 2018	2 - Technology Liaisons	<p>Weekly review of student usage and results.</p> <p>Yearly review of student usage, student outcomes and student gains.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> <li>TK through sixth grade have been upgraded to the web-based version</li> </ul> <p>Imagine Learning:</p> <ul style="list-style-type: none"> <li>All students in TK and 1st grades</li> <li>Students in 2nd grade bilingual Spanish</li> <li>EL students who have been identified needing extra language support in grades 3 through 6</li> </ul> <p>Accelerated Reader to promote reading for all students.</p> <p>Technology Liaison to provide support in accessing and using reports.</p>		<p>Title I</p> <p>LCFF</p> <p>LCFF - Supplemental</p>	<p>5,000</p> <p>4,500</p> <p>2,326</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program Students are offered opportunities in the REACH program.</p> <p>Identified students are offered supplemental education services (SES)</p>	<p>July 2017 – June 2018</p> <p>Sept. 2017 – June 2018</p>		<p>Students participating in intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>SES</p>		<p>After School and Education Safety (ASES) Title I</p>	<p>31,440</p>
<p>Other:</p> <p>Purchase technology hardware and accessories to support instruction and data collection.</p> <p>Provide student certificates and awards for academic achievement and WISE OWLS citizenship awards.</p> <p>Provide replacement equipment that supports instruction as needed.</p>	<p>July 2017– June 2018</p>	<p>School administration, Technology Liaison</p> <p>Principal and Psychologist</p>	<p>Purchase technology hardware and accessories to support instruction and data collection.</p> <p>Provide student certificates and awards for academic achievement and WISE OWLS citizenship awards.</p> <p>Provide replacement equipment that supports instruction as needed.</p>		<p>LCFF</p> <p>LCFF</p> <p>LCFF - Supplemental</p>	<p>20,000</p> <p>4,000</p> <p>11,211</p>

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
National School District will increase achievement in Math for all students, SWD, ELs, Hispanic/Latino, low income and foster youth.
<b>SCHOOL GOAL #2:</b>
By the end of the 2017-2018 school year, all students will increase their status from low (orange) to medium (yellow) and their growth from declined by 1-15 points (-1.9 points) to maintained/declined by less than 0.3%. EL students were yellow on the CA dashboard. They will increase their status from low to medium and either continue at maintained growth or move to increased growth. To achieve this goal, classroom teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
This goal was formed based on scores from the CA Dashboard CAASPP results.
<b>Findings from the Analysis of this Data:</b>
Previous data indicated that at Olivewood the percentage of students meeting Safe Harbor goals decreased from 2014-2015 to 2015-2016. School goals that align with the CA Dashboard have been established.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data Teams meet every two weeks to... <ul style="list-style-type: none"><li>o identify current state of student learning through common formative assessments,</li><li>o identify/infer the underlying causes of student error and misconceptions,</li><li>o prioritize needs,</li><li>o create common goals,</li><li>o agree upon common high-yield instructional strategies,</li><li>o identify teacher and student results indicators during instruction</li><li>o evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data.</li></ul>
<b>Who are the focus students and what is the expected growth?</b>
Focus students are considered all students who have not met the expected growth and end of year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.



**Which stakeholders were involved in analyzing data and developing this goal?**

Teachers collaborate and analyze school wide results. This year, Olivewood School is continuing to focus on implementing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

**What data will be collected to measure student achievement?**

Ongoing, formative and summative assessments will monitor student growth. These include Renaissance STAR Math, Go Math!, Successmaker Math results, and Common Formative Assessments using the priority CCSS standards and the RCD math units.

**Actions to improve achievement to exit program improvement (if applicable).**

Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Instructional Practices consistent with Common Core State Standards (“Think Common Core!”), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Data Teams: Instructional Wheel Enrichment Teachers will release grade level teams to meet in Data Team meetings.</p> <p>Provide ongoing academic and affective support to meet all student needs.</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.</p> <p>Provide books, materials, supplies, resources, equipment and production to support instruction.</p>	July 2017-June 2018	Counselor  1 Impact Teachers	Grade level data teams will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.				
			Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.		LCAP		
			Data Teams: Instructional Wheel Enrichment Teachers will release grade level teams to meet in Data Team meetings.		LCAP		
			Provide ongoing academic and affective support to meet all student needs.		LCAP		
			Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.				
			Provide books, materials, supplies, resources, equipment and production to support instruction.		EIA Funds	47,300	
					EIA Funds	12,359	
			Impact teacher to support combination classes	1000-1999: Certificated Personnel Salaries	Title I	23,369	
The Single Plan for Student Achievement			Materials/Supplies:		LCFF	8,000	7/3/17
			Books/Other than Textbooks		LCFF	3,500	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			In-house Production:	LCFF		2,500
			Equipment Replacement:	LCFF - Supplemental		11,211
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional SuccessMaker/Imagine Learning software usage, small group and one-on-one instruction with support from Impact Teachers.</p>	July 2017=June 2018	SES	SES	Title I		31,440
		Successmaker licenses	Successmaker licenses	Title I		5,000
		1 Impact Teacher	1 Impact Teacher	Title I		23,369
		2 Impact Teachers	2 - Technology Liaisons	None Specified		
		Technology Liaison	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.	LCFF - Supplemental		2,326
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students. All students are expected to meet the minimum requirements for usage on Successmaker software (20 hours).</p>	July 2017-June 2018	Successmaker licenses	Teachers will analyze student usage reports regularly.			
			Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.			
			Successmaker licenses	Title I		5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>Parents will be notified of the schools program improvement status through a letter from the principal</li> <li>Teacher-led Parent workshops</li> <li>English Language Advisory Committee meetings (ELAC)</li> <li>District English Language Advisory Committee Language meetings (DELAC)</li> <li>PTO</li> <li>School Site Council meetings</li> </ul>	July 2017-June 2018	14 days prior to school year  Classroom teachers Consultants	Regular feedback through session evaluation forms		District Funded	
			Yearly end of year parent survey on needs and recommendations for next steps.			
			Parent Training		Title I	3,000
			Refreshments		LCFF	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>Olivewood School utilizes instructional technologies to complement our school wide goals. Students have been strategically placed on computer programs to meet their academic needs.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> <li>TK through 6th grade use the web-based version</li> <li>Student usage: Cumulative 20 hours in Math</li> </ul> <p>Teachers create flipcharts with ActivInspire to use on their Promethean Boards integrating Go Math! technology components.</p> <p>Technology Liaison to provide tech support for teachers.</p>	July 2017 – June 2018	<p>Successmaker licenses</p> <p>2 Technology Liaisons</p>	<p>Weekly review of student usage and results.</p> <p>Yearly review of student usage, student outcomes and student gains.</p> <p>MIS Tech Support:</p> <p>2 Technology Liaisons</p>		<p>LCFF</p> <p>LCFF - Supplemental</p>	<p>7,956</p> <p>2,326</p>
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p> <p>Identified students are offered supplemental education services (SES).</p>	July 2017 – June 2018		<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>		<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>31,440</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other:  Purchase technology hardware and accessories to support instruction and data collection.  Provide student certificates and awards for academic and behavioral achievement.  Provide replacement equipment that supports instruction, as needed.	August 2016 – June 2017	School administration  Administration & Psychologist	Provide student certificates and awards for academic and behavioral achievement.		LCFF	4,000
			Provide replacement equipment that supports instruction, as needed.		LCFF - Supplemental	11,211

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
English learners are prepared to compete in a global society. NSD students will be proficient in Common Core English Language Arts and Math Standards.
<b>SCHOOL GOAL #3:</b>
By the end of the 2017-2018 school year, English learners will meet or exceed all AMAOs. The STAR CELDT data will be used to measure our English learners' progress toward meeting the State AMAO benchmarks. To achieve this goal, classroom teachers, Language Arts Specialist, Impact Teachers and other support staff will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
This goal was formed after analyzing student CELDT results and AMAO results.
<b>Findings from the Analysis of this Data:</b>
This data indicates we need to continue to provide a consistent, systematic, and rigorous English Language Development instruction across the grade levels based on the language proficiency levels using research-based materials. ELD strategies and student engagement opportunities also need to be integrated across the curriculum to scaffold instruction throughout the day to meet the needs of the English Learners.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grade level Data Teams will meet regularly to analyze student outcomes.
<b>Who are the focus students and what is the expected growth?</b>
The focus students are all English Learners with an emphasis on those in the Intermediate, Early Intermediate, and Beginning proficiency levels. The expected growth for all ELs is to move up a minimum of one proficiency level on CELDT each year.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers collaborate and analyze school wide results. This takes place in many formats. The Olivewood Leadership Team and grade level Data Teams review student results and create our school wide goals. The school administrator, teachers, and support staff meet regularly to analyze common formative assessments and current data.
<b>What data will be collected to measure student achievement?</b>



Summative Data using CELDT.  
Ongoing assessments: SELD assessments and language performance tasks, and Imagine Learning reports.

**Actions to improve achievement to exit program improvement (if applicable).**

Olivewood teachers will collaborate in SELD teams and commit to teaching ELD during a school wide scheduled time of 4 days a week for 40 minutes as well as incorporate these ELD strategies (SLPS – Structured Language Practice Strategies) throughout the day (designated and integrated ELD).

Olivewood School will ...

- Group students according to their grade level and their CELDT proficiency levels, using SELD Express, and/or ADEPT scores for SELD “chaining.”
- Utilize support staff (Language Arts Specialists, RSP, Impact Teachers, and instructional assistants), as part of the chaining to reduce group sizes and to provide for frequent structured active participation.
- Use EL Achieve’s SELD program with consistency and fidelity.

In addition, we will...

- Use the Imagine Learning software with fidelity for individualized ELD instruction on a daily basis for all students in TK, K and 1st grades, students in 2nd grade bilingual Spanish and EL students in grades 2 through 6 identified based on assessment data.
- Focus on academic vocabulary during ELD and throughout the instructional day.
- Meet in SELD grade level teams for instructional planning purposes and to determine changes in groupings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core State Standards ("Think Common Core!"), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Instructional Wheel Enrichment Teachers will release teachers for grade level Data Team meetings</p> <p>SELD groups learning needs are supported by teachers, Language Arts Specialists and Impact Teachers. Groups are created based on student proficiency levels using CELDT, SELD, and ADEPT scores, and other assessments.</p>	July 2017-June 2018	<p>nstructional Wheel Enrichment teachers provide release time.</p> <p>LAS:</p> <p>3 Impact Teachers</p> <p>CELDT Team</p>	Grade level data teams will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.			
			Students will be given ongoing assessments using the embedded SELD unit assessments to evaluate progress in language proficiency.			
			Instructional Wheel Enrichment Teachers will release teachers for grade level Data Team meetings		LCAP	
			SELD groups learning needs are supported by teachers, Language Arts Specialists and Impact Teachers. Groups are created based on student proficiency levels using CELDT, SELD, and ADEPT scores, and other assessments.			
			LAS		Title I	135,000
			3 Impact Teachers		Title I	70,107
			CELDT Support		Title I	5,445
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Meet with sister school for collaboration in grade levels.</p> <p>Professional Development (PD) will occur on our Collaboration and Site Thursdays.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	July 2017-June 2018	<p>based upon District Thursday Calendar</p> <p>based upon District Thursday Calendar</p> <p>EL Liaison</p>	<p>Evaluation is ongoing and provides all teachers an opportunity to make recommendations for next steps.</p> <p>The Olivewood Leadership Team meets monthly to plan and evaluate PD.</p> <p>EL Liaison</p>		LCFF - Supplemental	1,163
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.</p> <p>Before/after school intervention classes use Imagine Learning software and scaffolded instruction in small group and one-on-one support.</p>	July 2017-June 2018	<p>SES</p> <p>Imagine Learning licenses</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>SES</p>		<p>Title I</p> <p>Title III</p>	31,440

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> <li>All students are expected to meet the minimum requirements for usage on Successmaker software (40 hours combined – reading and math).</li> <li>Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners (LTELs).</li> </ul> <p>Olivewood Language Arts Specialist will deliver strategic and intensive instruction to small groups of ELs. Impact Teachers also work with ELs needing strategic language support.</p> <p>Counseling support is provided to our ELs.</p>	July 2017-June 2018	Successmaker licenses	Teachers will analyze student usage reports regularly and will reflect on student performance.			
		Imagine Learning licenses	Successmaker licenses		Title I	5,000
		LAS:	Imagine Learning licenses		Title III	
			MIS Tech Support:	2000-2999: Classified Personnel Salaries	LCFF	7,956
		3 Impact Teachers	LAS:	1000-1999: Certificated Personnel Salaries	Title I	135,000
		Counselor	3 Impact Teachers	1000-1999: Certificated Personnel Salaries	Title I	70,107
			Counselor	1000-1999: Certificated Personnel Salaries	LCFF	45,250
					None Specified	
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>Parents will be notified of the schools program improvement status through a letter from the principal</li> </ul> Stakeholder Involvement: <ul style="list-style-type: none"> <li>Nutrition classes</li> <li>Teacher-led Parent workshops</li> <li>Regular English Language Advisory Committee meetings (ELAC)</li> <li>Regular District English Language Advisory Committee Language meetings (DELAC)</li> <li>PTA</li> <li>Olivewood Gardens</li> </ul>	14 days prior to school year  July 2107 – June 2018	Classroom teachers  Consultants	Regular feedback encouraged through session evaluation forms			
			Parent Training		Title I	3,000
			Refreshments		LCAP	1,500
			Consultants		Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Olivewood continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on Imagine Learning and Successmaker to best meet their academic needs and goals.</p> <ul style="list-style-type: none"> <li>Students, who are Beginning, Early Intermediate and Intermediate on the CELDT assessment, will utilize Imagine Learning in lieu of Successmaker for English Language Arts. Goal = 100 minutes per week.</li> </ul> <p>All classrooms utilize a Promethean Board.</p> <p>Support for Technology</p>	July 2017-June 2018	<p>Successmaker licenses</p> <p>Imagine Learning licenses</p> <p>Technology Liaison</p>	<p>Ongoing review of student usage, student outcomes and student gains.</p> <p>Successmaker support</p> <p>Imagine Learning licenses</p> <p>2 - Technology Liaisons</p> <p>MIS Tech Support:</p> <p>Teachers create and share flipcharts that enhance student engagement.</p>		<p>LCFF</p> <p>Title III</p> <p>LCFF - Supplemental</p> <p>LCFF</p>	<p>5,000</p> <p>2,326</p> <p>7,956</p>
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p> <p>Identified students are offered supplemental education services (SES)</p>	July 2017-June 2018	SES	<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p> <p>SES</p>		<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>31,440</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other:	July 2017-June 2018	Administration & Psychologist	Computers:		LCFF	20,000
Purchase technology hardware and accessories to support instruction and data collection. Replace equipment as needed.			Equipment:		LCFF	10,501
			Provide student certificates and awards for academic and behavioral achievement.		LCFF	4,000
Provide student certificates and awards for academic and behavioral achievement.			Equipment:, Replacement		LCFF	11,211
Provide replacement equipment that supports instruction, as needed.					None Specified	

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
National School District will increase achievement in English Language Arts and Math for all students, SWD, ELs, Hispanic/Latino, low income and foster youth.
<b>SCHOOL GOAL #4:</b>
.By the end of the 2017-2018 school year, all students with disabilities will increase their status from very low (red) to low (orange)and their growth from very low to low in Math. .By the end of the 2017-2018 school year, all students with disabilities will increase their status from very low (red) to low (orange)and their growth from very low to low in English Language Arts. To achieve this goal, special education teachers and support staff will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
This goal was formed based on scores from the CA Dashboard CAASPP results.
<b>Findings from the Analysis of this Data:</b>
Students with disabilities are working significantly below grade level in ELA and math which precludes them from meeting grade level standards within a year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grade level data teams and support staff will meet regularly to analyze student outcomes using the Data 4 Learning 5 Step Data Team process.
<b>Who are the focus students and what is the expected growth?</b>
The focus students are the students with disabilities. For expected growth, these students will meet the school goals that align with the CA Dashboard.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>



Teachers and support staff collaborate and analyze school wide results. This happens in many formats. The Olivewood Leadership Team and grade level data teams reviewed student results and created our school wide goals. The school administrator, teachers, and support staff meet regularly to analyze summative and current data. Teachers collaborate and analyze school wide results. This year, Olivewood School is focusing on implementing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

SDC teacher participates in district SDC teacher data teams.

**What data will be collected to measure student achievement?**

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading and Math, common formative assessments using priority CCSS standards and CAASPP SBAC (RCD math and ELA units).

**Actions to improve achievement to exit program improvement (if applicable).**

Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of identified students. Special education staff will provide specialized instruction in a small group setting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core State Standards ("Think Common Core!"), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams August 2016 – June 2017</p> <p>Differentiate instruction and modify curriculum, as well as provide support that meets the learning, language, and behavior needs of the students with disabilities.</p>	July 2017-June 2018	Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings	Grade level data teams will be released approximately every two weeks to participate in Data Teams.			
		Counselor	These meetings are documented and follow a continuous cycle of improvement, using the DataTeams 4 Learning 5-Step Process.			
		LAS	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.		LCAP	
		CELDT Support	Continue Data Teams July 2017 – June 2018		LCAP	
			Counselor	1000-1999: Certificated Personnel Salaries	LCFF	45,250
			LAS	1000-1999: Certificated Personnel Salaries	Title I	135,000
			CELDT Support		Title I	5,445
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies as well as attending staff development sessions.</p> <p>Continue Data Team meetings</p> <p>The EL Liaison shares and communicates with staff current ELD information</p>	July 2017-June 2018	<p>Data Team meeting calendar established by July 2017</p> <p>Collaboration/District/Site Thursday calendar established (district).</p> <p>Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings</p>	<p>The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.</p> <p>Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings</p> <p>English Learner Liaison:</p>		<p>LCAP</p> <p>LCFF</p>	<p>1,163</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>One-on-one and/or small group instruction provided by speech pathologist, resource specialist, SDC teacher, instructional assistants.</p>	August 2016 – June 2017	<p>REACH program</p> <p>SES</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>IEP goals are monitored, assessed and measured in each trimester.</p>	<p>REACH</p> <p>SES</p>	<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>31,440</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>SDC uses Language! as core replacement for ELA.</p> <p>Olivewood School has created an individualized software usage plan to support students with disabilities.</p> <ul style="list-style-type: none"> <li>Students should meet the minimum requirements for usage on Successmaker (40 hours combined for reading and math).</li> <li>Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize Imagine Learning in lieu of Success Maker.</li> </ul> <p>Tech support is provided for equipment and software programs.</p>	July 2017-June 2018	<p>Licenses for web-based Successmaker by Pearson Learning</p> <p>Licenses for web-based Imagine Learning</p> <p>2 - Tech Liaisons</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p> <p>During annual and triennial IEP reviews, services are reviewed and modified based on progress towards IEP goals.</p>			
			Licenses for web-based Successmaker by Pearson Learning		Title I	5,000
			Licenses for web-based Imagine Learning		Title III	
			MIS Tech Support:		LCFF	7,956
			2 - Tech Liaisons		LCFF	2,326

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Parents will be notified of the schools program improvement status through a letter from the principal</p> <p>Parents participate in the development of the IEP during the annual and triennial reviews.</p>	<p>14 days prior to school year</p> <p>July 2017-June 2018</p>		District Funded			
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p> <p>Identified students are offered supplemental education services (SES)</p>	July 2017-June 2018	SES	<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p> <p>SES</p>		<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>31,440</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other:  Purchase technology hardware and accessories to support instruction and data collection. Replace equipment as needed.  Provide student certificates and awards for academic and behavioral achievement.  Provide replacement equipment that supports instruction, as needed.	July 2017-June 2018	Administration & Psychologist	Computers:		LCFF	20,000
			Equipment:		LCFF	11,501
			Student Certificates/Awards		LCFF	4,000
			Equipment, Replacement		LCFF	11,211

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Program Improvement by</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and Illuminate systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on ELA will increase from 50% to 53.6%</li><li>The percentage of student scoring proficient or above on Math will increase from 52.9% to 58.2%.</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>District Interim Assessments in ELA</li><li>Renaissance Learning STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- RCD math unit assessments, writing on demand assessments, common formative assessments</li><li>Teacher generated assessments</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Imagine Learning Computer Program will be used as additional support for English Learners</li> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>CELDT Assessment Support</li> </ul>	July 2017-June 2018	Staff	Imagine Learning Licenses			
			Successmaker Licenses			
			Salaries of technicians		LCFF	7,956
			Accelerated Reader Licenses		LCFF	4,500
			Assessment Team personnel		Title I	5,445

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	133,889	-1,218,831.00
LCFF	228,440	-195,683.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA Funds	59,659.00
LCAP	1,500.00
LCFF	424,123.00
LCFF - Supplemental	58,800.00
Title I	1,352,720.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Beverly Hayes	X				
Megan Curiel		X			
Sarah Megahed		X			
Sarah Watson		X			
Lupita Saunders			X		
Guadalupe Rojas				X	
Joaquin Morales				X	
Maria Huerta-Avila				X	
Angelica Ramirez				X	
				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

# The Single Plan for Student Achievement

**School:** Palmer Way Elementary School  
**CDS Code:** 37 68221 6038814  
**District:** National School District  
**Principal:** Alfonso Denegri  
**Revision Date:** May 16, 2017

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

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

**Contact Person:** Alfonso Denegri  
**Position:** Principal  
**Phone Number:** 619-336-8950  
**Address:** 2900 Palmer Street  
National City, CA 91950  
**E-mail Address:** [Alfonso.Denegri@national.k12.ca.us](mailto:Alfonso.Denegri@national.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	3
Analysis of Current Instructional Program .....	3
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	22
School Goal #3 .....	26
School Goal #4 .....	33
Centralized Services for Planned Improvements in Student Performance .....	39
Centralized Service Goal #1 .....	39
Summary of Expenditures in this Plan .....	41
Total Allocations and Expenditures by Funding Source .....	41
School Site Council Membership .....	42

## School Vision and Mission

### Palmer Way Elementary School's Vision and Mission Statements

#### Vision

- Creativity & Innovation
- Technology
- RCD & the Formative Process
- Project Based Learning
- High Expectations

## 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).

Palmer Way uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### 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

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

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

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

Palmer Way Elementary School has worked with the National School District to align curriculum, instruction and materials closely to the Common Core Standards. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. Formal, diagnostic assessments take place multiple times per year and are based on a series of comprehensive, criterion-referenced tasks and tests. Assessments include: Houghton Mifflin Reading running records, District Multiple Measures Assessments, Learning Headquarters Writing Program assessments, GoMath Units and benchmark tests, DIBELS benchmark assessments and STAR reading and math assessments, which are in addition to the OARS interim exams given three to five times per year.

Students who are having difficulty performing at grade-level at Palmer Way Elementary School are supported on several levels in the classroom, as well as in intervention support. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade-level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties, despite regular interventions, the Student Study Team (SST) meets regularly to involve the expertise of the principal, Language Arts Specialist, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention and Instruction (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held every 8 weeks to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use running records, DIBELS progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program that YMCA REACH provides, math and reading tutoring, and supplemental intervention classes both before and after school.

Palmer Way Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR, CELDT, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the OARS data management system to efficiently evaluate individual, class-wide and grade-level student performance for instructional planning. Data can be viewed both in numerical or table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

As discussed previously, Palmer Way Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss targeted common core priority standards, formative assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics from the Learning Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

### Staffing and Professional Development

## 3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The National School District only recruits and retains teachers that are Highly Qualified in accordance with NCLB requirements. At Palmer Way School, all teachers are fully qualified in accordance with NCLB requirements. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. District-level staff development focuses on the key areas in language arts, mathematics, and ELD. Grade-level objectives and instructional practices are developed to optimize student performance. All TK – 6th grade teachers receive ongoing training from a consultant on how to use reports from Successmaker to target instruction and support for students in reading and math. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing the OARS data management system. OARS provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service training on creating practice activities through OARS, Successmaker, and Houghton Mifflin Harcourt's Think Central. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of site data, including STAR, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource teacher, and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc) planning groups. The focus of professional development for teachers in Kindergarten through 6th grade is teaching the common core using resources such as Accelerated Reader, the OARS data management system, Learning Headquarters Writing and Systematic English Language Development (SELD).

A ten-week Google Educator Certification training will be offered on-site for teachers. The training will give teachers the opportunity to learn about the many Google Apps available to teachers and students, and will provide collaboration time for teachers to share successful uses of Google Apps. After successfully completing the Google Educator lessons and passing a test, teachers will be Google Educator Certified.

Other staff development includes academic vocabulary, student engagement, reading fluency and comprehension, Promethean ActivInspire, STAR reading and math, DIBELS assessments and Mclass resources, and fine arts professional development. Two teachers were selected to participate in a training that focused on the Common Core Mathematics Standards through the SDCOE. Two other teachers are also currently on the District's Learning Headquarters Trainer of Teachers committee. Palmer Way sends one teacher to the Mathematics Rigorous Curriculum Design Committee and our Language Arts Specialist is on the English Language Arts Rigorous Curriculum Design Committee.

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

Choices for staff learning are informed by CAASPP assessments, as well as teacher survey and district provided formative assessments.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out-of-district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and co-teach lessons with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to beginning and experienced teachers who need or request assistance.



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

As discussed previously, Palmer Way Elementary School is fully committed to collaboratively analyzing data through grade-level groups and Data Teams to plan instructional strategies, share ideas and concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, RESULTS assessments, STAR reading and math assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction.

Primary grades focus on DIBELS and RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district OARS exams in language arts and math. They use the item analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff score writing samples collaboratively at least three times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

### Teaching and Learning

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

Palmer Way Elementary School practices standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The district adopted publishers are Houghton Mifflin Reading and GoMath! In addition, we also utilize Learning Headquarters, which is our core writing program in grades K – 6. English Language Development (ELD) is addressed through the use of the Systematic English Language Development (SELD) program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist. Rigorous Curriculum Design (RCD) math units are implemented in grades TK-6. Pearson SuccessMaker software program supports the standards-based curriculum at Palmer Way Elementary School in the classrooms, in a computer lab setting, and at home for all Kindergarten – 6th grade students. The SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. Imagine Learning is also an online educational tutorial program that focuses on the development of English for our designated English Learners. All students also have access to online software, Think Central, both at school and at home that supports our GoMath! math curriculum. Two online reading programs, Accelerated Reader and RAZ kids, are used to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program at Palmer Way Elementary School.

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

Palmer Way Elementary School monitors the implementation of instructional time for the adopted programs for language arts, mathematics, and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3. ELD instruction is provided for 40 minutes 4 times a week schoolwide. At risk students in grades K-6 are provided with 20 additional minutes instruction in language arts along with additional mathematics instruction, both completed in small group and/or one-on-one settings.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students, based on students' needs. They work with small groups of students providing additional literacy and mathematics support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, models and co-teaches lessons in the classrooms, plans for small group instruction and plans for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers supplement language arts, mathematics and ELD instruction before and after school, especially for students needing intervention in the aforementioned subject areas.

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

#### 14. Research-based educational practices to raise student achievement

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using OARS, and the NSD Data Warehouse.

- Palmer Way Elementary School takes responsibility for student achievement through on-site professional development, individual and grade-level student achievement monitoring, and school-wide planning toward increased student achievement.

##### Palmer Way Technology Vision

At Palmer Way the use of technology in instruction changes the structure of the classroom. No longer will the teacher rely solely on the traditional lecture/seat work method of instruction.

Palmer Way has technology-rich, learner-centered classrooms, where the teacher serves as a facilitator of instruction, mentor, and coach.

At Palmer Way technology helps to provide a record of the student's academic history and serves as a way to manage learning progress and activities.

At Palmer Way teachers have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions.

Through the use of technology at Palmer Way, teachers and students access a wealth of materials, services, and networks throughout the state, nation, and world.

At Palmer Way technology does not replace the teacher, but rather supports and enhances the educational process.

#### Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

#### 16. 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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

#### Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

## 18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	86		71	83		71	83		100.0		
Grade 4	88	85		82	80		81	80		93.2		
Grade 5	88	96		82	84		82	84		93.2		
Grade 6	91	82		86	76		86	76		94.5		
All Grades	338	349		321	323		320	323		95.0		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2391.5	2440.0		10	25		17	33		35	23		38	19	
Grade 4	2474.1	2465.0		26	24		27	24		20	20		27	33	
Grade 5	2522.7	2494.0		24	17		34	26		23	17		18	40	
Grade 6	2539.6	2552.6		17	26		36	32		34	33		13	9	
All Grades	N/A	N/A	N/A	20	23		29	28		28	23		23	26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	20		51	57		39	23	
Grade 4	17	24		54	36		28	40	
Grade 5	26	12		50	48		24	40	
Grade 6	15	22		56	57		29	21	
All Grades	17	20		53	49		30	31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	19		46	57		39	24	
Grade 4	28	25		48	46		23	29	
Grade 5	24	26		56	37		18	37	
Grade 6	33	36		49	46		19	18	
All Grades	25	26		50	46		24	27	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	27		61	65		30	8	
Grade 4	12	16		73	66		15	18	
Grade 5	22	10		66	73		12	18	
Grade 6	16	17		74	79		9	4	
All Grades	15	17		69	71		16	12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	24		52	57		37	19	
Grade 4	33	35		54	50		12	15	
Grade 5	43	36		50	50		7	14	
Grade 6	31	38		60	58		8	4	
All Grades	30	33		54	54		15	13	

#### Conclusions based on this data:

1. Looking at our CAASPP results in English Language Arts we can see some mixed results by grade level. Third grade showed significant growth going from 27 to 58 percent of students meeting or exceeding the standard. Fourth and Fifth grade did not do so well however as they both showed a decline from the previous year. Lastly Sixth grade showed a five point gain going from 53% to 58%. This is a score that is very encouraging and also expect to see incremental growth for the 16-17 school year asell.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	86		71	84		71	84		100.0		
Grade 4	88	85		87	82		87	82		98.9		
Grade 5	88	96		86	94		86	94		97.7		
Grade 6	91	82		90	79		90	79		98.9		
All Grades	338	349		334	339		334	339		98.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2400.1	2453.8		4	20		25	43		31	27		39	10	
Grade 4	2433.9	2449.7		7	7		16	22		39	46		38	24	
Grade 5	2488.2	2452.9		8	6		19	7		44	33		29	53	
Grade 6	2532.4	2523.9		13	11		27	29		41	30		19	29	
All Grades	N/A	N/A	N/A	8	11		22	25		39	34		31	30	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	44		37	45		51	11	
Grade 4	11	12		32	45		56	43	
Grade 5	14	7		38	21		48	71	
Grade 6	23	19		46	47		31	34	
All Grades	16	20		38	39		46	41	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	18		38	57		51	25	
Grade 4	10	10		32	57		57	33	
Grade 5	12	7		43	32		45	61	
Grade 6	17	9		61	58		22	33	
All Grades	13	11		44	50		43	39	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	32		56	63		28	5	
Grade 4	15	10		39	57		46	33	
Grade 5	12	5		56	41		33	53	
Grade 6	16	16		69	56		16	28	
All Grades	14	16		55	54		31	30	

#### Conclusions based on this data:

1. When we look at our CAASPP math data we can also see that the results are mixed. Once again we see a significant increase in third grade, a slight increase in fourth, a big decline if 5th grade and the 6th grade class staying flat at 40%. We are confident that with the focus of math during our data team meetings we will see growth in math for the 16 -17 school year.



## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				8	22		38	44		38	28		15	6	
1	5	4		38	50		33	43		19	4		5		
2	2	15		43	32		41	40		11	11		2	2	
3	9	18		23	42		47	33		13	4		9	2	
4	8	8		49	38		41	48			5		3	3	
5	29	13		54	35		18	39			6			6	
6	9			52	55		30	27		9	18				
Total	9	10		39	38		37	40		11	9		4	3	

#### Conclusions based on this data:

1. It is a little difficult to analyze the raw CELDT scores to determine how successful the students were. The best indicator I can see is our AMAO scores that shows 64.3% of students met their AMAO 1 goal. This passed the state benchmark which is 63.5%.
2. AMAO was also a goal that Palmer Way met with 35.4% of students meeting the goal, which surpassed the 26.7% which is more than the 26.7% which is required by the state.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				3	5		22	26		39	45		36	24	
1	4	3		39	41		33	35		20	18		4	3	
2	2	14		41	33		43	41		11	10		2	2	
3	8	16		22	43		45	31		14	4		10	6	
4	7	6		42	33		36	41			4		16	16	
5	21	9		42	25		16	30		5	5		16	32	
6	7			43	43		29	21		7	14		14	21	
Total	6	7		31	28		32	33		15	17		15	15	

#### Conclusions based on this data:

1. The best indicator for our CELDT scores in this section is also the AMAO 1 and AMAO 2 Scores. AMAO scores that shows 64.3% of students met their AMAO 1 goal. This passed the state benchmark which as 63.5%.
2. AMAO2 was also a goal that Palmer Way met with 35.4% of students meeting the goal, which surpassed the 26.7% which is more than the 26.7% which is required by the state.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
By the end of the 2017 -2018 school year, 66% of all students will be proficient or advanced on the STAR Renaissance reading computerized reading test.
<b>Data Used to Form this Goal:</b>
SAFE HARBOR goals were developed utilizing a formula provided by the San Diego County Office of Education. Results from the most current California Standards Test were inputted into the formula.
<b>Findings from the Analysis of this Data:</b>
Analysis of the data revealed that although certain grade levels made growth in certain subject areas, other grade levels did not. A few grade levels also went down in certain subject areas. The end result was relatively flat student growth from the previous year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.
<b>Who are the focus students and what is the expected growth?</b>
Our focus students for the 2017 - 2018 school year is our third grade English Learners. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts for all of our significant subgroups.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Parents, SSC and teachers were involved in analyzing the data and developing the goals.
<b>What data will be collected to measure student achievement?</b>
Using our Illuminate (Online accountability reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running record reading assessments and SuccessMaker.

**Actions to improve achievement to exit program improvement (if applicable).**

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"><li>Teachers meet twice monthly in grade teams to unpack standards, analyze data, progress monitor students and plan lessons according to the specific needs of the students.</li><li>Teachers collaborate to review formative/summative data and to plan instruction around targeted standards.</li></ul>	7/17-5/18		<p>Funding provided through district LCFF funds</p> <p>Data analysis results, assessments, principal collaboration in grade level data meetings.</p> <p>Lesson plans, teacher made assessments, OARS assessments, etc.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Team Collaboration: <ul style="list-style-type: none"> <li>In addition to the instructional focus on content based instruction, teachers will also receive staff development on an ongoing basis in areas such as reading assessments, as well as teaching reading strategies from our reading specialist.</li> <li>Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion.</li> <li>Data teams meet two times monthly to review student performance.</li> </ul>	7/17-5/18		Funding provided by district office. Funding already accounted for above OARS assessments, RtI / Collaboration, teacher principal conferences, CST results, API. Teacher observations, teacher lesson plans. Student results from OARS test reporting site.		District Funded LCFF	33,000
Extended Learning Time: <ul style="list-style-type: none"> <li>Before and after-school intervention classes have been set up to target Kindergarten through sixth grade students.</li> </ul> Purchase materials and resources to support the ELA RCD Units.	7/17-5/18		Strategic Intervention groups, pre-post testing Purchase books, and resources		LCFF LCFF	15,000 10,958

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity:						
<ul style="list-style-type: none"> <li>Three impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</li> <li>Purchase instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, as well as leveled reading books that support CCSS and BAS reading assessment kits.</li> <li>Impact teachers along with our Language Arts Specialist provide additional early interventions during the school day in grade K through 6th.</li> </ul>	7/17-5/18		• Three impact teachers support students during the instructional day to increase their reading abilities using research proven methods.		LCFF	42,000
	7/17-5/18					
	7/17-5/18		<ul style="list-style-type: none"> <li>Purchase instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, as well as leveled reading books that support CCSS.</li> <li>Impact teachers along with our Language Arts Specialist provide additional early interventions during the school day in grade K through 6th.</li> </ul>		Title I	35,000
			Funding already accounted for above.			
			OARS Intervention Groups, principal observations, principal teacher conferences			
			Monitoring student BAS as well as STAR reading data.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> <li>Counselor works with students to motivate, reward and encourage students to achieve on their school goals. She also works with teachers to identify students who are in need of additional emotional, social support.</li> <li>Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement.</li> </ul>	<p>7/17-5/18</p> <p>7/17-5/18</p>		<p>Counselor Salary</p> <ul style="list-style-type: none"> <li>Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement.</li> </ul> <p>Observation, student input, teacher surveys. Student assessment results, reduction in behavioral referrals</p>		Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <ul style="list-style-type: none"> <li>Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system.</li> <li>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</li> <li>Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.</li> <li>Utilize AR (Accelerated Reader) to check students' comprehension of reading books.</li> </ul>	7/17-5/18		<ul style="list-style-type: none"> <li>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</li> <li>Purchase or replace additional technology</li> </ul> <p>SuccessMaker gains reports</p> <p>Principal observation, teacher feedback</p> <p>Student projects and presentations. Principal observation</p> <p>Accelerated reader reports, increased reading scores.</p>		<p>District Funded</p> <p>Title I</p> <p>LCFF</p> <p>LCFF</p>	<p>1,300</p> <p>20,000</p> <p>3,300</p>
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework using student planner system.</p> <p>Teachers target students needing additional ELA support during REACH tutorial classes.</p>	7/17-5/18		<p>Principal and teacher observations.</p> <p>Students results on turning in homework.</p> <p>Students improved performance on targeted skills.</p>		<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p>	



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
By the end of the 2017-2018 school year, 69% of all students, 61% of Hispanic students and 69% of EL students will be proficient or advanced on the math portion of the STAR computerized Math test.
<b>Data Used to Form this Goal:</b>
When coming up with the math goals for the 2017 – 2018 school year, we took a look at the 4th quarter Star Renaissance results for the 2015-2016 school year. Our goals were then based on a 5% increase.
<b>Findings from the Analysis of this Data:</b>
Analysis of the data revealed that Palmer Way math scores did very well compared to previous years. Overall Palmer Way grew a little over 5% compared to last year, which puts Palmer Way at 70% Proficient or Advanced based on the STAR Renaissance.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and evaluation of programs will happen during collaboration and data team meetings.
<b>Who are the focus students and what is the expected growth?</b>
We have identified students that scored basic on the STAR Math assessment. These students will receive intervention so that they progress to proficient or advanced. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or grow at least one proficiency level.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Our District's strategic plan calls for every student to move forward toward meeting state standards by demonstrating proficiency in math for all of our significant subgroups.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
The principal and teachers analyze this information through data teams and at staff meetings. The parents also gave input as to the importance and support of this goal during School Site Council meetings.
<b>What data will be collected to measure student achievement?</b>
Using our OARS (Online accountability reporting system) we will collect formative and summative assessments; we will collect and analyze student progress in math through data from Renaissance Place STAR Math, Go Math Assessments and SuccessMaker.

**Actions to improve achievement to exit program improvement (if applicable).**

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers meet monthly in grade teams to analyze data, progress monitor students and plan lessons.</p> <p>Teachers collaborate to review formative/summative data and to plan instruction around prioritized standards.</p> <p>Data analysis for pre and post assessments using common core instructional units.</p>	7/17-5/18		<p>Funding provided by district office.</p> <p>Data analysis results, assessments, principal visits to data meetings.</p> <p>Lesson plans, teacher made assessments, OARS assessments.</p>			
<p>Professional Development and Data Team Collaboration</p> <p>Professional development consists of opportunities for teachers to attend conferences and/or workshops.</p> <p>Data teams meet twice monthly to review student performance.</p>	7/17-5/18		<p>Funding provided by district office.</p> <p>OARS assessments, Collaboration Thursdays, Data Teams</p> <p>Data analysis results, Assessments, principal visits to data meetings.</p>		Title I	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Before and after school intervention classes have been set up to target second and fifth grade students</p>	7/17-5/18		<p>Funding already accounted for in Goal 1</p> <p>Strategic Intervention groups, pre &amp; post testing, STAR Math assessments</p>		None Specified	
<p>Increased Educational Opportunity:</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.</p>	7/17-5/18		<p>Funding already accounted for in Goal 1</p> <p>Formative teacher made assessments, STAR Math assessments, OARS assessments.</p>		None Specified	
<p>Involvement of Parents, Staff and Community:</p> <p>Parents receive updates regularly through parent meetings, family learning days, and SSC. They also receive monthly communications and updates through our monthly parent bulletin.</p>	7/17-5/18		<p>Funding already accounted for in goal 1</p> <p>Parent Surveys, open communication at School Site Council Meetings</p>		None Specified	
<p>Instructional Technology:</p> <p>Students in grades K-6 receive: 20 hours of math instruction via our SuccessMaker independent learning software system.</p> <p>Teachers use STAR Math and OARS on a consistent basis as one way to assess student growth and proficiency in math topics.</p>	7/17-5/18		<p>SuccessMaker gains reports</p> <p>STAR Math and OARS reports</p>		<p>LCFF</p> <p>None Specified</p>	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework.</p> <p>Teachers target students needing additional MATH support during REACH tutorial classes.</p>	7/17-5/18		<p>ASES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>Principal and teacher observations.</p> <p>Student's results on turning in homework.</p> <p>Students improved performance on targeted skills</p>			

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
By the end of the 2017-18 school year 70% of our English language learners will make annual progress in learning English as measured by the CELDT. (AMAO #1)
By the end of the 2017-18 school year 36% of our English language learners who are part of the co-hort, which has been instructed in English for less than five years, will be advanced or early advanced as measured by the CELDT. (1. AMAO #2)
By the end of the 2017-18 school year 63% of our English language learners who are part of the co-hort which has been instructed in English for 5 years or more will score advanced or early advanced as measured on the CELDT (2. AMAO #2)
<b>Data Used to Form this Goal:</b>
Data used to formulate this goal was longitudinal AMAO#1, AMAO #2.1 & 2.2.
<b>Findings from the Analysis of this Data:</b>
The data reveals that Palmer Way has been meeting the needs of English Language Learners through consistent and rigorous instruction in the area of English Language Development. The deliberate use of ELD strategies and on-going use of student engagement opportunities will continue to be used throughout the day in all subject areas.
<b>How the School will Evaluate the Progress of this Goal:</b>
Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs.
<b>Who are the focus students and what is the expected growth?</b>
While Palmer Way will focus on all English Language Learners, there is a targeted effort on moving the Intermediate students that did not move up a level from 2015-2016. The expected growth is that all ELs will move up at least one proficiency level on CELDT each year.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>

Given our high percentage of English learners and it being one of our significant sub-groups, ELD must take a more overarching role in the design of our instructional programs. It also aligns in that the state targets for the 2016-2017 school year are as follows:

AMAO #1 – 59%, AMAO #2.1 – 22.8% and AMAO #2.2 – 49%

**Which stakeholders were involved in analyzing data and developing this goal?**

The principal and teachers analyze this information through data teams and staff meetings. The parents also gave input as to the importance and support of this goal during School Site Council meetings.

**What data will be collected to measure student achievement?**

Data to be collected will be anecdotal data by teachers during our ELD block of instruction. Data will also be reviewed and collected through our open ended OARS assessment questions and language arts performance tasks. Specifically, we will review oral and written language conventions, as well as how well students apply writing strategies as evidenced through their writing samples. In addition to this data, we will review Imagine Learning reports.

**Actions to improve achievement to exit program improvement (if applicable).**

Palmer Way teachers will continue to have the English Language Learners at the forefront of their conversations during Data Team Meetings. The Reading Language Arts Specialist will also train the teachers on how best to use the Curriculum Associates Materials and the ELA/ELD Framework. In addition, we will continue to hone in on important academic vocabulary that is essential for proficiency in the English language.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade level teams to analyze data, progress monitor students and plan lessons.</p> <p>Teachers collaborate to review formative/summative data and to plan instruction around priority standards.</p> <p>Retain services of an English learner liaison to ensure the proper implementation of our districts EL Master Plan.</p> <p>RLAS to begin using new LLI materials that target English language learners growth.</p>	07/17 - 05/18		Funding provided by district office.			
			Retain services of an English learner liaison to ensure the proper implementation of our districts EL Master Plan.		Title I	1,000
			RLAS to begin using new LLI materials that target English language learners growth.		Title I	24,000
			Data analysis results, assessments, principal visits to data meetings. Lesson plans, teacher made assessments, OARS assessments.			
			Staff presentation, redesignation paperwork.			
			Specific analyzing of running records in the area of expanded language, STAR Language Arts results			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> <li>Data teams meet monthly to review student placement and discuss lesson components.</li> </ul> Sister school meetings with Otis for collaborations in grade levels. Professional Development will occur during Palmer Way's Collaboration and Site Thursdays.	07/17 - 05/18	RLAS and ELL will coordinate PD	Funding already accounted for above Funding already accounted for above OARS assessments, RtI / Collaboration, teacher principal conferences, etc. Principals walk through and teachers summarize and compile the learning to make recommendations for next steps. The Leadership Team meets monthly to plan and evaluate			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> <li>Hire impact teachers in order to reduce student to teacher ratio during ELD lessons.</li> </ul> <p>Students who are identified by classroom teachers to need additional support in English Language Development have been assigned Imagine Learning in lieu of SuccessMaker Language Arts.</p> <ul style="list-style-type: none"> <li>Help support the districts needs assessment center in order to assist with the administration and clerical support of the CELDT.</li> </ul>	07/17 - 05/18	Imagine Learning licenses	<p>Funding already accounted for above.</p> <p>Funding provided by district office.</p> <ul style="list-style-type: none"> <li>Help support the districts needs assessment center in order to assist with the administration and clerical support of the CELDT.</li> </ul> <p>English Language performance tasks, SELD formative assessments, written responses on OARS assessments as well as writing samples</p> <p>Teachers will analyze usage and mastery reports to target missing elements.</p>		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>• Provide parent education and training in how to support students with their educational goals.</li> <li>• Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.</li> <li>• Parents receive monthly communications and updates through our monthly parent newsletter.</li> </ul>	07/17 - 05/18				Title I	2,000.00
	07/17 - 05/18		Funding already accounted for above.			
	07/17 - 05/18		Production Costs			
			Funding already accounted for above.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Technology:  Intentional placement of students on Imagine Learning and SuccessMaker.  Tablet Program - Language Arts Specialist to purchase apps specifically for English Language Development  <ul style="list-style-type: none"><li>Purchase Hybrid tablets for 2nd grade classrooms. In order for teachers to move students into the modification and redefinition stages of the SAMR model.</li></ul> Work with staff to modify and personalize the school’s technology vision and create grade level expectations regarding technology proficiencies in each grade level.	07/17 - 05/18  07/17 - 05/18  07/17 - 05/18				LCFF  Title I  District Funded  LCFF	25,000  1,000   15,000
Before and After School Program  Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.  Teachers communicate with REACH coaches on homework  Teachers target students needing additional ELA support during REACH tutorial classes.	07/17 - 05/18		ASES/District Funding from LEA  ASES/District Funding from LEA  ASES/District Funding from LEA  Principal and teacher observations.  Student’s results on turning in homework.  Students improved performance on targeted skills.			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
By the end of the 2017 - 2018 school year, 19% of all students with disabilities, will be proficient or advanced on the STAR Renaissance reading computerized reading test. This will represent a 5% growth.
<b>Data Used to Form this Goal:</b>
SAFE HARBOR goals were developed utilizing a formula provided by the San Diego County Office of Education. Results from the most current California Standards Test were inputted into the formula.
<b>Findings from the Analysis of this Data:</b>
Students with disabilities are working significantly below grade level in ELA and math which precludes them from meeting grade level standards within a year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.
<b>Who are the focus students and what is the expected growth?</b>
Our focus students for the 2015 - 2016 school year is our students with disabilities. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts for all of our significant subgroups.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Parents, SSC and teachers were involved in analyzing the data and developing the goals.
<b>What data will be collected to measure student achievement?</b>
Using our OARS (Online accountability reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running record reading assessments and SuccessMaker.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>

By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> <li>Teachers meet twice monthly in grade teams to unpack standards, analyze data, progress monitor students and plan lessons according to the specific needs of the students.</li> <li>Teachers collaborate to review formative/summative data and to plan instruction around targeted standards.</li> </ul>	07/17 - 05/18		<p>Funding provided through district LCFF funds</p> <p>Data analysis results, Assessments, principal collaboration in grade level data meetings.</p> <p>Lesson plans, teacher made assessments, OARS assessments, etc.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> <li>In addition to the instructional focus on content based instruction, teachers will also receive staff development on an ongoing basis in areas such as reading assessments, as well as teaching reading strategies from our reading specialist.</li> <li>Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion.</li> <li>Data teams meet two times monthly to review student performance.</li> </ul>	07/17 - 05/18		Additional Materials to support RCD Units Funding provided by district office. Funding already accounted for above OARS assessments, RtI / Collaboration, teacher principal conferences, CST results, API. Teacher observations, teacher lesson plans. Student results from OARS test reporting site.		Title I	24375
Extended Learning Time: <ul style="list-style-type: none"> <li>Before and after-school intervention classes have been set up to target Kindergarten through sixth grade students.</li> </ul>	07/17 - 05/18		Strategic Intervention groups, pre-post testing Funding already accounted for in Section 1		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity: <ul style="list-style-type: none"> <li>Three impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</li> <li>Purchase instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, as well as leveled reading books that support CCSS.</li> <li>Impact teachers along with our Language Arts Specialist provide additional early interventions during the school day in grade K through 6th.</li> </ul>	07/17 - 05/18		OARS Intervention Groups, principal observations, principal teacher conferences  Monitoring students BAS as well as STAR reading data.  Funding already accounted for above.  Frequent monitoring is done through the use of running records and STAR reading assessments.		LCFF    Title I	15,000    10,000
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> <li>Counselor works with students to motivate, reward and encourage students to achieve on their school goals. She also works with teachers to identify students who are in need of additional emotional, social support.</li> <li>Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement.</li> </ul>	07/17 - 05/18		Counselor Salary   Observation, student input, teacher surveys. Student assessment results, reduction in behavioral referrals		LCFF  Title I	50,000  1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Instructional Technology:</b> <ul style="list-style-type: none"> <li>Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system.</li> <li>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</li> <li>Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.</li> <li>Utilize AR (Accelerated Reader) to check students' comprehension of reading books.</li> </ul>	07/17 - 05/18		<ul style="list-style-type: none"> <li>Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system.</li> </ul>		District Funded	
			<ul style="list-style-type: none"> <li>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</li> </ul>		Title I	1,300
			<ul style="list-style-type: none"> <li>Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.</li> </ul>		District Funded	
			<ul style="list-style-type: none"> <li>Utilize AR (Accelerated Reader) to check students' comprehension of reading books.</li> </ul> <p>SuccessMaker gains reports</p> <p>Principal observation, teacher feedback</p> <p>Student projects and presentations. Principal observation</p> <p>Accelerated reader reports, increased reading scores.</p>		LCFF	2,300



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework using student planner system.</p> <p>Teachers target students needing additional ELA support during REACH tutorial classes.</p>	07/17 - 05/18		<p>ASES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>Principal and teacher observations.</p> <p>Students results on turning in homework.</p> <p>Students improved performance on targeted skills.</p>			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on SBAC ELA will increase from 51% to 56%</li><li>The percentage of student scoring proficient or above on SBAC math will increase from 60% to 65%.</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>OARS Blueprint exams</li><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- HM, EnVision, Writing on demand assessments</li><li>Teacher generated assessments</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>CELDT Assessment Support</li> </ul>	07/17 - 05/18		Successmaker Licenses		EIA Funds	5,000
			Salaries of technicians		Title I	7,699
			Accelerated Reader Licenses		Title I	3,000
			Assessment Team		Title III	3,810

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	113,975	0.00
LCFF	291,558	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	291,558.00
Title I	113,975.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alfonso Denegri	X				
Jamie Hill		X			
Dawn Vega				X	
Kimberly Joson				X	
Sarah Collins		X			
Sarah Flora		X			
Maria Lugo				X	
Teresa Zuniga				X	
AnaMaria Garcia			X		
Margalida Ramirez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

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.

# The Single Plan for Student Achievement

**School:** Rancho de la Nación Elementary School  
**CDS Code:** 37-68221-6038772  
**District:** National School District  
**Principal:** Katherine Melanese  
**Revision Date:** May 24, 2017

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

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

**Contact Person:** Katherine Melanese  
**Position:** Principal  
**Phone Number:** 336-8150  
**Address:** 1830 E. Division St.  
National City, CA 91950  
**E-mail Address:** [kathy.melanese@national.k12.ca.us](mailto:kathy.melanese@national.k12.ca.us)

**The District Governing Board approved this revision of the SPSA on July 12, 2017.**

## Table of Contents

School Vision and Mission .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	3
Analysis of Current Instructional Program .....	3
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results .....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	26
School Goal #3 .....	33
School Goal #4 .....	42
Centralized Services for Planned Improvements in Student Performance .....	51
Centralized Service Goal #1 .....	51
Summary of Expenditures in this Plan .....	53
Total Allocations and Expenditures by Funding Source .....	53
School Site Council Membership .....	54

## School Vision and Mission

### Rancho de la Nación Elementary School's Vision and Mission Statements

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners and future productive citizens.

In order to meet our vision, we will focus on the following Guiding Principles:

At Rancho, we believe that every individual is valued, to be treated respectfully and with dignity.

At Rancho, we believe in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all.

At Rancho, we believe in shared responsibility for focused, powerful learning which permeates all our decisions.

## 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).

Rancho uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

### Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

### 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

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

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.



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

Rancho de la Nacion School has an outstanding track record for being a data-driven school that bases their instruction on student needs. In addition to our required formative and summative assessments, we rely heavily on the reports yielded by our instructional software systems in place.

SuccessMaker- SuccessMaker offers an array of monitoring reports to ensure students are on track to meet the 40-hour usage mark as well as for ensuring students are on track in terms of growth and achievement in both mathematics and reading. These reports have the capability of giving us mean time usage as well as gains on a daily basis if necessary.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy and vocabulary gains. Each site in the National School District has unlimited licenses. All English Learner students in grades K-2 will use Imagine Learning, as well as targeted Long Term English Language Learners students in grades 3-6.

Renaissance Place- Renaissance Place STAR assessments allow us to monitor students' reading abilities, reading times as well as their mathematics levels and abilities. It also provides reports which teachers can provide to parents in order to communicate achievement levels effectively.

OARS- The Online Assessment Reporting System (OARS) allows teachers to create and analyze student assessments. This system is utilized to monitor student achievement at frequent intervals thus adjusting teaching strategies for maximum results. Post-assessments for the RCD Math units are also entered in OARS thus allowing teachers to analyze results more thoroughly using the OARS reporting capabilities.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

All teachers at Rancho de la Nacion School are highly-qualified teachers based on the No Child Left Behind requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training in the Common Core State Standards for English Language Arts (ELA) as we implement the RCD ELA units. In addition, our primary grade teachers will work with the Language Arts Specialist to deepen their knowledge of instruction and assessment of the CCSS Foundational Skills and the ELA/ELD Framework.

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

On-going support and staff development is provided to support teachers as they incorporate Promethean Boards and one-to-one devices across all curricular areas. Teachers will be provided training on Google docs, Wixie and the updated district software programs as they integrate technology into their daily practice. During the 2017-2018 school year, we will continue to provide professional development for teachers in technology training and usage as we integrate one-to-one computing and computer integration to meet the heightened demands of 21st Century education.

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

As a goal for continuous improvement for lesson delivery, Rancho de la Nacion will work together in grade level teams using collective inquiry to guide their instruction. Ultimately, teachers would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching. The Language Arts Specialist also facilitates professional development for teachers in ELA and ELD as well as provides coaching for teachers.

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

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Our Site Leadership Team assists in determining the focus of these meetings. During the 2017-2018 school year, teachers will continue to build their capacity of the Common Core State Standards, Rigorous Curriculum Design Units of Study in ELA/ELD and the researched based best instructional strategies.

In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for up to five hours a month for the purpose of increasing student achievement by monitoring student progress through the use of data. Site data team members meet regularly to analyze school site data (TK – 6), create goals and to provide support as needed. Instructional data teams follow the six step Data Team Process: (1) Collect and chart data, (2) Analyze data and prioritize needs, (3) Set, review and revise SMART goals, (4) Select common researched-based strategies, 5) Determine results indicators, 6) Monitor and evaluate results.

## Teaching and Learning

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

## English Language Development

**Designated English Language Development:** All students participate in English Language Development (ELD) at least four days per week. Students are organized based on their English language levels as evidenced by state CELDT data and the Systematic English Language Development (SELD) Language Express assessment. Students are deployed to individual teachers based on the outcomes of these placement assessments. Using Systematic English Language Development as our guide, an emphasis is placed on the listening and speaking. First through third grade students are deployed for ELD daily after lunch. In grades 4-6 deployment happens daily from 8:50-9:30 am. Teachers utilize the ELD matrix of grammatical forms as a scope and sequence. This matrix also includes language targets for beginning, early intermediate, intermediate, early advanced and advanced CELDT levels. In addition, teachers focus on incorporating structured language practice strategies as tools to ensure students are doing the majority of the “speaking” during the ELD block. In addition, all beginning level EL students in grades K-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a daily basis to increase their language and literacy skills.

**Integrated English Language Development:** During the 2017-2018 school year, the English Language Arts (ELA) and English Language Development (ELD) Framework will be used to incorporate the California Common Core State Standards for English Language Arts and Literacy in content areas. Utilizing our data team process, we will plan lessons which combine ELA and ELD framework recommendations.

**Language Arts-** All teachers utilize The Common Core State Standards (CCSS) and the district Units of Study as their guide to plan for instruction during our language arts block. Materials, such as the district-adopted Houghton Mifflin language arts materials are utilized to support the CCSS. Additionally, an emphasis on nonfiction and informational text are used to provide a balance; addressing both Reading Standards for Literature and Reading Standards for Informational text that is outlined in CCSSs. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to the Houghton Mifflin core materials and the opportunities for differentiated instruction in small group students have access to an electronic reading practice instructional tool through Renaissance Place. Through Renaissance Place students have the ability to access the Accelerated Reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Rancho de la Nacion School utilize this program very effectively in order to motivate them to read at their level on a daily basis. In addition to the software used by students to increase their reading abilities through the use of Accelerated Reader, students also utilize the SuccessMaker software program to support their literacy skills. SuccessMaker is accessed daily for 20-minute sessions based on their instructional level. One of the SuccessMaker features is IPM (initial placement mode) which, based on student responses at the beginning of their year, places students at their ability levels and monitors their progress throughout the school year. SuccessMaker is an independent learning system which supports students on all areas of literacy in grades K-6. A balanced literacy approach is incorporated during the language arts block of time on a daily basis. Research-proven supplemental materials are utilized based on student need. SIPPS is utilized for students in need of additional phonics instruction. Grade level text is used to support fluency and comprehension in the upper grades.

**Mathematics-** During the 2017-2018 school year, National School District will continue to use our district adopted program, “Go Math” and the district Units of Study. Teachers received training on this new curriculum at the end of the 2014-2015 school year and throughout the 2015-2016 school year. All students in grades TK-6 receive daily mathematics instruction. Rigorous Curriculum Design units have been developed and will assist teachers to identify “priority” and “supporting” standards. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessment they gather while checking for understanding throughout the lesson. Throughout the lesson all components of the mathematics lesson are incorporated: warm up, concept development, guided practice, independent practice, problem solving, close and assess and UA differentiation. During the close and assess time teachers incorporate the “gradual release of responsibility” strategy to ensure concept attainment for all students. Through the use of formative as well as summative assessments, teachers also incorporate targeted teaching opportunities based on student need. SuccessMaker is also accessed by students daily for 20-minute math sessions.

**Writing- Designated Writing:** All students in grades K-6 are instructed daily in writing through the district-adopted writing program Learning Headquarters. During the writing block, teachers incorporate five components of the Learning Headquarters strategies: a writing warm-up, demonstration writing, setting the stage, guided & independent writing and a celebration. Each grade level addresses standards-based writing applications instruction. Emphasis on Common Core writing continues by focusing on expository, narrative and opinion/argumentative. **Integrated Writing:** In addition, writing across the curriculum has been implemented where students are asked to utilize higher critical thinking skills by sharing their thinking. Teachers utilize math and science journals to support writing in content areas.

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

English Language Arts: 60 minutes daily

Writing: 60 minutes daily (Learning Headquarters)

Mathematics: 75 minutes daily (Go Math!)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts (Harcourt Brace)

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

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

16. 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)

The positive effects of parent involvement on children, families, and school when parents feel like they are a part of the educational community is outlined in Rancho's strategic plan. We acknowledge that our parents are valuable stakeholders. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council /English Language Advisory Committee meetings, Parents and Teacher Association (PTA) and awards assemblies are a few ways we engage our parents. Additionally, we survey our parents regularly to find ways to improve our school.

#### Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	67		62	61		62	61		95.4		
Grade 4	60	58		58	57		58	57		96.7		
Grade 5	75	59		75	58		75	58		100.0		
Grade 6	71	74		70	74		70	74		98.6		
All Grades	271	258		265	250		265	250		97.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2361.4	2386.7		8	7		15	21		24	33		53	39	
Grade 4	2397.6	2418.0		3	5		9	25		28	19		60	51	
Grade 5	2477.4	2459.4		5	5		32	26		31	31		32	38	
Grade 6	2502.3	2486.6		4	4		40	20		33	45		23	31	
All Grades	N/A	N/A	N/A	5	5		25	23		29	33		41	39	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	7		26	43		60	51	
Grade 4	5	12		38	42		57	46	
Grade 5	17	12		44	47		39	41	
Grade 6	11	5		57	50		31	45	
All Grades	12	9		42	46		46	46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	7		35	44		56	49	
Grade 4	0	5		34	53		66	42	
Grade 5	12	3		52	47		36	50	
Grade 6	9	9		63	47		29	43	
All Grades	8	6		47	48		45	46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	11		63	70		31	18	
Grade 4	9	14		69	61		22	25	
Grade 5	8	19		71	52		21	29	
Grade 6	17	8		60	68		23	24	
All Grades	10	13		66	63		24	24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	18		45	52		50	30	
Grade 4	2	11		41	47		38	42	
Grade 5	17	22		63	53		20	24	
Grade 6	17	8		74	69		9	23	
All Grades	11	14		57	56		28	29	

#### Conclusions based on this data:

1. Overall, student data shows the majority of our students are still not performing at standard. More specifically, fourth grade students in particular have the least number of students performing at or exceeding standards for English Language Arts. We will closely monitor this group of students this year to make sure they are making the expected progress. We will adjust instruction as necessary to meet their needs.
2. Fifth and sixth grade students show the highest levels of achievement in ELA with 37% of students in fifth grade at or exceeding standards and 44% of sixth grade students achieving the same levels.
3. Within the subsets of ELA, students demonstrate strengths in the area of listening with 76% of all students at, near or above standard. Research/inquiry is another area of relative strength with 68% of students at the same levels of achievement. We will focus our instruction and monitoring of the reading and writing areas of ELA to ensure student achievement rises comparable to the other subsets.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	67		64	62		64	62		98.5		
Grade 4	60	58		58	57		58	57		96.7		
Grade 5	75	59		75	58		75	58		100.0		
Grade 6	71	74		70	74		70	74		98.6		
All Grades	271	258		267	251		267	251		98.5		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2411.3	2415.4		6	15		39	23		22	29		33	34	
Grade 4	2427.2	2450.6		2	9		14	25		41	35		43	32	
Grade 5	2465.2	2456.3		7	2		11	12		36	36		47	50	
Grade 6	2498.7	2486.6		4	4		29	18		34	32		33	46	
All Grades	N/A	N/A	N/A	5	7		23	19		33	33		39	41	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	26		30	32		42	42	
Grade 4	10	16		34	39		55	46	
Grade 5	9	9		32	24		59	67	
Grade 6	14	9		39	32		47	58	
All Grades	15	15		34	32		51	53	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	16		50	48		38	35	
Grade 4	3	7		45	63		52	30	
Grade 5	5	3		36	40		59	57	
Grade 6	3	5		57	39		40	55	
All Grades	6	8		47	47		47	45	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	16		61	58		23	26	
Grade 4	9	21		38	47		53	32	
Grade 5	4	3		51	40		45	57	
Grade 6	4	4		66	54		30	42	
All Grades	8	11		54	50		38	39	

#### Conclusions based on this data:

1. Mathematics seems to be an area of relative weakness for Rancho. Only 28% of students met or exceeded the standards based on the CAASSP results. Fourth and fifth grade students have the greatest need within our school. Therefore, we will closely monitor student progress to ensure we provide the appropriate support where needed to ensure growth is occurring.
2. Third grade students show the highest levels of achievement in mathematics. This is true even when looking at the subsets of mathematics. The greatest area of strength for third grade is in communicating reasoning.
3. The greatest area of need for Rancho is in the area of applying mathematical concepts and procedures. We will need to work this year to develop our understanding of this mathematical concept and the appropriate pedagogy to support students in this area.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				18			9	36		45	9		27	55	
1	3	4		18	30		24	19		18	23		38	23	
2				15	14		32	34		32	31		22	20	
3	4			24	12		31	45		29	26		12	17	
4	5	2		35	29		51	46		3	20		5	2	
5	2	13		45	43		38	37		12	3		2	3	
6	17	3		33	44		39	44		8	9		3		
Total	5	3		28	27		34	37		19	19		14	14	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				6	2		14	15		23	23		57	60	
1	3	4		15	28		26	19		18	22		38	28	
2				14	14		32	35		30	30		25	22	
3	4			23	11		29	45		29	25		15	18	
4	8	2		34	29		50	48		3	19		5	2	
5	5	13		44	43		37	37		12	3		2	3	
6	17	3		33	46		39	43		8	9		3		
Total	4	3		22	23		31	33		19	20		24	22	

#### Conclusions based on this data:

1. As students move up in the grade levels there is a trend toward more students scoring in the higher proficiency levels. This pattern would be expected as students receive instruction in Systematic ELD (Designated ELD) daily at their proficiency level. We will continue to use this program for our Designated ELD as students are showing progress.
2. Fourth grade has the highest percentage of students at the Intermediate level (50%). Knowing that students tend to plateau at this level statewide, we will need to ensure that we closely monitor student progress in mastering specific linguistic features specific to the intermediate level so they move on to the Early Advanced. This progress will be crucial for student achievement in ELA and mathematics.
3. For 2014-15 we still had about half of our sixth grade students classified as English learners. We need to examine the CELDT scores further as well as other data to see why there are still so many students that are classified as English learners in the sixth grade. Some questions we need to consider are: how long has a student been at Rancho? What are their scores for the different domains in CELDT: reading, writing, listening and speaking?

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #1:</b>
At the end of 2018, the percentage of students meeting or exceeding standards on the ELA SBAC will increase 10%. To achieve this goal, classroom teachers, Resource specialists, Language Arts Specialist and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
SBAC Data EOY STAR Renaissance Test results EOY Matched Cohort data Monthly Star Renaissance Tests AR Tests SuccessMaker Reports OARS item analysis
<b>Findings from the Analysis of this Data:</b>
At Rancho the percentage of students performing at the proficient and advanced levels has been inconsistent. Grade level targets that align with the school wide goals have been established.

**How the School will Evaluate the Progress of this Goal:**

Data Teams will meet twice a month to analyze student outcomes. The Data Team process includes:

- Charting and Analyzing Data
- Analyze Data and Prioritize Needs
- Set, Review and Revise SMART goals
- Select Common Instructional Strategy
- Determine Result Indicators (Adult Actions, Students Actions)
- Monitor and Evaluate Results

**Who are the focus students and what is the expected growth?**

Focus students are considered any students who have not met the expected growth and end-of-year expectations. Additionally, Rancho is committed to providing targeted support for our English Learners.

**How does this goal align to your Local Educational Agency Plan goals?**

In order to increase reading achievement, staff will be trained in instructional strategies that support achievement in the ELA CCSS in alignment with the LCAP. Our Language Arts Specialist will support teachers through study of the ELA/ELD Framework, the ELA CCSS, implementation of instructional strategies, and guidance during the RtI process to align data, goals and instruction for student achievement.

**Which stakeholders were involved in analyzing data and developing this goal?**

Teachers collaborated and analyzed school wide results. Our Data Teams reviewed student results and created our school wide goals. The administrator, teachers and support staff met frequently to analyze summative and current data.

**What data will be collected to measure student achievement?**

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS , Renaissance STAR Reading, District Universal Screening Assessments, and teacher-created assessments.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will continue to use data to inform instruction, utilize instructional technology consistently and differentiate instruction for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers utilize instructional practices and adhere to curriculum aligned to our Units of Study in order to increase student achievement.</p>	August 2017 – June 2018	Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction.	Four Enrichment Teachers will release teachers for grade level data team meetings.		LCFF	
		Continue Data Teams.	Grade level data teams will be released twice a month to participate in the Data Team process.		LCFF	
		<p>Data Team members:</p> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• Site Data Leadership Team member</li> <li>• Grade level teachers</li> </ul>	<p>These meetings are documented using a common district recording sheet on Google Docs and will include:</p> <ul style="list-style-type: none"> <li>• Charting and Analyzing Data</li> <li>• Analyze Data and Prioritize Needs</li> <li>• Set, Review and Revise SMART goals</li> <li>• Select Common Instructional Strategy</li> <li>• Determine Result Indicators (Adult Actions, Students Actions)</li> <li>• Monitor and Evaluate Results</li> </ul>			
			In house production of materials to support implementation of CCSS		Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Teachers will use goal setting to determine if students have made progress on their goals in reading, writing and math.</p> <p>Teachers will collaborate with other teachers in order to increase student achievement.</p> <p>New teachers will attend CRLP Results training and Learning Headquarters Writing training</p>	August 2017 – June 2018	<p>The focus of our Professional Development plan will be determined by our Site Leadership Team.</p> <p>Professional Development (PD) will occur during our Collaboration/Site Thursdays and will focus on the Common Core State Standards.</p>	Data Team Calendar established.		Title I	5000
			<p>Collaboration/District/Site Thursday calendar.</p> <ul style="list-style-type: none"> <li>Funding:</li> </ul> <p>Cost embedded.</p> <p>Teachers meet on the clock before school.</p>			
			LAS to support and deliver professional development			
			Learning Headquarters Funding:		Title I	1000
			Other Professional Development Courses		Title I	4500
			Rancho's Site Leadership Team meets regularly to review PD needs, to make suggestions and to make adjustments as needed.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>We offer intervention classes before and after school in order to increase student achievement.</p>	October 2017 - March 2018	<p>Extended learning opportunities have been established to support students who are not meeting grade level English Language Arts growth expectations. Long term English Learners (LTEL's) will be identified.</p> <p>Intervention teachers have been trained and are utilizing curriculum matched to the students' needs in reading or writing.</p> <p>Small group and one-on-one Intervention support.</p> <p>Tier 2 intervention support</p>	<p>Extended Teacher Time</p> <p>Teaching English Material Curriculum purchase 2014. No cost for 2016-2017 year.</p> <p>Supplies for program:</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>		LCFF	3000
					LCFF	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Educational Opportunity:  We offer intervention and supports through the RtI and SST process in order to increase student achievement.	August 2017 – May 2018	Rancho de la Nacion School uses one-to-one devices and instructional software programs to support all students.	SuccessMaker			
			No cost			
		Teachers, Language Arts Specialist, Resouce Specialist and Impact Teachers participate in RtI meetings and/or offer instructional support for students identified as Tier 2 or 3.	Imagine Learning			
			No cost			
			Language Arts Specialist		LCFF	65,000
			LCAP Augmentation for Language Arts Specialist		LCAP	40,000
			Impact teachers		Title I	38,000
			Teacher Release Time for RtI		LCFF	2000
			The Site Administrator along with teachers will analyze student usage reports regularly.		Title I	480
			Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community:  Stakeholder involvement is present through many forums in order to increase student achievement.	August 2017 - May 2018	Stakeholder involvement: <ul style="list-style-type: none"> <li>Monthly Coffee with the principal</li> <li>Regular English Language Advisory Committee meetings (ELAC)</li> <li>Regular District English Language Advisory Committee meetings (DELAC)</li> <li>PTA</li> <li>Regular School Site Council meetings</li> <li>Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and peace patrol programs.</li> </ul> SWPBIS	Parent Training		Title I	2,500
			Counselor		LCFF	56,700
			Regular feedback encouraged through session evaluation forms.			
			Yearly parent survey on needs and recommendations for next steps.			
			Student assessment results, reduction in behavioral referrals			
			Certificates and Awards		LCFF	1035

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>We offer instructional technology during the school day in order to increase student achievement.</p>	August 2017 - June 2018	Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system	SuccessMaker (see previous funding source)			
			Site Technology Liaisons		Title I	1,163
			Update Technology			
			Replace Computers/Printers		LCFF	5,000
		Retain the services of a site technology liaison to support teachers with all of our learning software systems.				
		Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation				
		District Technology Resource Teacher to provide professional development to teachers in ways to extend use of technology to meet demands of 21st Century.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Interventions and Supports (PBIS)	August 2017- June 2018	<p>Positive Intervention Behavior leadership team consisting of teachers, school psychologist, school counselor and principal.</p> <p>The PBIS Leadership team will meet monthly to analyze implementation of PBIS, student data, and make recommendations for next steps.</p> <p>The PBIS Leadership team will also work with the teachers to determine what other types of lessons may be needed for specific classrooms.</p>	Counselor (see above funding source)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other: Instructional Materials  Common Core State Standards	August 2017 - June 2018	Purchase non-fiction books and student magazines to support rigorous reading to correlate with the CCSS.  Build grade level libraries of non-fiction materials. Purchase Scholastic News (TK-6) for all students.  Build resource library for teachers of professional readings and classroom materials	AR STAR ELA reports, ongoing formative assessments			
			Books for classrooms and school library		LCFF	1000
			Supplemental classroom materials		LCFF	8000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Math</b>
<b>LEA/LCAP GOAL:</b>
National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #2:</b>
At the end of 2018, the percentage of students' meeting or exceeding standards on the math SBAC will increase 10%. To achieve this goal, classroom teachers, Resource specialists, and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
Math Star Renaissance Tests- regular review Go Math! Topic Tests AR Tests SuccessMaker Reports RCD Post-Assessments
<b>Findings from the Analysis of this Data:</b>
At Rancho the percentage of students performing at the proficient and advanced levels has been inconsistent. Grade level targets that align with the school wide goals have been established.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site Leadership Team will meet regularly to analyze student outcomes. Grade level collaboration will focus on Math growth.
<b>Who are the focus students and what is the expected growth?</b>
Focus students are considered any students who have not met the expected growth and end-of-year expectations.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
In order to increase math achievement the staff will be trained in strategies toward deeper understanding of Common Core in alignment with the District Local Control Accountability Plan.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>

Teachers collaborated and analyzed school wide results. Our Data Teams reviewed student results and created school wide goals. The administrator, teachers and support staff met frequently to analyze summative and current data.

**What data will be collected to measure student achievement?**

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS, Renaissance Star Math, Go Math! Tests, RCD formative and summative assessments and teacher-created assessments.

**Actions to improve achievement to exit program improvement (if applicable).**

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate instruction for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.</p>	August 2017– June 2018	<p>Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction.</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, RSP and Impact Teachers.</p>	<p>Funding previously mentioned for Impact Teachers in ELA Goal</p> <p>Grade level data teams will meet regularly to review student outcomes by reviewing formative and summative assessments.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Teachers will use goal setting to determine if students have made progress on their goals in reading, writing and math.</p> <p>Teachers will collaborate with other teachers in order to increase student achievement.</p>	August 2017 – June 2018	Professional Development (PD) will occur during Collaboration/Site Thursdays through sharing of and discussion of ideas and instructional strategies as well as attending staff development sessions.	<p>Collaboration/District/Site Thursday calendar.</p> <p>Enrichment Teachers will release teachers- Funding: see ELA funding above.</p> <p>The Rancho Instructional Leadership Team meets regularly to review PD needs, to make suggestions and to make adjustments as needed.</p> <p>Professional Development to support teachers in effective, research-based strategies for math instruction and achievement: see ELA funding above.</p>			
<p>Extended Learning Time:</p> <p>We offer intervention classes before and after school in order to increase student achievement.</p>	October 2017 – April 2018	<p>Extended learning opportunities have been established to support students who are not meeting grade level Math growth expectations.</p> <p>These include before-and-after-school intervention classes, small group and one-on-one support from RSP and Impact Teachers.</p>	<p>(see ELA Goal for previous funding source)</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>We offer intervention and supports through the RtI and SST process in order to increase student achievement.</p>	September 2017– May 2018	<p>Rancho de la Nacion School has created an individualized software usage plan to support all students.</p> <p>Teachers, Language Arts Specialist, Resource Specialist and Impact Teachers participate in the RtI meetings and/or offer support for students identified as Tier 2 and 3.</p>	<p>SuccessMaker and Imagine Learning: see funding source in ELA Goal.</p> <p>(see ELA Goal for previous funding source)</p> <p>Teachers will analyze student usage reports regularly.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Stakeholder involvement is present through many forums in order to increase student achievement.</p>	August 2017 - May 2018	<p>Stakeholder involvement:</p> <ul style="list-style-type: none"> <li>Monthly Coffee chat with the principal</li> <li>Regular English Language Advisory Committee meetings (ELAC)</li> <li>Regular District English Language Advisory Committee meetings (DELAC)</li> <li>PTA</li> <li>Regular School Site Council meetings</li> <li>Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and peace patrol programs.</li> <li>Students are</li> </ul>	<p>Parent Involvement: see ELA goal for previous funding source</p> <p>Counselor: see ELA goal for previous funding source</p> <p>Certificates: see ELA goal for previous funding source</p> <p>Regular feedback encouraged through session evaluation forms.</p> <p>Yearly end-of-year parent survey on needs and recommendations for next steps.</p> <p>Counselor: Student assessment results, reduction in behavioral referrals</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>We offer instructional technology during the school day in order to increase student achievement.</p>	September 2017 - June 2018	<p>Students in grades K-6 receive :20 minutes of math instruction via our SuccessMaker independent learning software system</p> <p>Retain the services of a site technology liaison to support teachers with all of our learning software systems</p> <p>Replace our aging hardware in order to support our focus on on-line learning and assessment needs.</p> <p>Ensure services of technology department so that hardware &amp; software are running smoothly for minimal interruption of learning software implementation</p> <p>Engage the services of the District Technology Resource Teacher to provide professional development to</p>	<p>SuccessMaker (see ELA Goal for previous funding source)</p> <p>Site Technology Liaison (see ELA Goal for previous funding source)</p> <p>Upgrade technology (see ELA Goal for previous funding source)</p> <p>Replace Computers/Printers (see ELA Goal for previous funding source)</p> <p>Technology Support (see ELA Goal for previous funding source)</p> <p>SuccessMaker gains reports</p>			



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #1: English Learners are prepared to compete in a global society
<b>SCHOOL GOAL #3:</b>
English Learners will meet or exceed the State Benchmarks for AMAO 1 and AMAO 2. The CELDT data will be used to measure our English learners' progress toward meeting the State AMAO benchmarks. To achieve this goal, classroom teachers, Language Arts Specialist, Resource specialists, and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
This goal was formed after analyzing student CELDT results and AMAO results.
<b>Findings from the Analysis of this Data:</b>
This data indicates that there is a need for a consistent, systematic and rigorous English Language Development instruction across the grade levels based on the language proficiency levels using research-based materials. ELD strategies and student engagement opportunities also need to be integrated across the curricula to scaffold instruction throughout the day to meet the needs of English learners.
<b>How the School will Evaluate the Progress of this Goal:</b>
Grade level data teams will meet regularly to analyze student outcomes.
<b>Who are the focus students and what is the expected growth?</b>
The focus will be on those English learners with an emphasis on those Intermediate, Early Intermediate and Beginning proficiency levels, as well as Long Term English learners. The expected growth for all English learners is to move up a minimum of one proficiency level on CELDT each year.
<b>How does this goal align to your Local Educational Agency Plan goals?</b>
This goal directly aligns with our district plan in supporting all students through careful analysis of student results.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers collaborated and analyzed school wide results. This happens in many formats. The Rancho Leadership team and grade level data teams reviewed student results and created our school wide goals. The school administrator, teachers and support staff met regularly to analyze summative and current data.
<b>What data will be collected to measure student achievement?</b>

Summative Data using CELDT.  
Systematic ELD assessment data.  
Ongoing assessments, SELD assessments and language, performance tasks, as well as Imagine Learning reports.

**Actions to improve achievement to exit program improvement (if applicable).**

In order to exit Program Improvement, we will add additional support during instructional time as well as intervention groups.

Rancho teachers will collaborate in ELD teams (upper grades and lower grades) and commit to teaching ELD four times per week at forty minutes per day. The ELD teams will:

- Group students according to their grade level and their CELDT / Systematic ELD Language Express proficiency levels
- Assign support staff (Resource specialist, Impact teachers and instructional assistants) as part of the chaining to reduce group sizes and to provide frequent structured active participation.
- Use research-based ELD strategies and curricula: Systematic ELD with consistency and fidelity

In addition, we will

- Use the Imagine Learning software with fidelity for individualized ELD instruction on a daily basis for all students in K and 1st grades, students in 2nd grade transitional bilingual programs and EL students in grades 3 through 6 identified based on assessment data
- Focus on integrated English Learner support academic throughout the instructional day. Training will be conducted during Data Team meetings and on site days.
- Meet in ELD grade level teams for instructional planning purposes and to determine changes in groupings as well as which areas of ELD that need additional attention (i.e., listening, speaking, reading or writing)
- Before/After school intervention will target Long Term English Learner students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.</p>	August 2017 – June 2018	<p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Calendar teacher collaboration and site days to focus on English Language Development and English Learners.</p> <p>ELD groups are established based on English proficiency level. Instruction is based on learning needs of all students and sub-groups by teachers, Language Arts Specialist and Impact Teachers.</p>	<p>(see ELA Goal for previous funding source)</p> <p>Site and Grade level teams will meet regularly.</p> <p>These meetings are documented and follow a continuous cycle of improvement.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Teachers will use goal setting to determine if students have made progress on their goals in reading, writing and math.</p> <p>Teachers will collaborate with other teachers in order to increase student achievement.</p> <p>Teachers will use data from statewide assessment of English Proficiency to monitor student growth in English and to plan for appropriate student instruction</p>	August 2017 - June 2018	<p>Staff Development provided by the Site and District for SELD.</p> <p>Staff development to plan “integrated” lessons to support English learners throughout the day in all content areas.</p> <p>Professional Development (PD) will occur on our Collaboration and Site Thursdays.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	<p>Site based embedded costs.</p> <p>Bases upon Thursday calendar &amp; data team schedules (see ELA Goal for previous funding source)</p> <p>EL Liaison</p> <p>Evaluation is ongoing and provides teachers an opportunity to make recommendations for next steps.</p> <p>Professional Development in ELD strategies: see ELA funding above.</p>		Title I	1,163

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>We offer intervention classes before and after school in order to increase student achievement.</p>	October 2017 – April 2018	<p>Extended learning opportunities have been established to support students who are not meeting grade level English Language growth expectations.</p> <p>Before-after-school intervention classes scaffold instruction in small group and one-on-one support.</p>	<p>(see ELA Goal for previous funding source)</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>			
<p>Increased Educational Opportunity:</p> <p>We offer intervention and supports through the Rtl and SST process in order to increase student achievement.</p>	September 2017 - May 2018	<p>Rancho de la Nacion School has created an individualized software usage plan to support all students.</p>	<p>Progress monitoring of goals occurs in the Rtl meetings using formative assessments and reports from software programs.</p> <p>(see ELA goal for previous funding source)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Stakeholder involvement is present through many forums in order to increase student achievement.</p>	August 2017 - May 2018	<p>Stakeholder Involvement:</p> <ul style="list-style-type: none"> <li>• Regular English Language Advisory Committee meetings (ELAC)</li> <li>• Regular District English Language Advisory Committee meetings (DELAC)</li> <li>• PTA</li> <li>• Regular Principal Coffee Chats</li> <li>• School Site Council</li> </ul>	<p>(see ELA Goal for previous funding source)</p> <p>Regular feedback encouraged through session evaluation forms.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>We offer instructional technology during the school day in order to increase student achievement.</p>	Spetember 2017 - June 2018	<p>Rancho continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on Imagine Learning to best meet their academic needs and goals. Students in grades (K-2) use Imagine Learning, as well as targeted students in grades 3-6.</p> <p>All classrooms utilize a Promethean Board.</p> <p>Support for Technology – Site Tech Liaison</p> <p>Support for Technology – District Tech Support</p>	<p>(see ELA Goal for previous funding source)</p> <p>(see ELA Goal for previous funding source)</p> <p>(see ELA Goal for previous funding source)</p> <p>Ongoing review of student usage, student outcomes and student gains.</p> <p>Teachers create and share flipcharts that enhance student engagement.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the schoolwide program</p> <p>1. Rancho Elementary participates in the District vertical articulation plan wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes, with debriefing discussions with the Director of Early Childhood Education.</p> <p>2. Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>Kindergarten orientation at Rancho Elementary is the first day of school. Teachers discuss kindergarten skills and expectations to assist with the transition from preschool by providing information on (math standards, English Language Arts Standards, ELD standards, General Ed and Special Education needs.)</p>	April-May 2018	TK and Kinder teachers, substitutes	Visitation schedule		District Funded	
	April 2018		Debriefing notes			
	July 2018 (Some schools might do this in May)	Office Staff	Letter		Title I	100
		Kindergarten teachers, substitutes or child care	Orientation agenda and schedule		Title I	100
			Parent Sign-in Parent Survey/evaluation of meeting			
			Child Care		Title I	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>Rancho Elementary also provides teacher support through (peer coaching, observations directed to areas of improved need, referrals to SDCOE support services.....)</p>		Ongoing hiring/HR Dept.	Yearly Audit Williams Reviews		District Funded	
		First two years of teaching service/HR Department /BTSA teachers	Yearly Audit BTSA Events Principal/Teacher/Provider meeting schedule and notes		District Funded	
		Teachers decide what Professional development they would like to continue to build their capacity.	Teacher feedback and end of year survey.			
			Funds are set aside each year to provide target support.			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Special Education</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
<b>SCHOOL GOAL #4:</b>
At the end of 2018, 100% of Special Education students will meet 80% of their IEP goals. To achieve this goal, classroom teachers, Resource specialists, Language Arts Specialist and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
<b>Data Used to Form this Goal:</b>
Monthly Star Renaissance Tests Go Math! Topic Tests AR Tests SuccessMaker Reports RCD Post Assessments
<b>Findings from the Analysis of this Data:</b>
At Rancho the percentage of students with disabilities performing at the proficient and advanced levels has been inconsistent. Targets that align with the school wide goals have been established for individual students so that we can look at overall growth in ELA and Math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Special Day Classroom teachers will meet in data teams. Data Teams will meet regularly to analyze student outcomes. The Data Team process includes: <ul style="list-style-type: none"><li>• Discussing and analyzing various data</li><li>• Determining strengths and areas of need</li><li>• Establishing a baseline</li><li>• Setting grade level SMART goals based on the baseline</li><li>• Discussing instructional strategies</li><li>• Sharing results of post-test data and determine efficacy of the instruction</li></ul>
<b>Who are the focus students and what is the expected growth?</b>
Focus students are considered any students who have not met the expected growth and end-of-year expectations.

<b>How does this goal align to your Local Educational Agency Plan goals?</b>
In order to increase reading and math achievement the staff will be trained in strategies toward deeper understanding for Common Core in alignment with the District LCAP.
<b>Which stakeholders were involved in analyzing data and developing this goal?</b>
Teachers collaborated and analyzed school wide results. Our Data Teams reviewed student results and created our school wide goals. The administrator, teachers and support staff met frequently to analyze summative and current data.
<b>What data will be collected to measure student achievement?</b>
Ongoing assessments will monitor student growth. These include: Renaissance Star Reading and Star Math, Accelerated Reader, Read Well, and other curriculum-based or teacher-created assessments.
<b>Actions to improve achievement to exit program improvement (if applicable).</b>
Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate instruction for all students.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.</p> <p>Special Education teacher and Resource Specialist are trained in specific strategies to support students with identified needs.</p>	Aug 2017 - June 2018	<p>Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams.</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, Language Arts Specialist, RSP and Impact Teachers.</p>	<p>Funding previously mentioned for Impact Teachers in ELA Goal</p> <p>SDC data teams will be released regularly to participate in Data Team.</p> <p>These meetings are documented and follow a continuous cycle of improvement including:</p> <ol style="list-style-type: none"> <li>1. Discussion and analysis of data.</li> <li>2. Identification of strengths and area of need.</li> <li>3. Establishment of baseline.</li> <li>4. Design of grade level SMART goals.</li> <li>5. Discussion of instructional strategies.</li> </ol> <p>Documenting of results of post-test data.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Teachers will use IEP goals to determine if students have made progress on their goals in reading, writing and math.</p> <p>RSP and SDC teachers will collaborate with other RSP and SDC teachers.</p>	August 2017 – June 2018	Professional Development (PD) will occur 1) during Data Team meetings and 2) on Collaboration/Site Thursdays through sharing of and discussion of ideas and instructional strategies as well as attending staff development sessions.	<p>Data Team Calendar has been established.</p> <p>Collaboration/District/Site Thursday calendar.</p> <p>Funding: see ELA funding above.</p> <p>The Rancho Instructional Leadership Team meets regularly to review PD needs, to make suggestions and to make adjustments as needed.</p> <p>Resource teacher and Special Day Class teacher use Renaissance Star Reading and Star Math, Read Well, Accelerated Reader and other assessments.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>We offer intervention classes before and after school in order to increase student achievement.</p>	October 2017 – April 2018	<p>Extended learning opportunities have been established to support students who are not meeting grade level growth expectations.</p> <p>These include before-and-after-school intervention classes, additional SuccessMaker and Imagine Learning software usage, small group and one-on-one support from RSP and Impact Teachers.</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>We offer intervention and supports through the RtI and SST process in order to increase student achievement.</p>	September 2017 – May 2018	<p>Rancho de la Nacion School has created an individualized software usage plan to support all students.</p> <p>Teachers, Language Arts Specialist, Resource Specialist, and Impact Teachers participate in the RtI meetings and/or offer support for students identified as Tier 2 and 3.</p>	<p>SuccessMaker and Imagine Learning: see funding source in ELA Goal.</p> <p>(see ELA Goal for previous funding source)</p> <p>Teachers will analyze student usage reports regularly.</p> <p>Progress monitoring of goals occurs in the RtI meetings using formative assessments and reports from software programs.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Stakeholder involvement is present through many forums in order to increase student achievement.</p>	August 2017 - May 2018	<p>Stakeholder involvement:</p> <ul style="list-style-type: none"> <li>Monthly Coffee chat with the principal</li> <li>Regular English Language Advisory Committee meetings (ELAC)</li> <li>Regular District English Language Advisory Committee meetings (DELAC)</li> <li>PTA</li> <li>Regular School Site Council meetings</li> <li>Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and peace patrol programs.</li> <li>Students are</li> </ul>	<p>Parent Involvement: see ELA goal for previous funding source</p> <p>Counselor: see ELA goal for previous funding source</p> <p>Certificates: see ELA goal for previous funding source</p> <p>Regular feedback encouraged through session evaluation forms.</p> <p>Yearly end-of-year parent survey on needs and recommendations for next steps.</p> <p>Counselor: Student assessment results, reduction in behavioral referrals</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>We offer instructional technology during the school day in order to increase student achievement.</p>	September 2017 - June 2018	<p>Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system</p> <p>Students in grade (K-2) and targeted students in 3-6 receive Imagine Learning license</p> <p>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</p> <p>Replace our aging hardware in order to support our focus on on-line learning and assessment needs.</p> <p>Ensure services of technology department so that hardware &amp; software are running smoothly for minimal interruption of learning software implementation</p> <p>Engage the services</p>	<p>SuccessMaker (see ELA Goal for previous funding source)</p> <p>Imagine Learning (see ELA Goal for previous funding source)</p> <p>Site Technology Liaison (see ELA Goal for previous funding source)</p> <p>Replace computers/printers (see ELA Goal for previous funding source)</p> <p>Upgrade devices (see ELA Goal for previous funding source)</p> <p>Technology Support (see ELA Goal for previous funding source)</p> <p>SuccessMaker gains reports</p> <p>Imagine Learning Usage and Skills reports</p>			



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math.</b>
<b>SCHOOL GOAL #1:</b>
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"><li>English Learners</li><li>Students with Disabilities</li><li>All Students</li></ul> <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"><li>Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</li></ul> <p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"><li>The percentage of district students scoring proficient or above on ELA STAR will increase from 49% to 52%</li><li>The percentage of student scoring proficient or above on math STAR will increase from 60% to 66%.</li><li>The percentage of student scoring proficient or above on SBAC Math will increase from 30% to 35%</li><li>The percentage of district students scoring proficient or above on SBAC Language Arts will increase from 41% to 46%</li></ul> <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"><li>Renaissance STAR universal exams</li><li>Learning Headquarters writing assessments</li><li>Site Assessments- Universal Screening assessments, HM, Go Math!, Writing on demand assessments, RCD Math and ELA unit assessments</li><li>Teacher generated assessments</li></ul>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Successmaker will be used to support ELA and math instructional programs</li> <li>• Tech support for computers</li> <li>• Accelerated Reader to support promote increased reading comprehension</li> <li>• Maintenance Agreements</li> <li>• CELDT Assessment Support</li> </ul>	8-17 through 6-18		Successmaker Licenses		LCFF	5,000
			Salaries of technicians		Title I	6,257
			Accelerated Reader Licenses		LCFF	5,000
			Maintenance		Title I	2,470
			Assessment Team personnel		Title I	4,135

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	147,235	5,000.00
Title I	104,118	47,862.00
LCAP	40,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	40,000.00
LCFF	142,235.00
Title I	56,256.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katherine Melanese	X				
Jessica Reyna				X	
Crystal Lary				X	
Gerald Powell				X	
Patty Felix			X		
Maria Saludaes		X			
Kathryn Giffin		X			
Norma Gonzalez		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	

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.

# **EXHIBIT B**

**July 12, 2017**

I.	Purchase Orders	\$	190,302.10
II.	Consultant Contracts (not to exceed \$500 each)	\$	0.00
III.	Miscellaneous Contracts	\$	0.00
IV.	Commercial Warrants	\$	1,867,113.47
V.	Revolving Cash Fund Business I (Month ending June 30, 2017)	\$	3.00
VI.	Revolving Cash Fund Business II (Month ending June 30, 2017)	\$	3.00
VII.	Purchasing Card Expenses May 2017	\$	21,484.39

PO Dates Included : 05/24/2017 Thru: 06/14/2017

Business Unit: 02300

PO Date	PO ID	Contract ID	Rel	Change Order	Buyer	Supplier Id	Name	PO Status	Hold	Rcv	Curr	Amount
05/24/2017	0000002130		0	0	Lino Garcia	SO2075	SOUTHWEST SCHOOL&OFFICE SUPPLY	Dispatched	N	R	USD	3,072.00
05/24/2017	0000002132		0	0	Adriana Orendain	BI0700	BI-RITE CARTON COMPANY INC	Dispatched	N	R	USD	780.00
05/25/2017	0000002135		0	0	Lino Garcia	SP0675	BSN SPORTS INC	Dispatched	N	R	USD	3,640.40
05/26/2017	0000002140		0	0	Michelle Mendoza Flores	CA1414	CALIFORNIA ELECTRIC SUPPLY	Dispatched	N	N	USD	4,000.00
05/26/2017	0000002142		0	0	Lino Garcia	SO2075	SOUTHWEST SCHOOL&OFFICE SUPPLY	Dispatched	N	R	USD	712.80
05/26/2017	0000002143		0	0	Lino Garcia	SC0875	SCHOOL SPECIALTY	Dispatched	N	R	USD	861.12
05/30/2017	0000002153		0	0	Jennifer Sandoval	AM3200	AMPLIFIED IT, LLC	Dispatched	N	N	USD	1,047.00
05/30/2017	0000002154		0	0	Lino Garcia	SO2075	SOUTHWEST SCHOOL&OFFICE SUPPLY	Dispatched	N	R	USD	1,199.52
05/31/2017	0000002156		0	0	Jennifer Sandoval	AM0100	AMAZON.COM	Dispatched	N	N	USD	34.99
05/31/2017	0000002157		0	0	Michelle Mendoza Flores	VA0050	VALLEY INDUSTRIAL SPECIALTIES	Dispatched	N	N	USD	1,812.00
06/01/2017	0000002158		0	0	Jennifer Sandoval	NA0925	NATIONAL CITY TROPHY	Dispatched	N	N	USD	118.00
06/01/2017	0000002159		0	0	Michelle Mendoza Flores	TH0400	THOMPSON BUILDING MATERIALS	Dispatched	N	N	USD	2,000.00
06/01/2017	0000002160		0	0	Michelle Mendoza Flores	WA1175	WAXIE SANITARY SUPPLY	Dispatched	N	N	USD	30,000.00
06/02/2017	0000002161		0	0	Jennifer Sandoval	CP0110	CRISIS PREVENTION INSTITUTE	Dispatched	N	N	USD	93.00
06/02/2017	0000002163		0	0	Michelle Mendoza Flores	HO0350	THE HOME DEPOT	Dispatched	N	N	USD	2,500.00
06/02/2017	0000002164		0	0	Michelle Mendoza Flores	IN0400	INNOVATIVE LINE	Dispatched	N	N	USD	716.00

PO Dates Included : 05/24/2017 Thru: 06/14/2017

Business Unit: 02300

PO Date	PO ID	Contract ID	Rel	Change Order	Buyer	Supplier Id	Name	PO Status	Hold	Rcv	Curr	Amount
06/02/2017	0000002165		0	0	Adriana Orendain	OF0075	OFFICE DEPOT	Dispatched	N	R	USD	299.99
06/05/2017	0000002166		0	0	Michelle Mendoza Flores	NE0500	NEXON CORPORATION	Dispatched	N	N	USD	7,215.00
06/05/2017	0000002167		0	0	Michelle Mendoza Flores	BR0230	BRIAN'S LIVE BEE REMOVAL	Dispatched	N	N	USD	275.00
06/05/2017	0000002168		0	0	Michelle Mendoza Flores	RE0475	RSD - NATIONAL CITY	Dispatched	N	N	USD	804.42
06/06/2017	0000002169		0	0	Michelle Mendoza Flores	RC0400	RCP BLOCK & BRICK, INC.	Dispatched	N	N	USD	1,000.00
06/06/2017	0000002170		0	0	Michelle Mendoza Flores	IM0050	IMPERIAL SPRINKLER SUPPLY	Dispatched	N	N	USD	650.00
06/06/2017	0000002171		0	0	Michelle Mendoza Flores	0000000219	Hanson Aggregates	Dispatched	N	N	USD	550.00
06/07/2017	0000002173		0	0	Michelle Mendoza Flores	RC0400	RCP BLOCK & BRICK, INC.	Dispatched	N	N	USD	119.88
06/07/2017	0000002174		0	0	Michelle Mendoza Flores	EX0310	EXPRESS PIPE & SUPPLY CO, INC	Dispatched	N	N	USD	2,246.59
06/07/2017	0000002176		0	0	Michelle Mendoza Flores	SO2075	SOUTHWEST SCHOOL&OFFICE SUPPLY	Dispatched	N	N	USD	160.97
06/07/2017	0000002177		0	0	Adriana Orendain	EX0150	EXCELLENT PARTY RENTAL	Dispatched	N	N	USD	175.00
06/07/2017	0000002179		0	0	Jennifer Sandoval	NA0925	NATIONAL CITY TROPHY	Dispatched	N	N	USD	51.50
06/08/2017	0000002180		0	0	Jennifer Sandoval	AM0100	AMAZON.COM	Dispatched	N	R	USD	233.49
06/08/2017	0000002181		0	0	Jennifer Sandoval	AM0100	AMAZON.COM	Dispatched	N	N	USD	67.96
06/08/2017	0000002182		0	0	Michelle Mendoza Flores	PA1120	PARKHOUSE TIRE - SAN DIEGO	Dispatched	N	N	USD	250.00
06/08/2017	0000002183		0	0	Michelle Mendoza Flores	DE0220	KING BUSINESS SERVICES, INC.	Dispatched	N	N	USD	1,000.00
06/08/2017	0000002184		0	0	Michelle Mendoza Flores	FE0500	FERGUSON ENTERPRISES, INC.	Dispatched	N	N	USD	500.00

PO Dates Included : 05/24/2017 Thru: 06/14/2017  
 Business Unit: 02300

PO Date	PO ID	Contract ID	Rel	Change Order	Buyer	Supplier Id	Name	PO Status	Hold	Rcv	Curr	Amount
06/08/2017	0000002185		0	0	Michelle Mendoza Flores	OP0130	OPTIMUM FLOORCARE	Dispatched	N	N	USD	1,000.00
06/08/2017	0000002186		0	0	Michelle Mendoza Flores	SO0100	THE SOCO GROUP, INC.	Dispatched	N	N	USD	3,000.00
06/08/2017	0000002187		0	0	Michelle Mendoza Flores	GE0037	GEARY PACIFIC SUPPLY #48	Dispatched	N	N	USD	17,942.62
06/08/2017	0000002188		0	0	Michelle Mendoza Flores	A10038	A-1 RAIN GUTTERS INC	Dispatched	N	N	USD	30,578.00
06/08/2017	0000002189		0	0	Michelle Mendoza Flores	SD0100	SD AIR QUALITY	Dispatched	N	N	USD	38,500.00
06/08/2017	0000002190		0	0	Michelle Mendoza Flores	SO2075	SOUTHWEST SCHOOL&OFFICE SUPPLY	Dispatched	N	N	USD	200.00
06/09/2017	0000002191		0	0	Michelle Mendoza Flores	HU0500	HUNTER'S NURSERY, INC.	Dispatched	N	N	USD	600.00
06/09/2017	0000002192		0	0	Jennifer Sandoval	FR0200	FRUTH GROUP	Dispatched	N	N	USD	1,038.20
06/09/2017	0000002193		0	0	Jennifer Sandoval	OF0075	OFFICE DEPOT	Dispatched	N	N	USD	413.19
06/09/2017	0000002194		0	0	Michelle Mendoza Flores	SA0150	SAFETY-KLEEN	Dispatched	N	N	USD	500.00
06/09/2017	0000002195		0	0	Michelle Mendoza Flores	K-01200	K-12 SPECIALTIES INC	Dispatched	N	N	USD	15,980.00
06/12/2017	0000002196		0	0	Lino Garcia	SA1155	SAN DIEGO FREIGHTLINER	Dispatched	N	N	USD	75.00
06/12/2017	0000002197		0	0	Michelle Mendoza Flores	AM3100	AMERI-MEX PLUMBING INC	Dispatched	N	N	USD	402.19
06/13/2017	0000002199		0	0	Adriana Orendain	SO0630	SOS SURVIVAL PRODUCTS	Dispatched	N	N	USD	1,077.91
06/14/2017	0000002200		0	0	Jennifer Sandoval	SO1125	SOUTH BAY UNION SCHOOL DIST.	Dispatched	N	N	USD	247.25
06/14/2017	0000002201		0	0	Jennifer Sandoval	VI0390	VINYARD DOORS, INC	Dispatched	N	N	USD	8,774.00
06/14/2017	0000002202		0	0	Jennifer Sandoval	VI0390	VINYARD DOORS, INC	Dispatched	N	N	USD	1,596.00





Report ID: POX4010  
User ID: 141612  
Run Control: POX4010

PeopleSoft Purchasing  
PO LISTING BY PO DATE

Page No. 4  
Run Date 6/15/2017  
Run Time 18:35:57 PM

PO Dates Included : 05/24/2017 Thru: 06/14/2017  
Business Unit: 02300

PO Date	PO ID	Contract ID	Rel	Change Order	Buyer	Supplier Id	Name	PO Status	Hold	Rcv	Curr	Amount
06/14/2017	0000002204		0	0	Jennifer Sandoval	AM0100	AMAZON.COM	Dispatched	N	N	USD	182.11

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 28  
Run Date 5/25/2017  
Run Time 14:23:06 PM

## 02300: National School District

2017-05-25

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000200 - Stephanie Buttell-Maxin	14264649	212.63	SBM042417	212.63		212.63	0100	0000124	1110	1000	4300000	400		
0000000253 - Nora Alicdan	14264650	40.53	NA052417	40.53		40.53	0100	0000672	0000	7100	5200000	022		
BU0175 - BUS PARTS WAREHOUSE	14264651	279.70	IN76184	279.70	0000002120	279.70	0100	0982000	0000	3600	4300000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14264652	481.50	1123047	160.50	0000000535	160.50	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14264652	481.50	1123048	160.50	0000000535	160.50	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14264652	481.50	1123049	160.50	0000000535	160.50	0100	0982000	0000	3600	5600100	038		
JO0261 - JONES SCHOOL SUPPLY CO., INC.	14264653	287.53	1499409	287.53	0000002114	287.53	0100	0000560	1110	1000	4300000	500		
OF0075 - OFFICE DEPOT	14264654	877.56	929509443	877.56	0000001789	23.96	0100	0000779	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14264654	877.56	929509443	877.56	0000001789	81.56	0100	0000779	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14264654	877.56	929509443	877.56	0000001789	772.04	0100	0000779	0000	7200	4300000	000		
SA0702 - SDCOE-Superintendent of Schools	14264655	30.00	099-013653	30.00	0000001895	30.00	0100	0980190	5001	2100	5200000	022		

Business Unit Total: \$2,209.45

0100 \$2,209.45

Total: \$2,209.45

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 37  
Run Date 5/26/2017  
Run Time 14:54:00 PM

## 02300: National School District

2017-05-26

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
CO1400 - COMPREHENSIVE DRUG TESTING	14265330	42.50	43876	42.50	0000001381	42.50	0100	0000620	0000	7200	4300000	030		
CU0412 - CURRIER & HUDSON	14265331	11,681.32	CT3377123050117	11,681.32		11,681.32	0100	0000616	0000	7200	5800700	010		
FA0300 - FAVELA PRINTING & SILK SCREEN	14265332	1,671.92	2332	1,671.92	0000002133	1,671.92	0100	0100846	1110	1000	4300000	500		
FO0500 - FORDYCE CONSTRUCTION	14265333	51,941.25	CT335316185-1	51,941.25		51,941.25	2139	0000026	0000	8500	6170000	000		
HO0602 - HOUGHTON MIFFLIN HARCOURT	14265334	732.22	953080973	732.22	0000002066	319.04	0100	3327200	5001	3120	4300000	022		
HO0602 - HOUGHTON MIFFLIN HARCOURT	14265334	732.22	953080973	732.22	0000002066	413.18	0100	3327200	5001	3120	4300000	022		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	14.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	14.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	17.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	27.19	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	27.19	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	27.19	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336490517	768.68	0000002021	32.62	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 38  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	32.63	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	32.63	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	32.63	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	32.63	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	32.63	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	40.79	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	43.50	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	43.50	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	54.38	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	65.26	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	95.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364905 17	768.68	00000020 21	103.29	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 39  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	12.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	14.84	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	14.84	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	14.84	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	14.84	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	21.03	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 40  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	24.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	49.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	55.68	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	98.99	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	147.26	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365905 17	826.46	00000020 27	283.39	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	11.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	11.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	24.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	24.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	30.93	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	30.93	1200	5210000	0001	1000	4300000	000		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 41  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	37.11	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	43.30	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	49.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	49.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	49.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	51.90	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	55.65	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	55.68	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	65.58	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	74.24	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	86.61	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33365605 17	998.97	00000020 34	123.14	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 42  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336560517	998.97	0000002034	123.69	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	4.94	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	18.55	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	18.55	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	18.55	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	19.79	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	22.25	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	24.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	34.60	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	34.60	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	34.64	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336730517	903.11	0000002043	37.11	1200	5210000	0001	1000	4300000	000		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 43  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice ID	Invoice Amount	PO ID	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	37.11	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	61.86	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	61.86	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	68.06	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	74.24	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	159.64	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367305 17	903.11	00000020 43	172.02	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	12.07	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	12.07	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	15.71	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	15.71	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	18.13	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 44  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	18.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	19.34	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	22.96	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	24.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	24.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	24.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	30.22	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	30.22	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	36.27	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	36.27	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	39.90	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	48.36	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 45  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	84.65	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	217.69	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364705 17	1,067.73	00000020 47	337.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	1.25	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	2.50	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	9.99	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	12.47	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	12.48	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	12.48	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	12.48	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	13.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33364505 17	594.90	00000020 51	14.99	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 46  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	18.75	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	18.75	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	21.25	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	25.00	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	25.00	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	27.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	34.99	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	37.50	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	50.01	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	82.45	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336450517	594.90	0000002051	161.33	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336760517	698.92	0000002052	14.84	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 47  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	16.08	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	16.08	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	16.08	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	37.11	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	42.05	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	49.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	69.20	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	86.61	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	105.12	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33367605 17	698.92	00000020 52	246.26	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33366706 17	1,227.47	00000020 53	10.86	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33366706 17	1,227.47	00000020 53	16.30	1200	5210000	0001	1000	4300000	000		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 48  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Function	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	16.30	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	16.30	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	16.30	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	21.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	27.18	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	32.61	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	32.61	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	43.49	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	54.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	54.36	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	86.98	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	3336670617	1,227.47	0000002053	277.15	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 49  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33366706 17	1,227.47	00000020 53	520.93	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	21.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	23.90	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	23.91	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	23.91	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	26.07	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	35.88	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	38.05	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	38.05	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	60.81	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14265335	7,811.40	33370305 17	725.16	00000020 54	432.84	1200	5210000	0001	1000	4300000	000		
PR0050 - PRACTICAL, INC.	14265336	297.28	CT1294 338212	297.28		297.28	0100	5640568	0000	3140	5800490	022		
RC0400 - RCP BLOCK & BRICK, INC.	14265337	113.02	31129904	56.51	00000020 70	56.51	0100	0980000	0000	2700	4300000	200		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 50  
Run Date 5/26/2017  
Run Time 14:54:00 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
RC0400 - RCP BLOCK & BRICK, INC.	14265337	113.02	31130154	56.51	0000002070	56.51	0100	0980000	0000	2700	4300000	200		
RO0030 - ROAD ONE	14265338	77.60	A663032	77.60	0000002134	77.60	0100	0982000	0000	3600	4300000	038		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14265339	14.97	PINV0279516	14.97	0000001834	14.97	0100	0000644	0000	8100	4300000	056		
UP0010 - UPS	14265340	43.02	0000VA6289207	43.02		43.02	1300	5310000	0000	3700	4300000	000		
VE0055 - VERIZON WIRELESS	14265341	3,602.41	MT2369785830719	3,602.41		3,602.41	0100	0000665	0000	8100	5900100	000		

Business Unit Total: \$78,028.91

0100	\$ 18,233.24
1200	\$ 7,811.40
1300	\$ 43.02
2139	\$ 51,941.25
<b>Total:</b>	<b>\$ 78,028.91</b>



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 45  
Run Date 5/31/2017  
Run Time 14:51:41 PM

02300: National School District

2017-05-31

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	RY
EX0150 - EXCELLENT PARTY RENTAL	14266522	265.00	I170426117	265.00	0000001996	40.00	0100	3010100	1110	1000	4300000	300		
EX0150 - EXCELLENT PARTY RENTAL	14266522	265.00	I170426117	265.00	0000001996	225.00	0100	3010100	1110	1000	4300000	300		

Business Unit Total: \$265.00

0100	\$265.00
Total:	\$265.00

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 35  
Run Date 6/1/2017  
Run Time 15:38:24 PM

## 02300: National School District

2017-06-01

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000061 - Denise Mos	14267047	101.39	DM052417	58.70		58.70	0100	0000100	1110	1000	4300000	100		
0000000061 - Denise Mos	14267047	101.39	DM052417	42.69		42.69	0100	6500000	5750	1110	4300000	022		
0000000149 - Sandra Hollis	14267048	26.66	SH052517	26.66		26.66	0100	6500000	5730	1110	4300000	022		
0000000151 - Rebecca Heitert	14267049	93.03	RH051117	93.03		93.03	0100	6500000	5750	1110	4300000	022		
0000000170 - Jamie Hill	14267050	41.23	JH052417	41.23		41.23	0100	0980000	1110	1000	4300000	900		
0000000227 - Kathy Melanese	14267051	120.08	KM052417	120.08		120.08	0100	0000570	1110	1000	4300000	215		
0000000254 - Oscar Gil	14267052	93.30	OG051817	93.30		93.30	0100	0000633	0000	7700	5200500	055		
0000000255 - Samantha Lai	14267053	121.76	SL050917	121.76		121.76	0100	0000100	1110	1000	4300000	200		
ED0300 - EDCO DISPOSAL CORPORATION	14267054	3,534.70	MT401 17-F3 102933 053117	232.70		232.70	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14267054	3,534.70	MT401 17-F3 102934 053117	3,302.00		3,302.00	0100	0000665	0000	8100	5500400	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	14.42	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	16.64	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	16.64	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	16.64	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	17.75	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE	14267055	1,257.21	33266706 17	850.24	00000020 39	18.87	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 36  
Run Date 6/1/2017  
Run Time 15:38:24 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Cost	Funct	Object	Sta	Op Unit	FY
LEARNING MATERIALS														
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	21.09	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	27.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	27.74	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	35.51	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	38.85	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	44.40	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	44.40	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	55.51	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	55.51	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	66.60	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3326670617	850.24	0000002039	88.26	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE	14267055	1,257.21	3326670617	850.24	0000002039	99.36	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 37  
Run Date 6/1/2017  
Run Time 15:38:24 PM

Vendor	Warrant	Warrant Amount	Invoice #	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Sta	Op Unit	PY
LEARNING MATERIALS														
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	33266706 17	850.24	00000020 39	144.31	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	6.37	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	10.20	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	10.20	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	12.75	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	14.02	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	19.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	19.13	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	21.68	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	25.51	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	34789505 17	406.97	00000020 50	31.89	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE	14267055	1,257.21	34789505 17	406.97	00000020 50	38.28	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 38  
Run Date 6/1/2017  
Run Time 15:38:24 PM

Vender	Warrant	Warrant Amount	Invoice ID	Invoice Amount	FO ID	Distribution Amount	Fund	Resource	Cost	Funct	Object	Site	Op Unit	PY
LEARNING MATERIALS														
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3478950517	406.97	0000002050	51.04	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3478950517	406.97	0000002050	57.42	1200	5210000	0001	1000	4300000	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14267055	1,257.21	3478950517	406.97	0000002050	89.35	1200	5210000	0001	1000	4300000	000		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	6.88	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	9.82	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	9.82	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	10.81	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	14.72	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	14.72	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	15.70	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	16.68	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	17.66	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	21.59	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14267056	160.99	775096	160.99	0000001896	22.59	0100	3010100	1110	1000	4200000	800		
RI0500 - RIVERSIDE COUNTY OFFICE OF ED	14267057	190.00	2017/2904	190.00	0000002152	190.00	0100	4050100	0000	2100	5200000	020		
SA1200 - SAN DIEGO GAS & ELECTRIC	14267058	10,977.27	MT102 1045 573 681 4 052317	10,977.27		9,642.74	0100	0000665	0000	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14267058	10,977.27	MT102 1045 573 681 4	10,977.27		1,334.53	0100	9010377	0001	8100	5500100	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 39  
Run Date 6/1/2017  
Run Time 15:38:24 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Fund	Object	Sits	Op Unit	PY
			052317											

Business Unit Total: \$16,717.62

0100	\$ 15,460.41
1200	\$ 1,257.21
Total:	\$ 16,717.62



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 41  
Run Date 6/2/2017  
Run Time 15:37:08 PM

## 02300: National School District

2017-06-02

Vendor	Warrant	Warrant Amount	Invoice ID	Invoice Amount	FO ID	Distribution Amount	Fund	Resource	Cost	Funct	Object	Site	Op Unit	PT
0000000145 - Adriana Hernandez	14267795	34.46	AH052317	34.46		34.46	0100	0100201	1110	1000	4300000	200		
0000000219 - Hanson Aggregates	14267796	571.49	1793792	571.49	0000002116	571.49	1300	5310000	0000	3700	4300000	000		
0000000255 - Samantha Lai	14267797	49.07	SL050917	49.07		49.07	0100	0100197	1110	1000	4300000	200		
BU0220 - BUSH POWER BRAKE SERVICE	14267798	505.62	18241	505.62	0000002129	505.62	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14267799	376.95	09-0088543	278.40	0000002092	278.40	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14267799	376.95	09-0089894	40.66	0000002092	40.66	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14267799	376.95	09-0089631	57.89	0000002092	57.89	0100	0000660	0000	8100	4300000	057		
ES0206 - ESCUELA DE MUSICA	14267800	6,781.25	CT3193766	6,781.25		6,781.25	0100	0922003	1110	1000	5800100	020		
EX0310 - EXPRESS PIPE & SUPPLY CO, INC	14267801	276.85	S102061357.001	276.85	0000001994	276.85	0100	0000660	0000	8100	4300000	057		
HA0100 - HARBOR FREIGHT TOOLS	14267802	100.37	803000	100.37	0000001303	100.37	0100	0000644	0000	8100	4300000	056		
HU0500 - HUNTER'S NURSERY, INC.	14267803	592.45	33413	289.14	0000001877	289.14	0100	0100816	0000	2700	4300000	600		
HU0500 - HUNTER'S NURSERY, INC.	14267803	592.45	33414	174.23	0000001978	174.23	0100	0000660	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14267803	592.45	33416	129.08	0000001978	129.08	0100	0000660	0000	8100	4300000	057		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14267804	71.54	2949821-00	71.54	0000001864	71.54	0100	0100816	0000	2700	4300000	600		
K-01200 - K-12 SPECIALTIES INC	14267805	5,024.39	72614	5,024.39	0000002100	187.45	0100	0000644	0000	8100	4300000	056		
K-01200 - K-12 SPECIALTIES INC	14267805	5,024.39	72614	5,024.39	0000002100	215.33	0100	0000644	0000	8100	4300000	056		
K-01200 - K-12 SPECIALTIES INC	14267805	5,024.39	72614	5,024.39	0000002100	385.80	0100	0000644	0000	8100	4300000	056		
K-01200 - K-12 SPECIALTIES INC	14267805	5,024.39	72614	5,024.39	0000002100	4,235.81	0100	0000644	0000	8100	4400000	056		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 42  
Run Date 6/2/2017  
Run Time 15:37:08 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Cost	Fund	Object	Site	Op Unit	PY
KO161 - Konica Minolta Premier Finance	14267806	180.05	331360305	180.05	0000001852	180.05	0100	1100699	1110	1000	5600200	777		
NA0076 - NAPA AUTO PARTS	14267807	29.34	144373	29.34	0000001991	29.34	0100	0000660	0000	8100	4300000	057		
OF0075 - OFFICE DEPOT	14267808	260.93	929436979001	260.93	0000000560	260.93	1300	5310000	0000	3700	4300000	000		
OF0075 - OFFICE DEPOT	14267808	260.93	929301088001	32.61	0000002101	32.61	0100	0000660	0000	8100	4300000	057		
OF0075 - OFFICE DEPOT	14267808	260.93	ADJ 929702556001	-32.61		-32.61	0100	0000660	0000	8100	4300000	057		
OP0130 - OPTIMUM FLOORCARE	14267809	353.07	424982	353.07	0000002099	353.07	0100	0000660	0000	8100	4300000	057		
RA0300 - RAPID RECOVERY OF SAN DIEGO	14267810	205.50	26883RS	450.00	0000001829	450.00	0100	0000660	0000	8100	4300000	057		
RA0300 - RAPID RECOVERY OF SAN DIEGO	14267810	205.50	147810JS	49.50	0000001829	49.50	0100	0000660	0000	8100	4300000	057		
RA0300 - RAPID RECOVERY OF SAN DIEGO	14267810	205.50	147810TS	-294.00		-294.00	0100	0000660	0000	8100	4300000	057		
RE0475 - RSD - NATIONAL CITY	14267811	85.19	61129598-00	85.19	0000001496	85.19	0100	0000660	0000	8100	4300000	057		
SO0100 - THE SOCO GROUP, INC.	14267812	903.50	0391970-IN	903.50	0000002029	903.50	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14267813	34.28	PINV0281505	34.28	0000001834	34.28	0100	0000644	0000	8100	4300000	056		
ST0585 - STAPLES BUSINESS ADVANTAGE	14267814	10.64	3338591566	10.64	0000000536	10.64	6200	0000100	1110	1000	4300000	062		
UN0900 - UNIFIRST CORPORATION	14267815	3,302.25	MT502 437642 MAY2017	3,302.25		3,302.25	0100	0000665	0000	8100	5500500	000		
VI0390 - VINYARD DOORS, INC	14267816	582.00	93931	582.00	0000002077	72.00	0100	0000660	0000	8100	4300000	057		
VI0390 - VINYARD DOORS, INC	14267816	582.00	93931	582.00		510.00	0100	0000660	0000	8100	4300000	057		
XE0100 - XEROX CORPORATION	14267817	453.28	089372270	453.28	0000001237	453.28	0100	0980000	1110	1000	5600200	700		

Business Unit Total: \$20,784.47

0100	\$	19,941.41
1300	\$	832.42
6200	\$	10.64
Total:	\$	20,784.47



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 25  
Run Date 6/5/2017  
Run Time 15:58:44 PM

## 02300: National School District

2017-06-05

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Cost	Funct	Object	Site	Op Unit	PY
0000000070 - Lisa Tostado	14268490	699.95	LT053017	699.95		699.95	0100	0000570	1110	1000	4300000	215		
0000000070 - Lisa Tostado	14268491	1,342.54	LT052617	80.83		80.83	0100	0000570	1110	1000	4300000	215		
0000000070 - Lisa Tostado	14268491	1,342.54	LT052217	1,261.71		1,261.71	0100	0000570	1110	1000	4300000	200		
0000000119 - Elena De La Rosa	14268492	67.39	EDLR052417	67.39		67.39	0100	0000560	1110	1000	4300000	300		
0000000190 - Elena Maria Porter	14268493	58.15	EP052417	58.15		58.15	0100	0000100	1110	1000	4300000	300		
0000000231 - Elizabeth Fogaren	14268494	400.00	EF060217	400.00		400.00	0100	6500000	5001	2100	5200000	022		
0000000256 - Jasmin Zures	14268495	11.00	JZ052517	11.00		11.00	0100	0000560	1110	1000	4300000	300		
AT0050 - A TREE OF KNOWLEDGE EDUCATIONAL SERV.	14268496	24,150.90	CT3345 NSD0217 R	18,302.70		18,302.70	0100	3010624	1110	1000	5800100	020		
AT0050 - A TREE OF KNOWLEDGE EDUCATIONAL SERV.	14268496	24,150.90	CT3345 NSD0317	5,848.20		5,848.20	0100	3010624	1110	1000	5800100	020		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14268497	839.37	CC161381 - CM 003593	839.37	00000019 83	43.50	1300	5310000	0000	3700	4300000	000		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14268497	839.37	CC161381 - CM 003593	839.37	00000019 83	212.93	1300	5310000	0000	3700	4300000	000		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14268497	839.37	CC161381 - CM 003593	839.37	00000019 83	582.94	1300	5310000	0000	3700	4300000	000		
ED0300 - EDCO DISPOSAL CORPORATION	14268498	235.81	17-FR 288860 053117	235.81	00000005 39	235.81	6200	0000000	0000	8100	5500400	062		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14268499	669.08	2951487-00	310.06	00000019 47	310.06	0100	0000660	0000	8100	4300000	057		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14268499	669.08	2948661-00	359.02	00000020 69	359.02	0100	0980000	0000	2700	4300000	200		
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	00000021 31	159.21	0100	0000626	0000	7200	4300990	000		
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	00000021 31	159.21	0100	0000626	0000	7200	4300990	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 26  
Run Date 6/5/2017  
Run Time 15:58:44 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	SHA	Op Unit	PY
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	0000002131	159.21	0100	0000626	0000	7200	4300990	000		
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	0000002131	159.21	0100	0000626	0000	7200	4300990	000		
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	0000002131	477.63	0100	0000626	0000	7200	4300990	000		
KE0100 - KELLY PAPER	14268500	1,592.10	8585573	1,592.10	0000002131	477.63	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14268501	101.55	925085238002	101.55	0000002009	101.55	0100	6500000	5001	2100	4300000	022		
PI0625 - PIPS C/O KEENAN - SETECH	14268502	74,474.08	MT500199776	74,474.08		74,474.08	0100	0000000			9910360			
PR0050 - PRACTICAL, INC.	14268503	1,695.79	CT1294338274	1,695.79		1,695.79	0100	5640568	0000	3140	5800490	022		
SC0875 - SCHOOL SPECIALTY	14268504	1,810.30	208118278760	1,810.30	0000002104	902.02	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14268504	1,810.30	208118278760	1,810.30	0000002104	908.28	0100	0000626	0000	7200	4300990	000		
SE0250 - 701 NATIONAL CITY BLVD FUND	14268505	25,750.00	071417	25,750.00		25,750.00	6200	0000000	0000	8700	5600400	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14268506	410.16	7176509928-00	410.16	0000000537	410.16	6200	0000460	0000	2700	4300000	062		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14268507	72,319.10	5174171	14,207.10	0000002088	14,207.10	0100	0000633	0000	7700	4300300	055		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14268507	72,319.10	5174433	58,112.00	0000002089	544.00	0100	0000633	0000	7700	4300300	055		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14268507	72,319.10	5174433	58,112.00	0000002089	896.00	0100	0000633	0000	7700	4300300	055		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14268507	72,319.10	5174433	58,112.00	0000002089	10,692.00	0100	0000633	0000	7700	4300300	055		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14268507	72,319.10	5174433	58,112.00	0000002089	14,212.00	0100	0000633	0000	7700	4300300	055		
TE0175 - TECHNOLOGY	14268507	72,319.10	5174433	58,112.00	0000002089	31,768.00	0100	0000633	0000	7700	4300300	055		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 27  
Run Date 6/5/2017  
Run Time 15:58:44 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
INTEGRATION GROUP														
US0230 - US BANK EQUIPMENT FINANCE	14268508	499.81	331226985	499.81	0000000543	100.00	6200	0000000	0000	2700	5600200	062		
US0230 - US BANK EQUIPMENT FINANCE	14268508	499.81	331226985	499.81		399.81	6200	0000000	0000	2700	5600200	062		
WA1175 - WAXIE SANITARY SUPPLY	14268509	2,235.07	76727597	2,235.07	0000002137	2,235.07	0100	0000626	0000	7200	4300990	000		

Business Unit Total: \$209,362.15

0100	\$ 181,627.00
1300	\$ 839.37
6200	\$ 26,895.78
Total:	\$ 209,362.15

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 29  
Run Date 6/6/2017  
Run Time 14:29:19 PM

## 02300: National School District

2017-06-06

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000003 - PATRICIA CARRILLO	14269051	176.05	PC053017	176.05		56.33	0100	0000100	1110	1000	4300000	200		
0000000003 - PATRICIA CARRILLO	14269051	176.05	PC053017	176.05		119.72	0100	0100193	1110	1000	4300000	200		
0000000009 - Jon Hansen	14269052	208.89	JH060117	208.89		208.89	0100	0000623	0000	7200	4300000	000		
0000000011 - Silvia Loera-Toledo	14269053	250.00	SLT051417	250.00		250.00	0100	0100189	1110	1000	4300000	200		
0000000063 - Lucia Baeza	14269054	86.85	LB060217	86.85		86.85	0100	0000460	0000	2700	4300000	100		
0000000064 - Steve Cokkinis	14269055	71.09	SC052917	71.09		71.09	0100	0000100	1110	1000	4300000	200		
0000000065 - Mayra Cueva-Flores	14269056	4,259.92	MCF060217	4,259.92		4,259.92	0100	0000100	1110	1000	1100000	111		
0000000109 - Leticia Hernandez	14269057	350.19	LH060217	350.19		350.19	0100	0000570	1110	1000	4300000	100		cancel
0000000166 - Sharlena Smith	14269058	32.48	SS052417	32.48		32.48	0100	0980999	1110	1000	4300000	000		
0000000248 - Edith Scripps	14269059	1,543.22	ES060217	1,543.22		1,543.22	0100	0980000	1110	1000	1100050	215		
0000000257 - Somer Bizzle	14269060	302.95	SB052417	302.95		302.95	0100	0000191	1110	1000	4200000	400		
AS0140 - ASELTINE SCHOOL	14269061	6,022.68	CT3343 MAY 2017	6,022.68		6,022.68	0100	6500000	5770	1110	5800500	022		
BA0825 - BALFOUR BEATTY CONSTRUCTION	14269062	94,089.31	CT3293 Lease Payment 9	94,089.31		94,089.31	2139	0000024	0000	8500	6200000	000		
CH1200 - CHULA VISTA ALARM INC	14269063	390.00	MT850 42953	390.00		390.00	0100	0000665	0000	8100	5600100	000		
GR0200 - GRAINGER	14269064	186.93	94569879 25	130.92	00000020 33	130.92	0100	0000660	0000	8100	4300000	057		
GR0200 - GRAINGER	14269064	186.93	94569879 33	56.01	00000020 33	56.01	0100	0000660	0000	8100	4300000	057		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14269065	409.61	2951487-01	409.61	00000021 26	409.61	0100	0000660	0000	8100	4300000	057		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14269066	751.16	20115757-00	751.16	00000021 39	41.90	0100	0000626	0000	7200	4300990	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14269066	751.16	20115757-00	751.16	00000021 39	74.44	0100	0000626	0000	7200	4300990	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 30  
Run Date 6/6/2017  
Run Time 14:29:19 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
PR0100 - P&R PAPER SUPPLY COMPANY INC	14269066	751.16	20115757-00	751.16	0000002139	101.70	0100	0000626	0000	7200	4300990	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14269066	751.16	20115757-00	751.16	0000002139	236.00	0100	0000626	0000	7200	4300990	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14269066	751.16	20115757-00	751.16	0000002139	297.12	0100	0000626	0000	7200	4300990	000		
ST0160 - STANDARD STATIONARY SUPPLY CO	14269067	5,667.20	1008813	80.00	0000001933	80.00	0100	0000626	0000	7200	4300990	000		
ST0160 - STANDARD STATIONARY SUPPLY CO	14269067	5,667.20	1009613	4,680.00	0000001933	4,680.00	0100	0000626	0000	7200	4300990	000		
ST0160 - STANDARD STATIONARY SUPPLY CO	14269067	5,667.20	1009454	907.20	0000001937	72.00	0100	0000626	0000	7200	4300990	000		
ST0160 - STANDARD STATIONARY SUPPLY CO	14269067	5,667.20	1009454	907.20	0000001937	224.64	0100	0000626	0000	7200	4300990	000		
ST0160 - STANDARD STATIONARY SUPPLY CO	14269067	5,667.20	1009454	907.20	0000001937	610.56	0100	0000626	0000	7200	4300990	000		
ST0585 - STAPLES BUSINESS ADVANTAGE	14269068	234.68	8044677918	234.68	0000002103	109.40	0100	0000615	0000	7100	4300000	010		
ST0585 - STAPLES BUSINESS ADVANTAGE	14269068	234.68	8044677918	234.68	0000002103	125.28	0100	0000615	0000	7100	4300000	010		

Business Unit Total: \$115,033.21

0100	\$ 20,943.90
2139	\$ 94,089.31
<b>Total:</b>	<b>\$ 115,033.21</b>

- 350.19 cancelled warrant # 14-269057

\$114,683.02



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 34  
Run Date 6/7/2017  
Run Time 14:32:52 PM

## 02300: National School District

2017-06-07

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14269681	3,208.03	1069-760557	3,208.03	0000002115	614.30	0100	0000660	0000	8100	4300000	057		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14269681	3,208.03	1069-760557	3,208.03	0000002115	2,593.73	0100	0000660	0000	8100	4300000	057		
CH0600 - CHILDCRAFT EDUCATION CORP	14269682	1,718.22	208118274091	1,718.22	0000002025	403.21	1200	5210000	0001	1000	4300000	000		
CH0600 - CHILDCRAFT EDUCATION CORP	14269682	1,718.22	208118274091	1,718.22	0000002025	583.85	1200	5210000	0001	1000	4300000	000		
CH0600 - CHILDCRAFT EDUCATION CORP	14269682	1,718.22	208118274091	1,718.22	0000002025	731.16	1200	5210000	0001	1000	4300000	000		
CI0125 - CITY OF SAN DIEGO	14269683	295.00	100197513	295.00	0000002146	295.00	0100	0000660	0000	8100	5600100	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14269684	82.08	09-0090701	82.08	0000002092	82.08	0100	0000660	0000	8100	4300000	057		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14269685	1,446.38	CC161598	1,446.38	0000002078	1,446.38	1300	5310000	0000	3700	6500000	000		
FE0500 - FERGUSON ENTERPRISES, INC.	14269686	422.54	4607642	69.92	0000000690	69.92	0100	0000660	0000	8100	4300000	057		
FE0500 - FERGUSON ENTERPRISES, INC.	14269686	422.54	ADJ CM756262	-118.96		-118.96	0100	0000660	0000	8100	4300000	057		
FE0500 - FERGUSON ENTERPRISES, INC.	14269686	422.54	4733086	84.48	0000002037	84.48	0100	0000660	0000	8100	4300000	057		
FE0500 - FERGUSON ENTERPRISES, INC.	14269686	422.54	4733932	387.10	0000002037	171.60	0100	0000660	0000	8100	4300000	057		
FE0500 - FERGUSON ENTERPRISES, INC.	14269686	422.54	4733932	387.10		215.50	0100	0000660	0000	8100	4300000	057		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509-3	24.58	0000001868	24.58	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	5.12	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	9.15	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY	14269687	208.47	600509F-2	183.89	0000001868	9.15	0100	3010100	1110	1000	4200000	800		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 35  
Run Date 6/7/2017  
Run Time 14:32:52 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	FY
RESOURCES														
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	9.15	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	13.23	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	18.27	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	19.29	0100	3010100	1110	1000	4200000	800		
FO0301 - FOLLETT LIBRARY RESOURCES	14269687	208.47	600509F-2	183.89	0000001868	27.45	0100	3010100	1110	1000	4200000	800		
LE0125 - LEADERSHIP ASSOC. OF NSD	14269688	360.00	Sept. 2016	360.00		360.00	0100	0000623	0000	7200	5800000	000		
NA0076 - NAPA AUTO PARTS	14269689	160.24	145890	6.51	0000001991	6.51	0100	0000660	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14269689	160.24	145889	153.73	0000001991	153.73	0100	0000660	0000	8100	4300000	057		
NA0602 - CITY OF NATIONAL CITY	14269690	2,634.00	003791	2,634.00	0000002145	2,634.00	0100	0000643	0000	8100	5800710	057		
NA0925 - NATIONAL CITY TROPHY	14269691	128.33	69187	128.33	0000002158	27.73	0100	0000615	0000	7100	4300000	010		
NA0925 - NATIONAL CITY TROPHY	14269691	128.33	69187	128.33	0000002158	100.60	0100	0000615	0000	7100	4300000	010		
SA1200 - SAN DIEGO GAS & ELECTRIC	14269692	41,507.99	MT102 5919 266 448 2 060117	41,507.99		41,507.99	0100	0000665	0000	8100	5500100	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 36  
Run Date 6/7/2017  
Run Time 14:32:52 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Fund	Object	Site	Op Unit	PY
SC0875 - SCHOOL SPECIALTY	14269693	409.25	20811829 3834	409.25	00000021 36	105.05	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14269693	409.25	20811829 3834	409.25	00000021 36	304.20	0100	0000626	0000	7200	4300990	000		
SO0100 - THE SOCO GROUP, INC.	14269694	642.02	0393870-IN	642.02	00000020 29	223.81	0100	0000660	0000	8100	4300000	057		
SO0100 - THE SOCO GROUP, INC.	14269694	642.02	0393870-IN	642.02		418.21	0100	0000660	0000	8100	4300000	057		
SO1100 - South Bay Family YMCA	14269695	220.00	SBFYMCA 060417	220.00		220.00	0100	0000623	0000	7200	5800000	000		
TE0350 - TEXTBOOK WAREHOUSE	14269696	522.60	SI0466836	522.60	00000020 42	522.60	0100	0927003	1110	1000	4200000	020		
TE1300 - TERMINIX INTERNATIONAL	14269697	35.00	36540265 3	35.00	00000009 19	10.00	0100	0000660	0000	8100	4300000	057		
TE1300 - TERMINIX INTERNATIONAL	14269697	35.00	36540265 3	35.00		25.00	0100	0000660	0000	8100	4300000	057		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14269698	1,793.82	13698475	741.33	00000007 43	741.33	0100	1100699	1110	1000	5600200	225		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14269698	1,793.82	13698527	1,052.49	00000007 32	1,052.49	0100	1100699	1110	1000	5600200	222		
UN1510 - UC REGENTS	14269699	3,171.82	CT3138 87016A00 25	3,171.82		3,171.82	0100	4050100	1110	1000	5800000	020		
WE1390 - WESTERN ENVIRONMENTAL & SAFETY	14269700	5,785.00	17-065	3,100.00	00000021 44	3,100.00	0100	0000660	0000	8100	5800710	057		
WE1390 - WESTERN ENVIRONMENTAL & SAFETY	14269700	5,785.00	17-066	2,685.00	00000021 44	2,685.00	0100	0000660	0000	8100	5800710	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14269701	23.38	1-352100	23.38	00000015 68	23.38	0100	0000660	0000	8100	4300000	057		

Business Unit Total: \$64,774.17

0100	\$ 61,609.57
1200	\$ 1,718.22
1300	\$ 1,446.38
<b>Total:</b>	<b>\$ 64,774.17</b>



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 40  
Run Date 6/8/2017  
Run Time 14:37:12 PM

## 02300: National School District

2017-06-08

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000059 - Amanda Bakker	14270332	79.97	MB053117	79.97		79.97	0100	0000615	0000	7100	4300400	010		
0000000210 - Rachel Pedregal	14270333	24.00	RP060217	24.00		24.00	0100	0982000	1110	3600	5800000	022		
FA0050 - FASTENAL COMPANY	14270334	1,083.86	CACHU50013	1,083.86	0000002084	1,083.86	0100	0000660	0000	8100	4300000	057		
FR0200 - FRUTH GROUP	14270335	104.89	215702	104.89	0000001267	52.44	0100	0980000	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14270335	104.89	215702	104.89	0000001267	52.45	0100	3010100	1110	1000	4400000	900		
HA0900 - TOTALFUNDS BY HASLER	14270336	500.00	7900 01103954 0938	500.00	0000000592	500.00	0100	0000623	0000	7200	5900300	000		
KE0100 - KELLY PAPER	14270337	158.69	8602459	158.69	0000001944	19.14	0100	0000625	0000	7200	4300000	020		
KE0100 - KELLY PAPER	14270337	158.69	8602459	158.69	0000001944	62.99	0100	0000625	0000	7200	4300000	020		
KE0100 - KELLY PAPER	14270337	158.69	8602459	158.69	0000001944	76.56	0100	0000625	0000	7200	4300000	020		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14270338	385.81	245719656	145.68	0000000236	145.68	0100	1100699	1110	1000	5600200	555		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14270338	385.81	9003556281	240.13	0000000882	240.13	1200	9024977	7110	2700	5600200	028		
RA0400 - RAYNE WATER SYSTEMS	14270339	194.50	MT310029671053117	161.00		161.00	0100	0000665	0000	8100	5600100	000		
RA0400 - RAYNE WATER SYSTEMS	14270339	194.50	MT312208477053117	33.50		33.50	0100	0000460	0000	2700	5600100	400		
RE0475 - RSD - NATIONAL CITY	14270340	874.82	61129774-00	874.82		393.16	0100	0000660	0000	8100	4300000	057		
RE0475 - RSD - NATIONAL CITY	14270340	874.82	61129774-00	874.82	0000001496	481.66	0100	0000660	0000	8100	4300000	057		
SA0702 - SDCOE-Superintendent of Schools	14270341	220.00	099-013809	220.00	0000001992	220.00	0100	3010100	1110	1000	5200000	215		
SC0304 - SCHOLASTIC BOOK CLUBS	14270342	222.44	15175842	222.44	0000002125	222.44	0100	0000195	1110	1000	4300000	100		
SH0300 - SHERWIN-WILLIAMS - STORE	14270343	548.75	1244-6	235.35	0000002038	235.35	0100	0000660	0000	8100	4300000	057		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 41  
Run Date 6/8/2017  
Run Time 14:37:12 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
8171														
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14270343	548.75	1363-4	292.98	0000002038	292.98	0100	0000660	0000	8100	4300000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14270343	548.75	1364-2	20.42	0000002038	20.42	0100	0000660	0000	8100	4300000	057		
TO0110 - TOSHIBA AMERICA BUSINESS SOLUTIONS	14270344	154.88	67042852	154.88	0000000809	154.88	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14270345	130.09	13711201	130.09	0000000730	130.09	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14270346	378.59	331871707	378.59	0000001325	378.59	0100	1100699	1110	1000	5600200	444		
XE0120 - XEROX FINANCIAL SERVICES	14270347	575.29	827870	575.29	0000000584	575.29	0100	0000625	0000	7200	5600200	020		

Business Unit Total: \$5,636.58

0100	\$ 5,396.45
1200	\$ 240.13
<b>Total:</b>	<b>\$ 5,636.58</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 45  
Run Date 6/9/2017  
Run Time 14:24:15 PM

## 02300: National School District

2017-06-09

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000020 - Sonia Rico	14271083	7.38	SR060517	7.38		7.38	1300	5310000	0000	3700	5200500	000		
0000000101 - Patricia Griebel	14271084	7.20	PG052417	7.20		7.20	0100	0000460	0000	2700	5900300	900		
AM3100 - AMERI-MEX PLUMBING INC	14271085	831.02	5820	553.83	0000001707	553.83	0100	0000660	0000	8100	4300000	057		
AM3100 - AMERI-MEX PLUMBING INC	14271085	831.02	5821	277.19		77.19	0100	0000660	0000	8100	4300000	057		
AM3100 - AMERI-MEX PLUMBING INC	14271085	831.02	5821	277.19	0000001707	200.00	0100	0000660	0000	8100	4300000	057		
BU0175 - BUS PARTS WAREHOUSE	14271086	46.46	IN76218	46.46	0000002178	46.46	0100	0982000	0000	3600	4300000	038		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14271087	1,725.08	1069-730796	1,725.08	0000002140	1,725.08	0100	0000660	0000	8100	4300000	057		
CL0700 - CLARK SECURITY PRODUCTS	14271088	21.01	18K-262292	21.01		21.01	0100	0000660	0000	8100	4300000	057		
FO0310 - FOOD 4 THOUGHT LLC	14271089	9,729.55	37541	1,674.95	0000000555	1,674.95	1300	5310000	0000	3700	4700000	000		
FO0310 - FOOD 4 THOUGHT LLC	14271089	9,729.55	37594	1,708.15	0000000555	1,708.15	1300	5310000	0000	3700	4700000	000		
FO0310 - FOOD 4 THOUGHT LLC	14271089	9,729.55	37659	1,901.90	0000000555	1,901.90	1300	5310000	0000	3700	4700000	000		
FO0310 - FOOD 4 THOUGHT LLC	14271089	9,729.55	37699	2,686.80	0000000555	2,686.80	1300	5310000	0000	3700	4700000	000		
FO0310 - FOOD 4 THOUGHT LLC	14271089	9,729.55	37740	1,757.75	0000000555	1,757.75	1300	5310000	0000	3700	4700000	000		
ME0501 - METRO REFRIGERATION	14271090	401.38	17276	401.38	0000000559	401.38	1300	5310000	0000	3700	5600000	000		
NA0925 - NATIONAL CITY TROPHY	14271091	56.01	69256	56.01	0000002179	56.01	0100	0000615	0000	7100	4300350	010		
NE0400 - NEW MANAGEMENT INC	14271092	1,783.04	4619	1,783.04	0000002123	1,783.04	0100	0000660	0000	8100	4300000	057		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14271093	2,363.68	20112954-00	1,089.12	0000000562	1,089.12	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14271093	2,363.68	20113662-00	1,188.10	0000000562	1,188.10	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY	14271093	2,363.68	20112954-01	86.46	0000000562	86.46	1300	5310000	0000	3700	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 46  
Run Date 6/9/2017  
Run Time 14:24:15 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
INC														
RE0325 - REALLY GOOD STUFF	14271094	53.95	5962788	53.95	0000002141	-10.30	0100	0000626	0000	7200	4300000	000		
RE0325 - REALLY GOOD STUFF	14271094	53.95	5962788	53.95	0000002141	8.95	0100	0000626	0000	7200	4300990	000		
RE0325 - REALLY GOOD STUFF	14271094	53.95	5962788	53.95	0000002141	55.30	0100	0000626	0000	7200	4300990	000		
SA0280 - SAMBASAFETY	14271095	39.95	4600-201705	39.95	0000000457	39.95	0100	0982000	0000	3600	5600100	038		
SA1200 - SAN DIEGO GAS & ELECTRIC	14271096	65.46	MT101 4272 792 788 9 060217	65.46		65.46	0100	0000665	0000	8100	5500100	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271097	204.98	PINV0284748	313.87	0000002155	77.64	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271097	204.98	PINV0284748	313.87	0000002155	77.64	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271097	204.98	PINV0284748	313.87	0000002155	77.64	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271097	204.98	PINV0284748	313.87	0000002155	80.95	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271097	204.98	ADJ CM110221	-108.89		-108.89	0100	0000626	0000	7200	4300990	000		
ST0585 - STAPLES BUSINESS ADVANTAGE	14271098	1,755.33	8044763301	1,755.33	0000000536	1,755.33	6200	0000100	1110	1000	4300000	062		
W0155 - WILKINSON HADLEY KING & CO LLP	14271099	2,500.00	CT288920468	2,500.00		2,500.00	0100	0000623	0000	7190	5800800	000		

Business Unit Total: \$21,591.48

0100	\$ 7,334.16
1300	\$ 12,501.99
6200	\$ 1,755.33
<b>Total:</b>	<b>\$21,591.48</b>



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 32  
Run Date 6/12/2017  
Run Time 14:41:21 PM

## 02300: National School District

2017-06-12

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000013 - Lorena Dambois	14271741	18.07	LD060517	18.07		18.07	1200	5210000	0001	1000	4300000	000		
0000000014 - Elizabeth Lopez	14271742	78.16	EL060517	78.16		78.16	1200	6105100	0001	1000	4300000	000		
0000000015 - Norma Luna	14271743	5.33	NL060517	5.33		5.33	1200	6105100	0001	1000	4300000	000		
0000000016 - Yadira Martinez	14271744	54.84	YM060517	54.84		54.84	1200	6105100	0001	1000	4300000	000		
0000000017 - Hada Morales-Lopez	14271745	39.97	HML060517	39.97		39.97	1200	6105100	0001	1000	4300000	000		
0000000019 - Liliana Nansen	14271746	33.69	LN060517	33.69		33.69	1200	5210000	0001	1000	4300000	000		
0000000188 - Mike Clarken	14271747	92.94	MC051517	92.94		92.94	0100	3010100	1110	1000	4300000	600		
0000000200 - Stephanie Buttell-Maxin	14271748	66.62	SBM053117	66.62		66.62	0100	0980000	1110	1000	4300000	400		
0000000258 - Lupita Castillo	14271749	56.96	LC060517	56.96		56.96	0100	0000191	1110	1000	4300000	400		
BO0800 - BOYS & GIRLS CLUB	14271750	7,123.31	2016-17-7A	7,123.31	00000000542	7,123.31	6200	6010000	1110	1000	5800100	062		
CA3340 - CATHOLIC CHARITIES	14271751	1,200.00	547 060117	1,200.00	00000000547	1,200.00	6200	0000100	1110	3110	5800000	062		
DI0101 - DIVISION OF THE STATE	14271752	693.48	SH16_0054	693.48		693.48	2139	0000024	0000	8500	5800000	000		
GA0020 - GALASSO'S BAKERY	14271753	2,443.48	556 052017	2,443.48	00000000556	2,443.48	1300	5310000	0000	3700	4700000	000		
GO0301 - GOLD STAR FOODS	14271754	90,098.19	557 100568 052017	90,098.19	00000000557	90,098.19	1300	5310000	0000	3700	4700000	000		
HO0230 - HOLLANDIA DAIRY	14271755	52,902.02	558 052017	52,902.02	00000000558	52,902.02	1300	5310000	0000	3700	4700000	000		
HO0600 - HOUGHTON MIFFLIN COMPANY	14271756	27,777.80	CT3177 71005507 2	27,777.80		27,777.80	0100	0944003	1110	1000	5800000	020		
PA0900 - PAPA JOHN'S PIZZA	14271757	5,590.74	NAT11335-0517	5,590.74	00000000563	5,590.74	1300	5310000	0000	3700	4700000	000		
PR0050 - PRACTICAL, INC.	14271758	1,572.68	CT1294 338334	1,572.68		1,572.68	0100	5640568	0000	3140	5800490	022		
SA1200 - SAN DIEGO GAS & ELECTRIC	14271759	7,183.18	MT101 7398 594 232 8	7,183.18		7,183.18	0100	0000665	0000	8100	5500100	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 33  
Run Date 6/12/2017  
Run Time 14:41:21 PM

Vendor	Warrant Amount	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	
			060517											
SA1200 - SAN DIEGO GAS & ELECTRIC	14271760	13,504.91	MT101 1065 749 430 3 060517	13,504.91		13,504.91	0100	0000665	0000	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14271761	16.95	MT102 4440 144 556 8 060517	16.95		16.95	0100	0000665	0000	8100	5500100	000		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617163	26.00	00000018 31	4.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617163	26.00	00000018 31	4.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617163	26.00	00000018 31	4.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617163	26.00	00000018 31	5.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617163	26.00	00000018 31	9.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617164	3.00	00000018 31	3.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617165	4.00	00000018 31	4.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617166	16.00	00000018 31	4.00	0100	3010100	1110	1000	4200000	800		
SC0304 - SCHOLASTIC BOOK CLUBS	14271762	49.00	53617166	16.00	00000018 31	12.00	0100	3010100	1110	1000	4200000	800		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	20811830 4233	936.47	00000021 43	936.47	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	8.74	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	17.49	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	59.75	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	106.38	0100	0000626	0000	7200	4300990	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 34  
Run Date 6/12/2017  
Run Time 14:41:21 PM

Vendor	Warrant	Warrant Amount	Invoice ID	Invoice Amount	PO ID	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	157.38	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	174.87	0100	0000626	0000	7200	4300990	000		
SC0875 - SCHOOL SPECIALTY	14271763	3,034.91	30810273 7308	2,098.44	00000021 05	349.74	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	139.20	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	278.40	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	278.40	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	417.60	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	556.80	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	835.20	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST	14271764	3,340.80	PINV0284 021	3,340.80	00000021 30	835.20	0100	0000626	0000	7200	4300990	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 35  
Run Date 6/12/2017  
Run Time 14:41:21 PM

Vendor	Warrant	Warrant Amount	Invoice ID	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct.	Object	Site	Op Unit	PY
SCHOOL&OFFICE SUPPLY														
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	PINV0284 550	139.20		139.20	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14271764	3,340.80	CM112637	-139.20		-139.20	0100	0000626	0000	7200	4300990	000		
TE0175 - TECHNOLOGY INTEGRATION GROUP	14271765	92.50	5174500	92.50		92.50	0100	0000460	0000	2700	5600150	700		

Business Unit Total: \$217,070.53

0100	\$ 56,789.25
1200	\$ 230.06
1300	\$151,034.43
2139	\$ 693.48
6200	\$ 8,323.31
<b>Total:</b>	<b>\$217,070.53</b>



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 33  
Run Date 6/13/2017  
Run Time 14:39:46 PM

## 02300: National School District

2017-06-13

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0671237	5,046.65	0000000703	5,046.65	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0672817	1,225.68	0000000703	1,225.68	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0673043	2,548.80	0000000703	2,548.80	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0674201	3,225.28	0000000703	3,225.28	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0675516	3,722.62	0000000703	3,722.62	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14272304	18,939.38	0676804	3,170.35	0000000703	3,170.35	1300	5310000	0000	3700	4300000	000		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	10.67	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	13.70	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	13.80	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	17.10	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	17.10	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	19.18	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	20.03	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	20.53	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	21.39	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	23.84	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	25.68	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	095778595103	503.68	0000001900	25.68	0100	0000190	1110	1000	4300000	500		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 34  
Run Date 6/13/2017  
Run Time 14:39:46 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	25.68	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	25.72	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	29.79	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	29.79	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	29.97	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	37.51	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	40.47	0100	0000190	1110	1000	4300000	500		
AM0100 - AMAZON.COM	14272305	503.68	09577859 5103	503.68	00000019 00	56.05	0100	0000190	1110	1000	4300000	500		
DE1015 - DEPARTMENT OF JUSTICE	14272306	277.00	236245	277.00	00000013 80	277.00	0100	0000620	0000	7200	4300000	030		
DI0020 - DIAMOND JACK ENTERPRISES INC	14272307	89,955.03	554 052017	89,955.03	00000005 54	89,955.03	1300	5310000	0000	3700	4700000	000		
FA0050 - FASTENAL COMPANY	14272308	2,054.89	CACHU50 078	2,054.89	00000020 84	2,054.89	0100	0000660	0000	8100	4300000	057		
SA1200 - SAN DIEGO GAS & ELECTRIC	14272309	84.63	MT102 4440 142 383 9	84.63		84.63	0100	0000665	0000	8100	5500100	000		
SO1227 - SO-CAL TRUCK STOP	14272310	5,284.66	MT831 0303 053117	5,284.66		2,869.01	0100	0982000	0000	3600	4300560	038		
SO1227 - SO-CAL TRUCK STOP	14272310	5,284.66	MT831 0303 053117	5,284.66		2,415.65	0100	0983000	5001	3600	4300560	038		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14272311	160.09	13720043	160.09	00000007 31	160.09	1200	5210000	0001	1000	4300000	000		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14272312	309.47	A241439	159.79	00000020 32	159.79	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14272312	309.47	A241465	27.24	00000020 32	27.24	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14272312	309.47	A241667	94.91	00000020 32	94.91	0100	0000660	0000	8100	4300000	057		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 35  
Run Date 6/13/2017  
Run Time 14:39:46 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14272312	309.47	A241764	27.53	0000002032	27.53	0100	0000660	0000	8100	4300000	057		
YM0021 - YMCA OF SAN DIEGO COUNTY	14272313	173,767.09	CT3045 NSD-0517	173,767.09		173,767.09	0100	9065100	1110	1000	5800000	026		

Business Unit Total: \$291,335.92

0100	\$182,281.42
1200	\$ 160.09
1300	\$108,894.41
<b>Total:</b>	<b>\$ 291,335.92</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 52  
Run Date 6/14/2017  
Run Time 14:27:53 PM

## 02300: National School District

2017-06-14

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
0000000118 - William Mellman	14273098	138.90	WM051717	138.90		138.90	0100	0980800	8100	5000	4300000	200		
0000000224 - Lisa Anderson	14273099	73.33	LA051617	73.33		73.33	0100	0980000	1110	1000	4300400	200		
0000000259 - Elizabeth McEvoy	14273100	215.32	EM051917	215.32		215.32	0100	0980800	8100	5000	4300000	200		
0000000260 - Leticia H. Hernandez	14273101	350.19	LHH060217	350.19		350.19	0100	0000570	1110	1000	4300000	100		
CO0500 - COPY LINK	14273102	323.69	AR216390	323.69	0000000545	323.69	6200	0000100	1110	1000	5600200	062		
HA1525 - HAWTHORNE POWER SYSTEMS	14273103	321.00	1123063	160.50	0000000535	160.50	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14273103	321.00	1123062	160.50	0000000535	160.50	0100	0983000	5001	3600	5600150	038		
HO0350 - THE HOME DEPOT	14273104	2,767.81	4031212	145.35	0000002098	145.35	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	4581897	162.79	0000002098	162.79	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	3013506	289.80	0000002098	289.80	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	2234126	182.67	0000002098	182.67	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	2971473	257.75	0000002068	257.75	0100	0980000	0000	2700	4300000	200		
HO0350 - THE HOME DEPOT	14273104	2,767.81	245145	97.57	0000002098	97.57	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	7240071	321.16	0000002098	321.16	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	5240242	149.64	0000002098	149.64	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	4074091	105.21	0000002098	105.21	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	9772852	115.29	0000002098	115.29	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	8032896	167.74	0000002098	167.74	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	9240769	20.95	0000002098	20.95	0100	0000660	0000	8100	4300000	057		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 53  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
HO0350 - THE HOME DEPOT	14273104	2,767.81	2033476	118.72	0000002098	118.72	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	1321356	125.52	0000002098	125.52	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	1321356	70.97	0000002098	70.97	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	10148	16.38	0000002098	16.38	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	230965	263.71	0000002098	263.71	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14273104	2,767.81	9033733	156.59	0000002098	156.59	0100	0000660	0000	8100	4300000	057		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14273106	215.00	2971146-00	215.00	0000002126	215.00	0100	0000660	0000	8100	4300000	057		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14273107	16,981.34	00029576 3-0001 July 2017	16,981.34		1,764.94	6200	0000460	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14273107	16,981.34	00029576 3-0001 July 2017	16,981.34		11,831.23	6200	0000100	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14273107	16,981.34	00029576 3-0001 July 2017	16,981.34		1,977.93	6200	0000460	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14273107	16,981.34	00029576 3-0001 July 2017	16,981.34		1,407.24	6200	0000000	0000	8100	3402000	062		
KO0160 - KONICA MINOLTA BUSINESS SOLUTION	14273108	1,232.31	9003580136	1,232.31	00000001018	1,232.31	0100	1100699	1110	1000	5600200	666		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		8.50	0100	3010100	1110	1000	4200000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		56.14	0100	0000440	0000	2420	4300000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		39.62	0100	0000460	0000	2700	4300000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		99.22	0100	0000460	0000	2700	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		133.70	0100	0000460	0000	2700	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		580.63	0100	0000460	0000	2700	4300000	700		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 54  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		64.86	0100	0000460	0000	2700	4300000	800		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		416.88	0100	0000460	0000	2700	4300000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		339.49	0100	0980000	0000	2700	4300000	400		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		395.58	0100	0982000	0000	3600	4300000	038		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		858.03	0100	0000615	0000	7100	4300000	010		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		472.94	0100	0000623	0000	7200	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		227.77	0100	0000625	0000	7200	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,660.48	0100	0000660	0000	8100	4300000	057		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,177.06	0100	0000100	1110	1000	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		416.87	0100	0000100	1110	1000	4300000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		487.49	0100	0000190	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		48.90	0100	0000192	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		496.22	0100	0000195	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		170.00	0100	0000560	1110	1000	4300000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		72.91	0100	0000560	1110	1000	4300000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		230.01	0100	0000560	1110	1000	4300000	400		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 55  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	Py
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		248.33	0100	0000570	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		428.99	0100	0000570	1110	1000	4300000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		115.97	0100	0000570	1110	1000	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		508.27	0100	0000570	1110	1000	4300000	800		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		135.92	0100	0000580	1110	1000	4300000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		750.53	0100	0100837	1110	1000	4300000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		38.79	0100	0100847	1110	1000	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		41.45	0100	0944003	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		637.14	0100	0980000	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		114.40	0100	0980000	1110	1000	4300000	400		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,583.71	0100	0980000	1110	1000	4300000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		72.92	0100	0980800	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		363.13	0100	3010100	1110	1000	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		305.75	0100	3010100	1110	1000	4300000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		351.87	0100	6300000	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		88.45	0100	0980000	4760	1000	4300000	400		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 56  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		44.20	0100	6500000	5001	2100	4300000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		289.44	0100	0000188	5750	1110	4300000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		247.99	0100	0000188	5750	1110	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		416.47	0100	6500000	5750	1110	4300000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		583.48	1200	5210000	0001	1000	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,171.65	1200	5210000	0001	1000	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		568.85	1300	5310000	0000	3700	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		385.52	0100	0000460	0000	2700	4300400	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		164.06	0100	0000615	0000	7100	4300400	010		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		58.45	0100	0000620	0000	7200	4300400	030		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		21.99	0100	0944003	0000	7200	4300400	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		55.93	0100	0922003	1110	1000	4300400	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		26.57	1200	5210000	0001	3140	4400000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		175.39	1300	5310000	0000	3700	4700000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,619.68	0100	0000615	0000	7100	5200000	010		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		1,034.95	0100	0000618	0000	7100	5200000	005		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 57  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Function	Object	Site	Op Unit	PY
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		20.00	0100	3010100	1110	1000	5200000	800		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		216.00	0100	0982000	1110	3600	5800000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		74.85	0100	6500000	5770	1130	5800710	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14273109	21,484.39	PC MAY 2017	21,484.39		70.00	0100	0000620	0000	7200	5800845	030		
NA0601 - CITY OF NATIONAL CITY	14273110	68,624.49	2016-22 003765	68,624.49		68,624.49	0100	0000900	0000	3900	5800100	022		
OF0075 - OFFICE DEPOT	14273111	354.29	93386832 3001	28.05	00000019 31	28.05	0100	0000460	0000	2700	4300000	800		
OF0075 - OFFICE DEPOT	14273111	354.29	93370685 6001	326.24	00000021 65	326.24	0100	0000623	0000	7200	4300000	000		
OP0130 - OPTIMUM FLOORCARE	14273112	823.73	425371	761.65	00000016 89	761.65	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14273112	823.73	425548	62.08	00000016 89	62.08	0100	0000644	0000	8100	4300000	056		
PE1290 - PERRY FORD OF NATIONAL CITY	14273113	135.00	6116863/1	135.00	00000017 48	135.00	0100	0000660	0000	8100	4300000	057		
RC0400 - RCP BLOCK & BRICK, INC.	14273114	448.92	31150276	448.92	00000020 28	448.92	0100	0100816	0000	2700	4300000	600		
SA1155 - SAN DIEGO FREIGHTLINER	14273115	75.00	ss47176	75.00	00000021 96	75.00	0100	0982000	0000	3600	4300000	038		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14273116	27,454.92	NCCFRC 052017	27,454.92		25,558.47	0100	0000737	8100	5000	5800100	021		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14273116	27,454.92	NCCFRC 052017	27,454.92		1,896.45	0100	9010140	8100	5000	5800100	021		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14273117	84,778.50	SBSCS PreSchool 4 All May 2017	84,778.50		55,266.37	1200	5210000	0001	1000	5800100	000		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14273117	84,778.50	SBSCS PreSchool 4 All May 2017	84,778.50		25,631.21	1200	6105100	0001	1000	5800100	000		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14273117	84,778.50	SBSCS PreSchool 4 All May 2017	84,778.50		3,880.92	1200	9024977	7110	1000	5800100	028		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 58  
Run Date 6/14/2017  
Run Time 14:27:53 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14273118	775.17	PINV0286317	775.17	0000002142	775.17	0100	0000626	0000	7200	4300990	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14273119	1,139.75	332344340	243.00	0000000580	243.00	0100	6500000	5001	2100	5600200	022		
TO0115 - TOSHIBA FINANCIAL SERVICES	14273119	1,139.75	332521145	200.08	0000000578	200.08	0100	1100699	1110	1000	5600200	225		
TO0115 - TOSHIBA FINANCIAL SERVICES	14273119	1,139.75	332343748	160.12	0000000579	160.12	0100	0000660	0000	8100	5600200	057		
TO0115 - TOSHIBA FINANCIAL SERVICES	14273119	1,139.75	332343748.	160.12	0000000581	160.12	1300	5310000	0000	3700	5600200	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14273119	1,139.75	332343748..	376.43	0000000582	376.43	0100	1100699	1110	1000	5600200	333		
TR0340 - TRI-ED DISTRIBUTION	14273120	306.80	109108825	306.80	0000001687	306.80	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14273121	742.49	A241852	742.49	0000002032	742.49	0100	0000660	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14273122	1,040.97	76740750	1,040.97	0000000546	1,040.97	6200	0000000	0000	8100	4300000	062		

Business Unit Total: \$230,803.31

0100	\$ 124,992.75
1200	\$ 86,560.20
1300	\$ 904.36
6200	\$ 18,346.00
<b>Total:</b>	<b>\$ 230,803.31</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 43  
Run Date 6/15/2017  
Run Time 14:52:15 PM

## 02300: National School District

2017-06-15

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000029 - Leon Osteeye	14273871	145.04	LO060717	145.04		72.52	0100	6500000	5750	1190	5200500	022		
0000000029 - Leon Osteeye	14273871	145.04	LO060717	145.04		72.52	0100	6500000	5770	1190	5200500	022		
0000000098 - Silvia Gallardo	14273872	692.44	SG053117	692.44		692.44	1200	5210000	0001	2700	5200500	000		
0000000250 - Meliza Pangilinan	14273873	449.87	MP060817	449.87		449.87	1200	5210000	0001	2700	5200500	000		
0000000261 - Linda Tapia	14273874	369.20	LT060817	369.20		369.20	1200	5210000	0001	2700	5200500	000		
AT0050 - A TREE OF KNOWLEDGE EDUCATIONAL SERV.	14273875	3,682.20	CT3345 NSD0217 ADD	2,534.22		2,534.22	0100	3010624	1110	1000	5800100	020		
AT0050 - A TREE OF KNOWLEDGE EDUCATIONAL SERV.	14273875	3,682.20	CT3345 NSD0317 ADD	1,147.98		1,147.98	0100	3010624	1110	1000	5800100	020		
CA0602 - CASBO	14273876	95.00	0217008	95.00	00000014 45	95.00	0100	0000623	0000	7200	5200000	000		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14273877	165.59	09-0090910	49.83	00000020 92	49.83	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14273877	165.59	09-0091166	10.22	00000020 92	10.22	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14273877	165.59	09-0092558	13.87	00000020 92	13.87	0100	0000660	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14273877	165.59	09-0091311	91.67	00000020 92	91.67	0100	0000660	0000	8100	4300000	057		
FR0200 - FRUTH GROUP	14273878	1,078.44	214615	1,078.44	00000021 92	1,078.44	0100	1100699	1110	1000	5600200	666		
HA1525 - HAWTHORNE POWER SYSTEMS	14273879	481.50	1123089	160.50	00000005 35	160.50	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14273879	481.50	1123090	160.50	00000005 35	160.50	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14273879	481.50	1123091	160.50	00000005 35	160.50	0100	0982000	0000	3600	5600100	038		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 44  
Run Date 6/15/2017  
Run Time 14:52:15 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	Py
OL0250 - Olivewood Gardens & Learning Center	14273880	750.00	CT3397 6072017	750.00		750.00	0100	3010100	1110	1000	5800000	600		
OP0130 - OPTIMUM FLOORCARE	14273881	46.85	425699	46.85	00000020 99	46.85	0100	0000660	0000	8100	4300000	057		
PA0200 - PACIFIC LAWN MOWER WORKS	14273882	317.00	22000002 3286	187.30	00000018 87	187.30	0100	0000660	0000	8100	4300000	057		
PA0200 - PACIFIC LAWN MOWER WORKS	14273882	317.00	22000002 3288	129.70	00000018 87	129.70	0100	0000660	0000	8100	4300000	057		
SP0675 - BSN SPORTS INC	14273883	3,958.98	90006521 5	3,958.98	00000021 35	191.84	0100	0000626	0000	7200	4300990	000		
SP0675 - BSN SPORTS INC	14273883	3,958.98	90006521 5	3,958.98	00000021 35	383.67	0100	0000626	0000	7200	4300990	000		
SP0675 - BSN SPORTS INC	14273883	3,958.98	90006521 5	3,958.98	00000021 35	441.53	0100	0000626	0000	7200	4300990	000		
SP0675 - BSN SPORTS INC	14273883	3,958.98	90006521 5	3,958.98	00000021 35	803.89	0100	0000626	0000	7200	4300990	000		
SP0675 - BSN SPORTS INC	14273883	3,958.98	90006521 5	3,958.98	00000021 35	2,138.05	0100	0000626	0000	7200	4300990	000		
US0230 - US BANK EQUIPMENT FINANCE	14273884	462.34	33259958 8	462.34	00000005 44	462.34	6200	0000000	0000	2700	5600200	062		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14273885	755.67	A241880	755.67	00000020 32	755.67	0100	0000660	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	799.72	0100	0000644	0000	8100	4300000	056		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	7,093.41	0100	0000644	0000	8100	4300000	111		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	5,427.99	0100	0000644	0000	8100	4300000	222		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	1,205.99	0100	0000644	0000	8100	4300000	225		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	1,888.95	0100	0000644	0000	8100	4300000	333		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	3,423.21	0100	0000644	0000	8100	4300000	333		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	1,507.70	0100	0000644	0000	8100	4300000	444		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	3,986.91	0100	0000644	0000	8100	4300000	555		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	1,686.26	0100	0000644	0000	8100	4300000	666		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 45  
Run Date 6/15/2017  
Run Time 14:52:15 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	4,273.87	0100	0000644	0000	8100	4300000	777		
WA1175 - WAXIE SANITARY SUPPLY	14273886	35,216.82	2040 MAY2017	35,216.82	00000020 40	3,922.81	0100	0000644	0000	8100	4300000	888		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14273887	97.67	1-352429	43.97	00000015 68	43.97	0100	0000660	0000	8100	4300000	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14273887	97.67	1-352574	41.15	00000015 68	41.15	0100	0000660	0000	8100	4300000	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14273887	97.67	1-352945	12.55	00000015 68	12.55	0100	0000660	0000	8100	4300000	057		

Business Unit Total: \$48,764.61

0100	\$ 46,790.76
1200	\$ 1,511.51
6200	\$ 462.34
<b>Total:</b>	<b>\$ 48,764.61</b>



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 48  
Run Date 6/16/2017  
Run Time 15:08:42 PM

## 02300: National School District

2017-06-16

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Sits	Op Unit	PY
0000000014 - Elizabeth Lopez	14274635	30.79	EL061217	30.79		30.79	1200	6105100	0001	1000	4300000	000		
0000000032 - Vanessa Sanchez	14274636	45.77	VS042517	45.77		45.77	0100	0000193	1110	1000	4200000	300		
0000000037 - AMERICAN FIDELITY ADMINISTRATIVE	14274637	608.30	CT3317 23632	608.30		608.30	0100	0000623	0000	7200	5800000	000		
0000000052 - Sarah Flora	14274638	313.57	SF060517	313.57		313.57	0100	3010100	1110	1000	4300400	900		
0000000067 - Jennifer Reynolds	14274639	252.06	JR060517	252.06		252.06	0100	0000440	0000	2420	4200500	200		
0000000087 - Tricia Hernandez	14274640	35.16	TH060517	35.16		35.16	1200	5210000	0001	1000	4300000	000		
0000000091 - Julia Romero	14274641	96.09	JR060217	96.09		96.09	0100	0000100	1110	1000	4300000	900		
0000000098 - Silvia Gallardo	14274642	284.39	SG053017	284.39		284.39	1200	5210000	0001	1000	4300000	000		
0000000107 - Diana Gamboa	14274643	3.19	DG061217	3.19		3.19	1200	5210000	0001	1000	4300000	000		
0000000109 - Leticia Hernandez	14274644	49.79	LH061217	49.79		49.79	1200	6105100	0001	1000	4300000	000		
0000000110 - Michelle Manchester	14274645	155.23	MM06071 7	155.23		155.23	0100	0000460	0000	2700	4300000	100		
0000000118 - William Mellman	14274646	710.51	WM05111 7	710.51		710.51	0100	0000570	1110	1000	4300000	200		
0000000119 - Elena De La Rosa	14274647	332.26	EDR06011 7	332.26		238.66	0100	0000460	0000	2700	4300000	300		
0000000119 - Elena De La Rosa	14274647	332.26	EDR06011 7	332.26		93.60	0100	0000560	1110	1000	4300000	300		
0000000160 - Teresa Cardenas	14274648	11.18	TC060917	11.18		11.18	0100	0100185	1110	1000	4300000	200		
0000000170 - Jamie Hill	14274649	137.69	JH060617	137.69		27.49	0100	0980000	1110	1000	4300000	900		
0000000170 - Jamie Hill	14274649	137.69	JH060617	137.69		110.20	0100	0980000	1110	1000	4300400	900		
0000000179 - Jessica Yoon	14274650	344.76	JY060617	344.76		344.76	0100	0980000	1110	1000	4300000	900		
0000000190 - Elena Maria Porter	14274651	60.60	EP041117	60.60		60.60	0100	0000193	1110	1000	4200000	300		
0000000229 - Cindy Vasquez	14274652	500.00	CV061317	500.00		500.00	0100	4050100	0000	2100	5200000	020		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 49  
Run Date 6/16/2017  
Run Time 15:08:42 PM

Vendor	Warrant	Warrant Amount	Invoice ID	Invoice Amount	PO ID	Distribution Amount	Fund	Resource	Goal	Fund	Object	Site	Op Unit	PY
0000000262 - Wendy Eagle	14274653	29.86	WE060617	29.86		29.86	0100	3010100	1110	1000	4300000	900		
0000000263 - Kathrina Mendez	14274654	83.97	KM053117	83.97		83.97	0100	0000460	0000	2700	4300000	300		
0000000264 - Patricia Sainz	14274655	16.69	PS060917	16.69		16.69	0100	0000460	0000	2700	4300000	100		
0000000265 - Anna Saenz	14274656	66.81	AS061217	66.81		66.81	0100	0000100	1110	1000	4300000	900		
AM3100 - AMERI-MEX PLUMBING INC	14274657	402.19	5842	402.19	0000002197	402.19	0100	0000660	0000	8100	4300000	057		
BR0230 - BRIAN'S LIVE BEE REMOVAL	14274658	275.00	517-188	275.00	0000002167	275.00	0100	0000660	0000	8100	5500600	057		
BU0180 - BUS WEST	14274659	170,702.75	BW06691	170,702.75	0000000310	10.50	0100	0980130	0000	3600	6500000	000		
BU0180 - BUS WEST	14274659	170,702.75	BW06691	170,702.75	0000000310	70.69	0100	0980130	0000	3600	6500000	000		
BU0180 - BUS WEST	14274659	170,702.75	BW06691	170,702.75	0000000310	40,997.00	0100	0980130	0000	3600	6500000	000		
BU0180 - BUS WEST	14274659	170,702.75	BW06691	170,702.75	0000000310	129,624.56	0100	0980130	0000	3600	6500000	000		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14274660	826.46	1069-730720	826.46		154.69	0100	0000660	0000	8100	4300000	057		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14274660	826.46	1069-730720	826.46	0000001552	671.77	0100	0000660	0000	8100	4300000	057		
CA3340 - CATHOLIC CHARITIES	14274661	1,000.00	CT3371060817	1,000.00		1,000.00	0100	3010800	8100	5000	5800000	200		
CH1300 - CHULA VISTA ELEMENTARY SCHOOL	14274662	131,220.39	2016-17-1	131,220.39		131,220.39	0100	4050100	1110	1000	5100000	020		
EX0310 - EXPRESS PIPE & SUPPLY CO, INC	14274663	2,127.74	ADJ S102085921.001	-33.25		-33.25	0100	0000660	0000	8100	4300000	057		
EX0310 - EXPRESS PIPE & SUPPLY CO, INC	14274663	2,127.74	ADJ S102103030.001	-282.18		-282.18	0100	0000660	0000	8100	4300000	057		
EX0310 - EXPRESS PIPE & SUPPLY CO, INC	14274663	2,127.74	S101878480.001	2,443.17	0000002174	2,443.17	0100	0000660	0000	8100	4300000	057		
GI0050 - GIGAKOM	14274664	7,878.00	E7087AA1	7,878.00	0000001089	7,878.00	0100	0000633	0000	7700	4300300	055		
JI0400 - JIVE COMMUNICATIONS, INC.	14274665	6,750.00	CT3365 INV-000666603	6,750.00	0000001926	2,250.00	0100	0000665	0000	8100	5900100	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 50  
Run Date 6/16/2017  
Run Time 15:08:42 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
J10400 - JIVE COMMUNICATIONS, INC.	14274665	6,750.00	CT3365 INV-000666603	6,750.00	0000001926	4,500.00	0100	0000665	0000	8100	5900100	000		
KE0150 - KEENAN & ASSOCIATES	14274666	4,000.00	16761	4,000.00		4,000.00	0100	0000667	0000	7200	5450100	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	7.54	1200	5210000	0001	1000	4300000	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	10.44	1200	5210000	0001	1000	4300000	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	11.59	1200	5210000	0001	1000	4300000	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	11.60	1200	5210000	0001	1000	4300000	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	13.93	1200	5210000	0001	1000	4300000	000		
OR0220 - ORIENTAL TRADING COMPANY	14274667	71.35	684207973-01	71.35	0000002045	16.25	1200	5210000	0001	1000	4300000	000		
RC0400 - RCP BLOCK & BRICK, INC.	14274668	129.77	31141832	129.77	0000002173	129.77	0100	0980000	0000	2700	4300000	200		
SA0150 - SAFETY-KLEEN	14274669	500.00	73752320	500.00	0000002194	500.00	0100	0000660	0000	8100	4300000	057		
SA1210 - SAN DIEGO GUILD OF	14274670	7,000.00	CT3338 060917	7,000.00		7,000.00	0100	0980000	1110	1000	5800100	900		
SO0100 - THE SOCO GROUP, INC.	14274671	821.25	0396709-IN	821.25	0000002186	821.25	0100	0000660	0000	8100	4300560	057		
SO1125 - SOUTH BAY UNION SCHOOL DIST.	14274672	247.25	17132	247.25	0000002200	247.25	0100	0100867	1110	1000	5800650	700		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14274673	168.74	PINV0286 905	131.55	0000002176	63.05	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14274673	168.74	PINV0286 905	131.55	0000002176	68.50	0100	0000660	0000	8100	4300000	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14274673	168.74	PINV0286 926	37.19	0000002176	37.19	0100	0000660	0000	8100	4300000	057		
SY0170 - MYBINDING	14274674	1,757.35	007740	1,757.35	0000002119	1,757.35	0100	0000625	0000	7200	4300000	020		

Business Unit Total: \$340,046.91

0100 \$ 339,572.24

1200 \$ 474.67

Total: \$ 340,046.91



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 31  
Run Date 6/20/2017  
Run Time 14:43:23 PM

## 02300: National School District

2017-06-20

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000101 - Patricia Griebel	14275624	27.29	PG061517	27.29		27.29	0100	0980000	1110	1000	5200500	900		
0000000215 - Angelica Hernandez	14275625	8.64	AH061417	8.64		8.64	0100	0000560	1110	1000	4300000	300		
0000000266 - Rachel Cabeza de Baca	14275626	47.09	RCDB053117	47.09		47.09	1300	5310000	0000	3700	5200500	000		
EX0150 - EXCELLENT PARTY RENTAL	14275627	175.00	I170606133	175.00	0000002177	40.00	0100	0000460	0000	2700	5600300	700		
EX0150 - EXCELLENT PARTY RENTAL	14275627	175.00	I170606133	175.00	0000002177	135.00	0100	0000460	0000	2700	5600300	700		
PR0050 - PRACTICAL, INC.	14275628	994.01	CT1294338406	994.01		994.01	0100	5640568	0000	3140	5800490	022		

Business Unit Total: \$1,252.03

0100	\$ 1,204.94
1300	\$ 47.09
<b>Total:</b>	<b>\$ 1,252.03</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 96  
Run Date 6/21/2017  
Run Time 14:52:08 PM

## 02300: National School District

2017-06-21

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000126 - Denise Zaminnam	14276564	1,121.64	DZ061317	1,121.64		1,121.64	0100	0100873	1110	1000	4300000	900		
0000000219 - Hanson Aggregates	14276565	526.04	1798044	526.04	0000002171	526.04	1300	5310000	0000	3700	4300000	000		
AM0100 - AMAZON.COM	14276566	634.54	077976943243	23.87	0000001809	23.87	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	261115689939	14.11	0000001809	14.11	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	8.97	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	10.02	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	28.82	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	32.69	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	38.65	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	40.61	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	45.16	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	078552457325	259.62	0000001809	54.70	0100	0000194	1110	1000	4300000	100		
AM0100 - AMAZON.COM	14276566	634.54	182464311448	40.28	0000002156	40.28	0100	0000615	0000	7100	4300000	010		
AM0100 - AMAZON.COM	14276566	634.54	279734284279	63.17	0000001905	63.17	0100	3310000	5750	1130	4300000	022		
AM0100 - AMAZON.COM	14276566	634.54	250120713145	233.49	0000002180	233.49	0100	0000615	0000	7100	4300000	010		
BI0700 - BI-RITE CARTON COMPANY INC	14276567	848.25	49887	848.25	0000002132	848.25	0100	0000626	0000	7200	4300000	000		
CA1325 - CALIFORNIA BATHTUB	14276568	398.65	15865	398.65	0000001545	398.65	0100	0000660	0000	8100	4300000	057		
CA3340 - CATHOLIC CHARITIES	14276569	1,400.00	CT3370061517	1,400.00		1,400.00	0100	3010100	1110	1000	4300000	900		
CH0600 - CHILDCRAFT EDUCATION CORP	14276570	377.32	308102740112	377.32	0000002044	25.80	1200	5210000	0001	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 97  
Run Date 6/21/2017  
Run Time 14:52:08 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CH0600 - CHILDCRAFT EDUCATION CORP	14276570	377.32	30810274 0112	377.32	00000020 44	100.13	1200	5210000	0001	1000	4300000	000		
CH0600 - CHILDCRAFT EDUCATION CORP	14276570	377.32	30810274 0112	377.32	00000020 44	114.27	1200	5210000	0001	1000	4300000	000		
CH0600 - CHILDCRAFT EDUCATION CORP	14276570	377.32	30810274 0112	377.32	00000020 44	137.12	1200	5210000	0001	1000	4300000	000		
DE0220 - KING BUSINESS SERVICES, INC.	14276571	795.00	139229	795.00	00000021 83	795.00	0100	0100839	0000	2700	4300000	900		
GE0037 - GEARY PACIFIC SUPPLY #48	14276572	19,511.99	3492342	19,511.99	00000021 87	13.53	0100	8150100	0000	8500	6200200	057		
GE0037 - GEARY PACIFIC SUPPLY #48	14276572	19,511.99	3492342	19,511.99	00000021 87	3,550.58	0100	8150100	0000	8500	6200200	057		
GE0037 - GEARY PACIFIC SUPPLY #48	14276572	19,511.99	3492342	19,511.99	00000021 87	3,986.97	0100	8150100	0000	8500	6200200	057		
GE0037 - GEARY PACIFIC SUPPLY #48	14276572	19,511.99	3492342	19,511.99	00000021 87	3,986.97	0100	8150100	0000	8500	6200200	057		
GE0037 - GEARY PACIFIC SUPPLY #48	14276572	19,511.99	3492342	19,511.99	00000021 87	7,973.94	0100	8150100	0000	8500	6200200	057		
GR0200 - GRAINGER	14276573	215.96	94705009 10	164.89	00000020 33	164.89	0100	0000660	0000	8100	4300000	057		
GR0200 - GRAINGER	14276573	215.96	94705009 28	51.07	00000020 33	51.07	0100	0000660	0000	8100	4300000	057		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14276574	926.88	2979044- 00	151.86	00000020 69	6.80	0100	0980000	0000	2700	4300000	200		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14276574	926.88	2979044- 00	151.86		145.06	0100	0980000	0000	2700	4300000	200		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14276574	926.88	2979048- 00	775.02		125.02	0100	0100839	0000	2700	4300000	900		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14276574	926.88	2979048- 00	775.02	00000021 70	650.00	0100	0100839	0000	2700	4300000	900		
IN0240 - INFINITE INK SILK SCREENING	14276575	329.36	1127	139.92	00000022 18	139.92	0100	0980000	1110	1000	4300000	200		
IN0240 - INFINITE INK SILK SCREENING	14276575	329.36	1146	189.44	00000022 19	189.44	0100	0980000	1110	1000	4300000	200		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14276576	80.36	90035881 24	80.36	00000002 43	80.36	0100	1100699	1110	1000	5600200	888		
LA0525 - LANSOLUTIONS LLC	14276577	1,000.00	V28099	1,000.00		1,000.00	0100	0000633	0000	7700	5800000	055		
OR0500 - ORKIN EXTERMINATING INC	14276578	1,885.05	27021289 053117	418.00	00000005 61	3.00	1300	5310000	0000	8100	5500600	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 98  
Run Date 6/21/2017  
Run Time 14:52:08 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OR0500 - ORKIN EXTERMINATING INC	14276578	1,885.05	27021289 053117	418.00		415.00	1300	5310000	0000	8100	5500600	000		
OR0500 - ORKIN EXTERMINATING INC	14276578	1,885.05	27096642 053117	1,467.05	00000007 18	467.05	0100	0000660	0000	8100	4300000	057		
OR0500 - ORKIN EXTERMINATING INC	14276578	1,885.05	27096642 053117	1,467.05		1,000.00	0100	0000660	0000	8100	4300000	057		
PU0010 - PUBLIC WORKS	14276579	9,689.00	CT3161 00713858	9,689.00		9,689.00	0100	4050100	1110	1000	5100000	020		
RO0030 - ROAD ONE	14276580	450.00	A667261	450.00	00000022 21	450.00	0100	0983000	5001	3600	4300000	038		
SA1200 - SAN DIEGO GAS & ELECTRIC	14276581	101.55	MT102 8019 213 602 4	101.55		101.55	0100	0000665	0000	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14276582	7,689.40	MT102 8019 205 888 9	7,689.40		7,689.40	0100	9010377	0001	8100	5500100	000		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14276583	435.40	9246-7	199.19	00000020 38	199.19	0100	0000660	0000	8100	4300000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14276583	435.40	1707-2	236.21	00000020 38	236.21	0100	0000660	0000	8100	4300000	057		
SW0100 - SWEETWATER AUTHORITY	14276584	20,816.88	MT302 524-0341-0	20,816.88		20,215.69	0100	0000665	0000	8100	5500300	000		
SW0100 - SWEETWATER AUTHORITY	14276584	20,816.88	MT302 524-0341-0	20,816.88		402.80	0100	9010377	0001	8100	5500300	000		
SW0100 - SWEETWATER AUTHORITY	14276584	20,816.88	MT302 524-0341-0	20,816.88		198.39	0100	6500000	5001	8100	5500300	022		
TH0400 - THOMPSON BUILDING MATERIALS	14276585	1,219.19	59646	1,219.19	00000021 59	1,219.19	0100	0000660	0000	8100	4300000	057		
TO0112 - TOSHIBA FINANCIAL SERVICES	14276586	518.64	67147353	7.51	00000006 04	7.51	0100	1100699	1110	1000	5600200	999		
TO0112 - TOSHIBA FINANCIAL SERVICES	14276586	518.64	67133155	511.13	00000020 56	511.13	0100	1100699	1110	1000	5600200	999		
TO0115 - TOSHIBA FINANCIAL SERVICES	14276587	487.52	33287447 8	260.98	00000008 51	260.98	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14276587	487.52	33295175 5	226.54	00000007 29	226.54	0100	0000737	8100	5000	5600200	021		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 99  
Run Date 6/21/2017  
Run Time 14:52:08 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UN0800 - UNITED REFRIGERATION INC.	14276588	185.76	57210997-00	185.76	0000000687	185.76	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242007	23,646.60	0000002071	23,646.60	0100	0000779	0000	8100	4300000	000		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242008	1,970.55	0000002157	1,970.55	0100	0000779	0000	8100	4300000	000		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242130	541.25	0000002032	200.00	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242130	541.25		341.25	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242139	1,298.42	0000002032	498.42	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242139	1,298.42		800.00	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242141	434.28		149.73	0100	0000660	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14276589	27,891.10	A242141	434.28	0000002032	284.55	0100	0000660	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14276590	201.18	10508445	201.18	0000001701	201.18	0100	0000660	0000	8100	4300000	057		

Business Unit Total: \$99,736.66

0100	\$ 98,415.30
1200	\$ 377.32
1300	\$ 944.04
<b>Total:</b>	<b>\$ 99,736.66</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 49  
Run Date 6/22/2017  
Run Time 14:49:47 PM

## 02300: National School District

2017-06-22

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000244 - Erik Vinland	14277430	16.83	EV060617	16.83		16.83	0100	0000100	1110	1000	4300000	600		
BE0800 - Soren Bennick Prodcutions, Inc.	14277431	850.00	CT3396 21966	850.00		850.00	0100	0980000	1110	1000	5800000	900		
BR0230 - BRIAN'S LIVE BEE REMOVAL	14277432	350.00	617-199	350.00	00000021 98	350.00	0100	0000660	0000	8100	5500600	057		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14277433	1,341.91	1069-731718	1,341.91	00000022 09	1,341.91	0100	0000660	0000	8100	4300000	057		
CH0800 - RADY CHILDREN'S HOSPITAL	14277434	10,715.34	CT0417A 0951	10,715.34		10,715.34	1200	5210000	0001	3140	5800000	000		
FA0300 - FAVELA PRINTING & SILK SCREEN	14277435	286.32	2361	286.32	00000022 20	286.32	0100	0100846	1110	1000	4300000	500		
HO0350 - THE HOME DEPOT	14277436	4,919.60	3030344	50.84	00000020 98	50.84	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	6235241	193.45	00000020 98	193.45	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	6241877	365.23	00000020 98	365.23	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	5970641	50.00	00000020 98	50.00	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	5034208	355.08	00000020 98	355.08	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	5010656	201.26	00000020 98	201.26	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	4010727	64.91	00000020 98	64.91	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	4625934	2,085.43	00000021 63	2,085.43	0100	0100839	0000	2700	4300000	900		
HO0350 - THE HOME DEPOT	14277436	4,919.60	3235532	161.09	00000020 98	161.09	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	3235501	383.55	00000020 98	383.55	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	2061507	162.95	00000020 98	162.95	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	242329	44.55	00000020 68	44.55	0100	0980000	0000	2700	4300000	200		
HO0350 - THE HOME DEPOT	14277436	4,919.60	9571176	32.16	00000020 98	32.16	0100	0000660	0000	8100	4300000	057		

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 50  
Run Date 6/22/2017  
Run Time 14:49:47 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HO0350 - THE HOME DEPOT	14277436	4,919.60	9571174	102.88	0000002098	102.88	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	9011173	298.27	0000002098	298.27	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	7971870	172.97	0000002098	68.27	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	7971870	172.97		104.70	0100	0000660	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14277436	4,919.60	7035082	194.98	0000002163	194.98	0100	0100839	0000	2700	4300000	900		
LE1300 - LECTORUM PUBLICATIONS, INC.	14277438	59.92	776343	59.92	0000001896	5.55	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14277438	59.92	776343	59.92	0000001896	8.83	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14277438	59.92	776343	59.92	0000001896	19.99	0100	3010100	1110	1000	4200000	800		
LE1300 - LECTORUM PUBLICATIONS, INC.	14277438	59.92	776343	59.92	0000001896	25.55	0100	3010100	1110	1000	4200000	800		
PA0950 - DONNA C. PATRICK	14277439	3,400.00	CT3289 02	3,400.00		3,400.00	0100	0000620	0000	7200	5800100	030		
RI0030 - RICHARD M. DANIELS DBA	14277440	218.75	CT2941 0517-02	218.75		218.75	0100	0000615	0000	7100	5800100	010		
UN1518 - UNIVERSITY OF CALIFORNIA	14277441	3,250.00	CRLP0042	3,250.00		3,250.00	0100	3010100	1110	1000	5800000	215		

Business Unit Total: \$25,408.67

0100	\$ 14,693.33
1200	\$ 10,715.34
<b>Total:</b>	<b>\$ 25,408.67</b>

Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTERPage No. 31  
Run Date 6/23/2017  
Run Time 14:45:03 PM

## 02300: National School District

2017-06-23

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000067 - Jennifer Reynolds	14278259	50.00	JR060517	50.00		50.00	0100	0000440	0000	2420	4200500	200		
0000000069 - Lisa Baeza	14278260	15.06	LB053017	15.06		15.06	0100	3010100	1110	1000	4300000	600		
0000000126 - Denise Zarrinam	14278261	196.72	DZ061317	196.72		196.72	0100	0980000	1110	1000	4300000	900		
0000000252 - Carmen Jimenez	14278262	30.50	CJ053117	30.50		30.50	0100	6500000	5770	3140	5200500	022		
BH0100 - B&H PHOTO VIDEO	14278263	2,591.55	123834269	2,591.55	0000001714	13.59	0100	0000672	0000	7100	4300000	010		
BH0100 - B&H PHOTO VIDEO	14278263	2,591.55	123834269	2,591.55	0000001714	79.96	0100	0000672	0000	7100	4300000	010		
BH0100 - B&H PHOTO VIDEO	14278263	2,591.55	123834269	2,591.55	0000001714	399.00	0100	0000672	0000	7100	4300000	010		
BH0100 - B&H PHOTO VIDEO	14278263	2,591.55	123834269	2,591.55	0000001714	2,099.00	0100	0000672	0000	7100	4300000	010		
DO0400 - DOOR-MAN	14278264	2,777.00	4149005	2,777.00	0000002212	2,777.00	0100	0000660	0000	8100	4300000	057		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14278265	12,697.93	CT22205275053117	12,697.93		12,697.93	0100	0000623	0000	7200	5800700	000		
HA0010 - HAINES CENTRE FOR STRATEGIC MANAGEMENT	14278266	3,300.00	CT2706240	3,300.00		3,300.00	0100	0980140	8100	5000	5800000	000		
PA0110 - Pacific Rim Mechanical	14278267	15,912.00	SRV075048	15,912.00	0000002008	4,088.00	0100	0000660	0000	8100	4300000	057		
PA0110 - Pacific Rim Mechanical	14278267	15,912.00	SRV075048	15,912.00	0000002008	11,824.00	0100	0000660	0000	8100	4300000	057		
SA0702 - SDCOE-Superintendent of Schools	14278268	960.00	099-013810	710.00	0000001966	189.33	0100	0000615	0000	7100	5200000	010		
SA0702 - SDCOE-Superintendent of Schools	14278268	960.00	099-013810	710.00	0000001966	520.67	0100	3010100	0000	7200	5200000	020		
SA0702 - SDCOE-Superintendent of Schools	14278268	960.00	099-013810	250.00	0000002085	250.00	0100	0980000	1110	1000	5200000	200		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14278269	197.22	PINV0288666	197.22	0000002206	197.22	0100	0000644	0000	8100	4300000	056		



Report ID: APX2030

PeopleSoft Accounts Payable  
AP TRIAL PAYMENT REGISTER

Page No. 32  
Run Date 6/23/2017  
Run Time 14:45:03 PM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
VO0150 - VOLUNTEERS OF AMERICA SW CALIF	14278270	39,914.00	CINV-056	39,914.00	0000000541	39,914.00	6200	5310000	0000	3700	4700000	062		

Business Unit Total: \$78,641.98

0100	\$ 38,727.98
6200	\$ 39,914.00
<b>Total:</b>	<b>\$ 78,641.98</b>

**REVOLVING CASH FUND - BUSINESS I**  
**June 1 through June 30, 2017**

DATE	NUM.	PAYEE	DESCRIPTION	AMT
6/30/2017	Bank Fee	Union Bank	Check Image Fee	3.00
TOTAL				\$3.00

**REVOLVING CASH FUND - BUSINESS II**  
**June 1 through June 30, 2017**

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
6/30/2017	Bank Fee	Union Bank	Check Image Fee	3.00
TOTAL				\$3.00

Petty cash funds are maintained in Business Services, Family Resource Center and Service Center for the purchase of office and maintenance supplies.



**NATIONAL SCHOOL DISTRICT  
PURCHASING CARD EXPENSES  
MAY 2017 - BOARD REPORT**

Account Name	Merchant Name	Amount	Expense Description
BRADY, LEIGHANGELA	NALEO EDUCATIONAL FUND	600.00	Registration- National Association of Latino Elected Officials Conference in Dallas, Texas on June 22-24, 2017- Maria Betancourt-Castaneda
BRADY, LEIGHANGELA	CALIFORNIA SCHOOL BOAR	996.00	Registration- California School Board's Association, Masters in Governance workshops in Coronado on Oct. 27-28, 2017- Leighangela Brady & Barbara Avalos
BRADY, LEIGHANGELA	SOUTHWEST AIRLINES	434.95	Airfare- National Association of Latino Elected Officials Conference in Dallas, Texas on June 22-24, 2017- Maria Betancourt-Castaneda
BRADY, LEIGHANGELA	ACE PARKING 0160	8.00	Parking- Biliiteracy Symposium in San Diego on May 11, 2017- Leighangela Brady
BRADY, LEIGHANGELA	HYATT HOTELS	307.84	Hotel- California School Boards Association Delegate Assembly in Sacramento, CA on May 20-21, 2017- Barbara Avalos
BRADY, LEIGHANGELA	SMK*SURVEYMONKEY.COM	204.00	Annual subscription for SurveyMonkey.
BRADY, LEIGHANGELA	HYATT HOTELS	307.84	Hotel- California School Boards Association Delegate Assembly in Sacramento, CA on May 20-21, 2017- Brian Clapper
BRADY, LEIGHANGELA	SMARTNFINAL36810803682	<u>76.97</u>	Refreshments- District PTA meeting on June 1, 2017.
<b>BRADY, LEIGHANGELA Total</b>		<b>2935.60</b>	
CARSON, CHRISTOPHER B	OFFICE DEPOT #5125	142.22	Office Supplies- Binders/Dividers
CARSON, CHRISTOPHER B	OFFICE DEPOT #5125	89.60	Office Supplies- Hanging Folders
CARSON, CHRISTOPHER B	OFFICE DEPOT #5125	<u>21.66</u>	Office Supplies- Ink Refill, hanging folder tabs.
<b>CARSON, CHRISTOPHER B Total</b>		<b>253.48</b>	
CHAVEZ, RAUL	PENSKE TRK LSG 068310	209.28	Luggage Truck- Central to Camp Marston 5/8/17
CHAVEZ, RAUL	PENSKE TRK LSG 068310	<u>186.30</u>	Luggage Truck- Returning Central from Camp Marston 5/12/17
<b>CHAVEZ, RAUL Total</b>		<b>395.58</b>	
DE LA PENA, FELIPE	AMAZON.COM	64.86	Office Supplies- Sharpies & Post-it Notes
DE LA PENA, FELIPE	WAL-MART #2291	508.27	Attendance Incentive- Prizes for students who had perfect attendance during the SBAC testing.
DE LA PENA, FELIPE	PAYPAL *CABESOUTHCO	<u>20.00</u>	CABE Breakfast Tickets for De La Pena and Baeza, on May 6, 2017 in Chula Vista.
<b>DE LA PENA, FELIPE Total</b>		<b>593.13</b>	
DELAROSA, ELENA	HODGES BADGE COMPANY,	263.99	Promotion ribbons for 6th grade students.
DELAROSA, ELENA	DEMCO INC	56.14	Library Book Covers
DELAROSA, ELENA	SCHOLASTIC PAYMENT	8.50	Classroom Library Book
DELAROSA, ELENA	NAESP-PEAP	165.00	Presidential award certificates.
DELAROSA, ELENA	PANERA BREAD #4284	266.26	Lunch- Classified staff appreciation lunch meeting.
DELAROSA, ELENA	AMAZON MKTPLACE PMTS	39.62	End of year Parent Volunteer Appreciation meeting.
DELAROSA, ELENA	JONES SCHOOL SUPPLY CO	72.91	End of year student award medals, ribbons and plaque.
DELAROSA, ELENA	TACO SALSA	<u>119.26</u>	Food- End of year Parent Volunteer Appreciation meeting.
<b>DELAROSA, ELENA Total</b>		<b>991.68</b>	
DENEGRI, ALFONSO	INK TECHNOLOGIES LLC	559.35	HP Black and Color Ink Cartridges. Purchased by our Tech Liaison, Thao Vo.
DENEGRI, ALFONSO	AMAZON MKTPLACE PMTS	100.43	Red aisle runner for the 6th grade promotion use and three visual analog timers to be used for students for time tracking finished work.
DENEGRI, ALFONSO	AMAZON MKTPLACE PMTS	859.12	Gold rope stanchions for the 6th grade promotion decoration for use this school year and upcoming years.

DENEGRI,ALFONSO	AMAZON MKTPLACE PMTS	57.53	Eight fidget cubes for use by students with anxiety, ADHD and Impulsivity.
DENEGRI,ALFONSO	AMAZON MKTPLACE PMTS	7.28	Stress balls which will be used for students with anxiety, ADHD and Impulsivity.
DENEGRI,ALFONSO	MOREDIRECT DBA CONNECT	416.88	One Brother color printer for school office use- Split (50%)
DENEGRI,ALFONSO	MOREDIRECT DBA CONNECT	<u>416.87</u>	One Brother color printer for school office use- Split (50%)
<b>DENEGRI,ALFONSO Total</b>		2417.46	
FRAZEE,CINDY	VONS STORE 00028266	16.81	Breakfast- Principal interview panel members.
FRAZEE,CINDY	VONS STORE00021303	14.00	Thank you flowers for Angela Franco, given at the BTSA Colloquim 5/22/17.
FRAZEE,CINDY	CRAIGSLIST.ORG	35.00	Fee for posting Equipment Mechanic/Maintenance Worker under general labor.
FRAZEE,CINDY	CRAIGSLIST.ORG	35.00	Fee for posting Equipment Mechanic/Maintenance Worker under skilled trades/artisan.
FRAZEE,CINDY	TACO SALSA	<u>27.64</u>	Meal- Educator Evaluation & Effectiveness Committee
<b>FRAZEE,CINDY Total</b>		128.45	
HANSEN,JON	BAGS AND BOWS	119.48	Shopping bags for the Kids Farmers market.
HANSEN,JON	AMAZON MKTPLACE PMTS	449.37	Display baskets for the Kids Farmers Market.
HANSEN,JON	WM SUPERCENTER #5023	175.39	Fruit cups for special needs student diet.
HANSEN,JON	SMARTNFINAL34710803476	161.89	Plates, napkins, and forks for Teacher Appreciation Day.
HANSEN,JON	85C BAKERY CAFE USA	<u>30.00</u>	Cake for preschool center for Teacher Appreciation Day.
<b>HANSEN,JON Total</b>		936.13	
HAYES,BEVERLY A	TREETOP PUBLISHING INC	74.90	"Blank" books for 1st grade writing project.
HAYES,BEVERLY A	POSITIVE PROMOTIONS IN	750.53	Incentives for Classified Day, Certificated Day and Parent Volunteers.
HAYES,BEVERLY A	PARTY CITY	83.50	Student incentives (Wise Owl Ways and walking program) and, table supplies for staff recognition.
HAYES,BEVERLY A	CARSON DELLOSA	230.85	Certificates for end-of-year student awards.
HAYES,BEVERLY A	NAESP-PEAP	120.00	Presidential award program - pins/certificates for 6th grade.
HAYES,BEVERLY A	HODGES BADGE COMPANY,	<u>377.13</u>	Sixth grade ribbons.
<b>HAYES,BEVERLY A Total</b>		1636.91	
HERNANDEZ,DEBORAH	SMARTNFINAL34710803476	<u>41.45</u>	Healthy Snacks for Data Team Meeting.
<b>HERNANDEZ,DEBORAH Total</b>		41.45	
JAMESON, PAULA	MY BINDING COM	187.77	Super Strips for Production.
JAMESON, PAULA	SMARTNFINAL34710803476	21.99	Water- Staff Development
JAMESON, PAULA	SMARTNFINAL34710803476	<u>55.93</u>	Refreshments- Music Celebration
<b>JAMESON, PAULA Total</b>		265.69	
LAWSON,CHARMAINE	SP * TOTEBAGFACTORY	774.34	Tote bags given to all PS staff for Staff Appreciation day for both Certificated and Classified.
LAWSON,CHARMAINE	WALMART.COM	380.52	Exercise tumbling mats for children to be used in a few classrooms.
LAWSON,CHARMAINE	TARGET 00014100	26.57	Toothpaste purchased for children to brush teeth, because of a Headstart health requirement.
LAWSON,CHARMAINE	RALPHS #0051	25.50	Refreshments- Staff Appreciation Luncheon
LAWSON,CHARMAINE	WAL-MART #5338	16.79	Decorations- Staff Appreciation Luncheon
LAWSON,CHARMAINE	LUNA GRILL CATERIN	<u>557.98</u>	Lunch- Staff Appreciation Luncheon
<b>LAWSON,CHARMAINE Total</b>		1781.70	
MARTINEZ, RAUL	LAKESIDE EQUIPMENT SAL	774.96	Concrete for front of El Toyon Pre-School.
MARTINEZ, RAUL	HOMEDEPOT.COM	16.15	Air Purifier Carbon Filters
MARTINEZ, RAUL	TOA ELECTRONICS, INC	26.57	A/V Supplies- Antenna
MARTINEZ, RAUL	LAKESIDE EQUIPMENT SAL	687.47	Concrete for planters on the main hall of El Toyon and, John Otis Bike Racks.
MARTINEZ, RAUL	COURTNEY TIRE SERVICE(	<u>155.33</u>	Fleet Vehicle Brake Servicing
<b>MARTINEZ, RAUL Total</b>		1660.48	
MELANESE,KATHERINE	AMAZON MKTPLACE PMTS	38.97	PTA Awards

MELANESE,KATHERINE	AMAZON MKTPLACE PMTS	26.00	Office Supplies- School Visitor Labels
MELANESE,KATHERINE	OTC BRANDS, INC.	72.92	Attendance Incentives- End of Year Awards
MELANESE,KATHERINE	AMAZON.COM	82.22	Reading Books- Common Core Implementation for 5th Grade.
MELANESE,KATHERINE	AMAZON MKTPLACE PMTS	153.87	Learning Materials- Common Core Implementation for Kindergarten.
MELANESE,KATHERINE	SCHOLASTIC READING CLU	414.00	Reading Books- Common Core Implementation for 5th Grade.
MELANESE,KATHERINE	REALLY GOOD *	167.70	Learning Materials- Common Core Implementation for Kindergarten.
MELANESE,KATHERINE	NATIONAL CITY TROPHY	166.93	Attendance Incentives- End of Year Awards
MELANESE,KATHERINE	AMAZON.COM	81.40	Attendance Incentives- End of Year Awards
MELANESE,KATHERINE	WALMART.COM	83.71	Student Supplies- Pencil Pouches
MELANESE,KATHERINE	CARSON DELLOSA	74.79	Staff Supplies- Substitute Folders
MELANESE,KATHERINE	AMAZON.COM	400.52	Office Supplies- Ink Cartridges
MELANESE,KATHERINE	AMAZON MKTPLACE PMTS	95.48	Learning Materials- Common Core Implementation for Kindergarten.
MELANESE,KATHERINE	NATIONAL CITY TROPHY	73.95	Student End of Year Awards
MELANESE,KATHERINE	AMAZON.COM	48.90	One-time Common Core Implementation for 2nd Grade.
MELANESE,KATHERINE	AMAZON MKTPLACE PMTS	70.44	Learning Materials- Common Core Implementation for Kindergarten.
MELANESE,KATHERINE	OTC BRANDS, INC.	22.91	Student End of Year Awards
MELANESE,KATHERINE	WALMART.COM	-83.71	Refund- Pencil Pouches
<b>MELANESE,KATHERINE Total</b>		1,991.00	
MELLMAN,WILLIAM	OTC BRANDS, INC.	135.92	TK and Kinder Graduation Caps.
MELLMAN,WILLIAM	LAKESHORE LEARNING MAT	289.44	Books and Activities- One time Common Core funds
MELLMAN,WILLIAM	NAESP-PEAP	<u>170.00</u>	6th Grade Presidential Pins of Excellence and Achievement.
<b>MELLMAN,WILLIAM Total</b>		595.36	
OCONNOR,MEGHANN	SANDAG	36.00	Bus pass for homeless student #3707912.
OCONNOR,MEGHANN	SANDAG	72.00	Bus pass for parent of homeless student #3707912.
OCONNOR,MEGHANN	SANDAG	36.00	Bus pass for homeless student #3701239.
OCONNOR,MEGHANN	SANDAG	72.00	Bus pass for parent of homeless student #3701239.
OCONNOR,MEGHANN	COWRITER UNIVERSAL	74.85	Monthly fee for student licenses requested by SLP Mary Kay Rosinski.
OCONNOR,MEGHANN	USPS PO 0552980950	44.20	Overnight postage fee for Grant documents.
OCONNOR,MEGHANN	OFFICE DEPOT #5125	<u>416.47</u>	Ink Cartridges for classrooms.
<b>OCONNOR,MEGHANN Total</b>		751.52	
OLEA,YVETTE	EINSTEIN BROS BAGELS08	46.47	Refreshments- PTA Presidents meeting held on May 4, 2017.
OLEA,YVETTE	BARNES & NOBLE #2284	147.11	Incentives (books) for finalists of first annual Sixth Grade Writing Contest.
OLEA,YVETTE	MSFT * E02003SIRL	4.05	Monthly charge for one Office 365/SharePoint license.
OLEA,YVETTE	3430 EL POLLO LOCO	21.71	Dinner- Governing Board Members for May 10, 2017 Board Meeting.
OLEA,YVETTE	RUBBER DUCK DESIGN	363.00	Seals for Sixth Grade Promotion Certificates.
OLEA,YVETTE	USPS PO 0552980950	51.45	Postage
OLEA,YVETTE	RUBBER DUCK DESIGN	66.71	Shipping for Sixth Grade Promotion Certificate Seals.
OLEA,YVETTE	TACO SALSA	<u>40.62</u>	Dinner- Governing Board Members for May 24, 2017 Board Meeting.
<b>OLEA,YVETTE Total</b>		741.12	
ORENDAIN,ADRIANA	PROEDGE KNIFE	20.00	Sharpen paper cutter blade for Production Dept.
ORENDAIN,ADRIANA	PROEDGE KNIFE	20.00	Sharpen second paper cutter blade for Production Dept.
ORENDAIN,ADRIANA	SMARTNFINAL34710803476	10.62	Paper plates, forks & napkins for Classified Day at the Preschool Center.
ORENDAIN,ADRIANA	FOOD4LESS #0346	<u>16.95</u>	Paper plates, Forks & Napkins for Recognition Ceremony during Board Meeting.
<b>ORENDAIN,ADRIANA Total</b>		67.57	
RUAN,SONIA	NATIONAL CITY TROPHY	230.01	Medals for students with high scores in Language Arts and Math.
RUAN,SONIA	AMAZON MKTPLACE PMTS	114.40	Vests for Noon Supervisors.
RUAN,SONIA	AMAZON MKTPLACE PMTS	88.45	Teacher supplies for Room 23.

RUAN,SONIA	SP * TOTEBAGFACTORY	200.37	Tote Bags for Teacher Appreciation Day.
RUAN,SONIA	SP * TOTEBAGFACTORY	139.12	Tote Bags for Volunteer Appreciation.
<b>RUAN,SONIA Total</b>		<u>772.35</u>	
SANCHEZ,STEVEN	OFFICE DEPOT #5125	100.00	Ink Cartridge for LAS printer.
SANCHEZ,STEVEN	DOLLARTREE	38.79	Supplies for Parent Volunteer breakfast- Sponsored by Literacy Committee.
SANCHEZ,STEVEN	OFFICE DEPOT #0963	42.49	Office supplies for PBIS information.
SANCHEZ,STEVEN	SMARTNFINAL34710803476	48.96	Snacks for student perfect attendance.
SANCHEZ,STEVEN	OFFICE DEPOT #5125	-100.00	Credit- Ink Cartridge for LAS printer.
SANCHEZ,STEVEN	DOLLARTREE	45.26	Student Incentives- SBAC awards assembly.
SANCHEZ,STEVEN	TEACHERSPAYTEACHERS.CO	168.99	Instructional materials for SDC class Rm 4 for implementation of common core standards.
SANCHEZ,STEVEN	SCHOLASTIC READING CLU	79.00	Instructional material for SDC rm 4 for Common Core implementation.
SANCHEZ,STEVEN	ANIMOTO INC	16.00	Educational software for 1st grade, Ms. Jara.
SANCHEZ,STEVEN	AMAZON MKTPLACE PMTS	40.73	Student Vests for peace patrol.
SANCHEZ,STEVEN	LITTLE CAESARS NTNL CT	<u>21.75</u>	Lunch- Perfect attendance Incentive
<b>SANCHEZ,STEVEN Total</b>		<u>501.97</u>	
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	28.99	Instructional Supplies- Student Achievement Book
VASQUEZ,CINDY	AMAZON MKTPLACE PMTS	28.99	Instructional Supplies- Student Achievement Book
VASQUEZ,CINDY	GUIDED PRODUCTS LLC	81.72	Supplies for Ocean Connectors Program- Binders & Binder Supplies
VASQUEZ,CINDY	CONTAINERSTORE.COM	57.60	Supplies for Ocean Connectors Program- File Boxes
VASQUEZ,CINDY	GREENHOME	<u>154.57</u>	Supplies for Ocean Connectors Program- Clip Boards
<b>VASQUEZ,CINDY Total</b>		<u>351.87</u>	
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	26.98	Reference Book- "Rigor and Relevance Handbook"
VICARIO,LUZ S	AMAZON MKTPLACE PMTS	18.89	Reference Book- Instructional Strategies
VICARIO,LUZ S	SCHOLASTIC EDUCATION	422.00	First grade teachers purchased classroom library books with RCD monies.
VICARIO,LUZ S	OTC BRANDS, INC.	385.06	Plush Animals for 6th grade "Signing Party."
VICARIO,LUZ S	NAESP-PEAP	<u>370.00</u>	Presidential Awards for the 6th Grade Students.
<b>VICARIO,LUZ S Total</b>		<u>1222.93</u>	
VINE,BRYAN	AMAZON MKTPLACE PMTS	363.13	Mice for classroom computers.
VINE,BRYAN	AMAZON MKTPLACE PMTS	33.75	Reference Book- "Rigor and Relevance Handbook"
VINE,BRYAN	AMAZON.COM AMZN.COM/BI	<u>54.08</u>	Reference Book for Mr. Vine & Mrs. Vicario- "Rules of the Game"
<b>VINE,BRYAN Total</b>		<u>450.96</u>	

**Grand Total**

**21484.39**

# **EXHIBIT C**

**July 12, 2017**



# National SD

## Board Policy

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

BP 0460(a)

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

The Board shall adopt a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

*(cf. 3100 - Budget)*

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

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

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6174 - Education for English Language Learners)*

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

*(cf. 0420 - School Plans/Site Councils)*

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0440 - District Technology Plan)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 6171 - Title I Programs)*

*(cf. 7110 - Facilities Master Plan)*

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 4140/4240/4340 - Bargaining Units)*

*(cf. 6020 - Parent Involvement)*

### **Public Review and Input**

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

*(cf. 5145.6 - Parental Notifications)*

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

*(cf. 9320 - Meetings and Notices)*

### **Adoption of the Plan**

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

### **Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

### **Monitoring Progress**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

*(cf. 0500 - Accountability)*

### **Technical Assistance/Intervention**

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

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

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

*Legal Reference:*EDUCATION CODE*305-306 English language education**17002 State School Building Lease-Purchase Law, including definition of good repair**33430-33436 Learning Communities for School Success Program; grants for LCAP implementation**41020 Audits**42127 Public hearing on budget adoption**42238.01-42238.07 Local control funding formula**44258.9 County superintendent review of teacher assignment**48985 Parental notices in languages other than English**51210 Course of study for grades 1-6**51220 Course of study for grades 7-12**52052 Academic Performance Index; numerically significant student subgroups**52060-52077 Local control and accountability plan**52302 Regional occupational centers and programs**52372.5 Linked learning pilot program**54692 Partnership academies**60119 Sufficiency of textbooks and instructional materials; hearing and resolution**60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission**60811.3 Assessment of language development**64001 Single plan for student achievement**99300-99301 Early Assessment Program*CODE OF REGULATIONS, TITLE 5*15494-15497.5 Local control and accountability plan and spending requirements*UNITED STATES CODE, TITLE 20*6312 Local educational agency plan**6826 Title III funds, local plans**Management Resources:*CSBA PUBLICATIONS*Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016**LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*California School Accounting Manual**Every Student Succeeds Act - Update #6, January 18, 2017**LCFF Frequently Asked Questions*WEB SITES

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

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

(10/13 4/15) 3/17

Copyright 2017 by **California School Boards Association**, West Sacramento, California 95691  
All rights reserved.

# National SD

## Board Policy

### Community Relations

BP 1312.3

#### 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.

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 law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

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

*(cf. 3555 - Nutrition Program Compliance)*

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

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6159 - Individualized Education Program)*

*(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 alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, 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, ethnic group identification, age, religion, marital, pregnancy, or

parental status, physical or mental disability, 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 422.55, or based on his/her 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 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)*

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

*(cf. 0460 - Local Control and Accountability Plan)*

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal 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 or district, school 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)*

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

*(cf. 6173 - Education for Homeless Children)*



8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

*(cf. 6152 - Class Assignment)*

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

*(cf. 6142.7 - Physical Education and Activity)*

10. 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

11. 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. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, 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)*

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 related requirements, 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 records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

*(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 County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve 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. (Education Code 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination  
222 Reasonable accommodations; lactating students  
8200-8498 Child care and development programs  
8500-8538 Adult basic education  
18100-18203 School libraries  
32289 School safety plan, uniform complaint procedures  
35186 Williams uniform complaint procedures  
48853-48853.5 Foster youth  
48985 Notices in language other than English  
49010-49013 Student fees  
49060-49079 Student records  
49069.5 Rights of parents  
49490-49590 Child nutrition programs  
51210 Courses of study grades 1-6  
51223 Physical education, elementary schools  
51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements  
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  
52160-52178 Bilingual education programs  
52300-52490 Career technical education  
52500-52616.24 Adult schools  
52800-52870 School-based program coordination  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6577 Title I basic programs  
6801-6871 Title III language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs

*Legal Reference continued: (see next page)*

*Legal Reference: (continued)*

UNITED STATES CODE, TITLE 20 (continued)

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

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

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 Act

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:*

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

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

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

*Dear Colleague Letter: Bullying of Students with Disabilities*, August 2013

*Dear Colleague Letter: Sexual Violence*, April 2011

*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>

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
September 2016

# National SD

## Board Policy

### Community Relations

BP 1312.3

### 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.

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 law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)  
(cf. 3555 - Nutrition Program Compliance)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6159 - Individualized Education Program)  
(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 alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, 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, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, 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 422.55, or based on his/her 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)

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(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 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)*

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

*(cf. 0460 - Local Control and Accountability Plan)*

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal 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 or district, school 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)*

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

*(cf. 6173 - Education for Homeless Children)*

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

## UNIFORM COMPLAINT PROCEDURES (continued)

*(cf. 6152 - Class Assignment)*

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

*(cf. 6142.7 - Physical Education and Activity)*

10. 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
11. 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. ~~As appropriate for~~ For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep ~~confidential~~ the identity of the complainant, and/or the subject of the complaint if he/she is 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)*

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 related requirements, 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)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(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 County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve 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. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

*Legal Reference:***EDUCATION CODE**

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents



**UNIFORM COMPLAINT PROCEDURES (continued)**

49490-49590 *Child nutrition programs*  
 51210 *Courses of study grades 1-6*  
 51223 *Physical education, elementary schools*  
 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*  
 52160-52178 *Bilingual education programs*  
 52300-52490 *Career technical education*  
 52500-52616.24 *Adult schools*  
 52800-52870 *School-based program coordination*  
 54400-54425 *Compensatory education programs*  
 54440-54445 *Migrant education*  
 54460-54529 *Compensatory education programs*  
 56000-56867 *Special education programs*  
 59000-59300 *Special schools and centers*  
 64000-64001 *Consolidated application process*  
GOVERNMENT CODE  
 11135 *Nondiscrimination in programs or activities funded by state*  
 12900-12996 *Fair Employment and Housing Act*  
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  
 3080 *Application of section*  
 4600-4687 *Uniform complaint procedures*  
 4900-4965 *Nondiscrimination in elementary and secondary education programs*  
UNITED STATES CODE, TITLE 20  
 1221 *Application of laws*  
 1232g *Family Educational Rights and Privacy Act*  
 1681-1688 *Title IX of the Education Amendments of 1972*

*Legal Reference continued:*

UNITED STATES CODE, TITLE 20 (continued)  
 6301-6577 *Title I basic programs*  
 6801-68717014 *Title III language instruction for limited English proficient and immigrant students*  
 7101-7184 *Safe and Drug-Free Schools and Communities Act*  
 7201-7283g *Title V promoting informed parental choice and innovative programs*  
 7301-7372 *Title V rural and low-income school programs*  
 12101-12213 *Title II equal opportunity for individuals with disabilities*  
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*  
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 Act*

## UNIFORM COMPLAINT PROCEDURES (continued)

*100.3 Prohibition of discrimination on basis of race, color or national origin*

*104.7 Designation of responsible employee for Section 504*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*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:*

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

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

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

*Dear Colleague Letter: Bullying of Students with Disabilities, August 2013*

*Dear Colleague Letter: Sexual Violence, April 2011*

*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>

(3/16 9/16) 5/17

### **Policy Reference UPDATE Service**

Copyright 2017 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

# National SD

## Administrative Regulation

### Community Relations

AR 1312.3

#### Uniform Complaint Procedures

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)  
(cf. 1312.4 - Williams Uniform Complaint Procedures)  
(cf. 4030 - Nondiscrimination in Employment)

#### Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

Assistant Superintendent of Educational Services  
(title or position)

1500 N Avenue, National City, CA 91950  
(address)

(619) 336-7742  
(telephone number)

pjwhitney@nsd.us  
(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the

compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

*(cf. 4331 - Staff Development)*  
*(cf. 9124 - Attorney)*

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

## **Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 3260 - Fees and Charges)*  
*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*  
*(cf. 5145.6 - Parental Notifications)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

*(cf. 1113 - District and School Web Sites)*  
*(cf. 1114 - District-Sponsored Social Media)*

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
  - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in

the filing of the complaint.

- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation reveals that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:
  - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
  - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
  - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

### **District Responsibilities**

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer 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.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

### **Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against

- requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
  4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
  5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### **Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information



pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

### **Report of Findings**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

### **Final Written Decision**

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred

- f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
  - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### **Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate

surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate

disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

### **Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and

documents submitted by the parties and gathered by the investigator

5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation  
approved:

CSBA MANUAL MAINTENANCE SERVICE  
September 2016

# National SD

## Administrative Regulation

### Community Relations

AR 1312.3

### UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)  
(cf. 1312.4 - Williams Uniform Complaint Procedures)  
(cf. 4030 - Nondiscrimination in Employment)

### Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

Assistant Superintendent of Educational Services

(title or position)

1500 N Avenue, National City, CA 91950

(address)

(619) 336-7742

(telephone number)

pjwhitney@nsd.us

(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly

**UNIFORM COMPLAINT PROCEDURES** (continued)

and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall **cover include** current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

*(cf. 4331 - Staff Development)*

*(cf. 9124 - Attorney)*

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, **and** homeless students, **and former juvenile court school students** to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 3260 - Fees and Charges)*

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

***(cf. 6173.3 - Education for Juvenile Court School Students)***



**UNIFORM COMPLAINT PROCEDURES** (continued)

The annual notification, ~~and~~ complete contact information of the compliance officer(s), **and information related to Title IX as required pursuant to Education Code 221.61** ~~may shall~~ be posted on the district web site and, ~~if available, may be~~ provided through district-supported social media, **if available**.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or

**UNIFORM COMPLAINT PROCEDURES** (continued)

designee for good cause upon written request by the complainant setting forth the reasons for the extension.

- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation **reveals-confirms** that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth, **or** homeless student, **or former juvenile court school student** who transfers into a district high school or between district high schools **as applicable** shall be notified of the district's responsibility to:
  - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
  - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

**UNIFORM COMPLAINT PROCEDURES** (continued)

~~(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1~~

- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

**District Responsibilities**

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer 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.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

**Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

**UNIFORM COMPLAINT PROCEDURES** (continued)

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

**UNIFORM COMPLAINT PROCEDURES** (continued)**Mediation**

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall 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 an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

**UNIFORM COMPLAINT PROCEDURES** (continued)

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

**Report of Findings**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

**Final Written Decision**

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the

**UNIFORM COMPLAINT PROCEDURES** (continued)

decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
  - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### **Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:



**UNIFORM COMPLAINT PROCEDURES** (continued)

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

**UNIFORM COMPLAINT PROCEDURES** (continued)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

(3/16 9/16) 5/17

**Policy Reference UPDATE Service**

Copyright 2017 by **California School Boards Association**, West Sacramento, California 95691  
All rights reserved.

# National SD

## Board Policy

Community Relations

BP 1340(a)

### ACCESS TO DISTRICT RECORDS

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to 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*)  
(cf. 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. 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.

*Legal Reference:*

EDUCATION CODE  
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*

## ACCESS TO DISTRICT RECORDS (continued)

44031 *Personnel file contents and inspections*  
 44839 *Medical certificates; periodic medical examination*  
 49060-49079 **Pupil Student** records  
 49091.10 *Parental review of curriculum and instruction*  
~~52850 *Applicability of article (School Based Program Coordination Plan availability)*~~  
GOVERNMENT CODE  
 3547 *Proposals relating to representation*  
 6250-6270 *California Public Records Act*  
 6275-6276.48 *Other exemptions from disclosure*  
 53262 *Employment contracts*  
 54957.2 *Minute book record of closed sessions*

### Legal Reference: (continued)

GOVERNMENT CODE (continued)  
 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 **pupil 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***  
*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)*

### Management Resources:

**CSBA PUBLICATIONS**  
***Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017***  
ATTORNEY GENERAL PUBLICATIONS  
*Summary of the California Public Records Act, 2004*  
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS  
*The People's Business: A Guide to the California Public Records Act, 2008*  
WEB SITES  
 CSBA: <http://www.csba.org>  
 California Attorney General's Office: <http://www.caag.state.ca.us> <https://oag.ca.gov>  
 Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>  
 State Bar of California: <http://www.calbar.ca.gov>

(2/99 11/08) 5/17

### Policy Reference UPDATE Service

Copyright 2017 by California School Boards Association, West Sacramento, California 95691  
 All rights reserved.

# National SD

## Board Policy

### Administration

BP 2121

#### Superintendent's Contract

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 2120 - Superintendent Recruitment and Selection)  
(cf. 4312.1 - Contracts)  
(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel **and shall, at a minimum, may** include the following:

1. The **term duration** of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. **The Salary, health and welfare** benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)  
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)  
(cf. 4161.2/4261.2/4361.2 - Personal Leaves)  
(cf. 4161.5/4261.5/4361.5 - Military Leave)  
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

7. The criteria, process, and procedure for **annual** evaluation **of the Superintendent** and **the conditions for reemployment**

(cf. 2140 - Evaluation of the Superintendent)

8. **A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board**

**~~During an existing contract, the Board may reemploy the Superintendent on mutually agreed upon terms and conditions. However, the Superintendent's contract shall be extended only by Board action subsequent to a satisfactory evaluation of the Superintendent's performance and in accordance with Government Code 3511.2.~~**

9. **A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract**

#### **Decision not to Reemploy**

**~~If the Board determines to not reemploy the Superintendent at the expiration of his/her contract, the Board shall provide written notice to him/her at least 45 days in advance of the expiration of the term of the contract. (Education Code 35031)~~**

10. **Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice**

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11.5. **The Conditions and process** for termination of the contract, including the maximum cash settlement that the Superintendent may receive upon termination of the contract **if the contract is terminated prior to its expiration date**

12. **Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment**

The Board **shall may** deliberate **in closed session** about **the** terms of the contract, **except that in closed session at a regular meeting. Discussions regarding the salary, salary schedule, or other compensation shall be discussed in public at a regular meeting in. may occur in closed session only as permitted under Government Code 54957.6 between the Board**

**and its designated representative(s) (the "labor exception"), for the purpose of reviewing the Board's position or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent.**

(Government Code 54956, 54957, **54957.6**)

**The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.**

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

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

The Board shall ~~ratify~~ **take final action on** the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262, **54957.6**)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

### **Termination of Contract**

**Prior to the expiration of the contract, t**he Board may terminate the Superintendent's **employment** contract **of employment** in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

~~**If the unexpired term of the contract is more than 18 months, the maximum cash settlement shall be no greater than the Superintendent's monthly salary multiplied by 18. The cash settlement shall not include any noneash items other than health benefits, which may be continued for the unexpired term of the contract up to 18 months or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)**~~

**In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)**



**The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)**

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, **the maximum settlement shall be as determined by an administrative law judge but no greater than the Superintendent's monthly salary multiplied by six. (Government Code 53260) no cash or noncash settlement of any amount shall be provided. (Government Code 53260)**

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

#### Legal Reference:

##### EDUCATION CODE

35031 Term of employment

41325-41329.3 Conditions of emergency apportionment

##### GOVERNMENT CODE

3511.1-3511.2 Local agency executives

53243-53243.4 Abuse of office

53260-53264 Employment contracts

54954 Time and place of regular meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

**54957.6 Closed sessions regarding employee matters**

##### UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual

##### UNITED STATES CODE, TITLE 42

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

##### CODE OF FEDERAL REGULATIONS

1.105-11 Self-insured medical reimbursement plan

##### COURT DECISIONS

**San Diego Union v. City Council, (1983) 146 Cal.App.3d 947**

##### ATTORNEY GENERAL OPINIONS

**57 Ops. Cal. Atty. Gen. 209 (1974)**

#### Management Resources:

##### CSBA PUBLICATIONS

**Superintendent Contract Template, 2015**

##### ATTORNEY GENERAL PUBLICATIONS

**The Brown Act: Open Meetings for Local Legislative Bodies, 2003**

**Maximizing School Board Governance: Superintendent Evaluation, 2006**

**Maximizing School Board Governance: Superintendent Selection and Employment, 2004**

## WEB SITES

CSBA, Governance Consulting Services: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org> <http://www.acsa.org>

**Office of the Attorney General, Dept. of Justice:** <http://caag.state.ca.us/>

Policy      NATIONAL SCHOOL DISTRICT  
adopted: **May 23, 2012**      National City, California

# National SD

## Board Policy

### Administration

BP 2121(a)

### **SUPERINTENDENT'S CONTRACT**

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

*(cf. 0200 - Goals for the School District)*

*(cf. 2120 - Superintendent Recruitment and Selection)*

*(cf. 4312.1 - Contracts)*

*(cf. 9000 - Role of the Board)*

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

*(cf. 3350 - Travel Expenses)*

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

*(cf. 4040 - Employee Use of Technology)*

5. Vacation, illness and injury leave, and personal leaves

*(cf. 4161/4261/4361 - Leaves)*

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

*(cf. 4161.2/4261.2/4361.2 - Personal Leaves)*

*(cf. 4161.5/4261.5/4361.5 - Military Leave)*

**SUPERINTENDENT'S CONTRACT** (continued)

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

6. General duties and responsibilities of the position

*(cf. 2110 - Superintendent Responsibilities and Duties)*

7. Criteria, process, and procedure for annual evaluation of the Superintendent

*(cf. 2140 - Evaluation of the Superintendent)*

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 **calendar** days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in **writing and in** a timely manner of the requirement to give notice

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board may deliberate about terms of the contract in closed session at a regular meeting. **However, ~~but~~** discussions regarding the salary, salary schedule, or other compensation may occur in **the** closed session **of a regular meeting** only ~~as permitted under Government Code 54957.6~~ between the Board and its designated representative(s), **as permitted under Government Code 54957.6** (the "labor exception"), for the purpose of reviewing the Board's position **and/or** instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. **Such deliberations shall not be held during a special meeting.** (Government Code 54956, 54957, 54957.6)

## **SUPERINTENDENT'S CONTRACT** (continued)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

*(cf. 9320 - Meetings and Notices)*

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

Terms of the contract shall remain confidential until the ratification process commences.

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

The Board shall take final action on the Superintendent's contract ~~in an open meeting~~ **during an open session of a regularly scheduled Board meeting, which—and that action** shall be reflected in the Board's minutes. **At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on the Superintendent's salary or compensation in the form of fringe benefits.** (Government Code **3511.1, 53262, 54953, 54957.6**)

Copies of the contract **and other public records created or received in the process of developing the recommendation related to the Superintendent's salary, benefits, and other compensation** shall be available to the public upon request. (Government Code 53262, **54953, 54957.6**)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

### **Termination of Contract**

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

*(cf. 4117.5/4217.5/4317.5 - Termination Agreements)*

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

**SUPERINTENDENT'S CONTRACT** (continued)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

*Legal Reference:*EDUCATION CODE35031 *Term of employment*41325-41329.3 *Conditions of emergency apportionment*GOVERNMENT CODE3511.1-3511.2 *Local agency executives***6250-6270 *California Public Records Act***53243-53243.4 *Abuse of office*53260-53264 *Employment contracts***54953 *Oral summary of recommended salary and benefits of superintendent***54954 *Time and place of regular meetings*54956 *Special meetings*54957 *Closed session personnel matters*54957.1 *Closed session, public report of action taken*54957.6 *Closed sessions regarding employee matters*UNITED STATES CODE, TITLE 26105 *Self-insured medical reimbursement plan; definition of highly compensated individual*UNITED STATES CODE, TITLE 42300gg-16 *Group health plan; nondiscrimination in favor of highly compensated individuals*CODE OF FEDERAL REGULATIONS1.105-11 *Self-insured medical reimbursement plan*COURT DECISIONS*San Diego Union v. City Council*, (1983) 146 Cal.App.3d 947ATTORNEY GENERAL OPINIONS

57 Ops. Cal. Atty. Gen. 209 (1974)

*Management Resources:*CSBA PUBLICATIONS*Superintendent Contract Template*, 2015ATTORNEY GENERAL PUBLICATIONS*The Brown Act: Open Meetings for Local Legislative Bodies*, 2003WEB SITES

**SUPERINTENDENT'S CONTRACT** (continued)

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

Association of California School Administrators: <http://www.acsa.org>

**California** Office of the Attorney General, ~~Department of Justice:~~  
~~<http://oag.state.ca.us>~~ <https://oag.ca.gov>

(12/15 6/16) 5/17

**Policy Reference UPDATE Service**

Copyright 2017 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

# National SD

## Board Policy

Students

BP 5030(a)

### STUDENT WELLNESS

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

*(cf. 1020 - Youth Services)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 3514 - Environmental Safety)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.61 - Drug Testing)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 5131.63 - Steroids)*  
*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.31 - Immunizations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

### School **Health** **Wellness** Council/**Committee**

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; **7 CFR 210.30**)

To fulfill this requirement, the Superintendent or designee may appoint a school **wellness** health council or other district committee, ~~whose membership shall include representatives of these groups and a wellness council coordinator. The council may include representatives of the groups listed above, as well as~~ He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

*(cf. 1220 - Citizen Advisory Committees)*



## STUDENT WELLNESS (continued)

*(cf. 9140 - Board Representatives)*

**The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.**

The **school health wellness** council/**committee** shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/**committee** may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

### Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt **specific** goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. **In developing such goals, the Board shall review and consider evidence-based strategies and techniques.** (42 USC 1758b; **7 CFR 210.30**)

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

*(cf. 6011 - Academic Standards)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6177 - Summer Learning Programs)*

**To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.**

## STUDENT WELLNESS (continued)

~~(cf. 1325 - Advertising and Promotion)~~

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

~~(cf. 5142.2 - Safe Routes to School Program)~~

~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~

~~(cf. 6145.2 - Athletic Competition)~~

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

~~(cf. 1330.1 - Joint Use Agreements)~~

Professional development ~~shall~~ **may** be regularly offered to **the nutrition program director, managers, and staff, as well as** health education **teachers, and** physical education teachers, coaches, activity supervisors, ~~food services staff,~~ and other staff as appropriate to enhance their **health** knowledge and skills **related to student health and wellness.**

~~(cf. 4131 - Staff Development)~~

~~(cf. 4231 - Staff Development)~~

~~(cf. 4331 - Staff Development)~~

~~The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.~~

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

~~(cf. 1112 - Media Relations)~~

~~(cf. 1113 - District and School Web Sites)~~

~~(cf. 1114 - District Sponsored Social Media)~~

~~(cf. 6020 - Parent Involvement)~~

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

## **STUDENT WELLNESS (continued)**

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

### **Nutritional Guidelines for All Foods Available at School**

For all foods **and beverages** available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC **1758, 1766**, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

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

*(cf. 3552 - Summer Meal Program)*

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

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

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

The Superintendent or designee shall provide access to free, potable water **during meal times** in the food service area **during meal times** in accordance with Education Code 38086 and 42

USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and **by** serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's **reimbursable** food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

## STUDENT WELLNESS (continued)

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

**To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)**

(cf. 1325 - Advertising and Promotion)

### Program Implementation and Evaluation

The Superintendent ~~shall~~ designates **the individual(s) identified below as the individual(s) responsible for ensuring** ~~one or more district or school employees, as appropriate, to ensure that each school site complies with this~~ **the district's wellness** policy. (42 USC 1758b; **7 CFR 210.30**)

**Director of Business Support Services**  
(Title or Position)

**619-336-7735**

(Phone Number)

[jhansen@nsd.us](mailto:jhansen@nsd.us)

(Email Address)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every ~~two~~ **three** years. **(42 USC 1758b; 7 CFR 210.30)**

**STUDENT WELLNESS** (continued)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the ~~school health~~ **wellness** council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods **and beverages** sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
- 5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards**
- 5.6.** Results of the state's physical fitness test at applicable grade levels
- 6.7.** Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
- 7.8.** A description of district efforts to provide additional opportunities for physical activity outside of the physical education program

## STUDENT WELLNESS (continued)

**8.9.** A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

~~The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before and after school program staff, and/or other appropriate persons.~~[MOVED UP]

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

~~The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)~~[MOVED TO "NOTIFICATIONS" SECTION]

**In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.**

~~In addition,~~ **the assessment results of both the district and state evaluations** shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

### **Posting Requirements**

~~Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)~~

### **Notifications**

**The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)**

*(cf. 5145.6 - Parental Notifications)*

## STUDENT WELLNESS (continued)

The Superintendent or designee ~~may disseminate health information and/or the district's student wellness policy to parents/guardians through~~ **shall distribute this information through the most effective methods of communication, including** district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health **and wellness** and academic performance.

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 6020 - Parent Involvement)*

Each school ~~shall also~~ **may** post a summary of nutrition and physical activity laws and regulations prepared by the **California Department of Education CDE**.

### **Records**

**The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)**

*Legal Reference: (see next page)*

## STUDENT WELLNESS (continued)

### Legal Reference:

#### EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

**38086 Free fresh drinking water**

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49564.2 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51210 Course of study, grades 1-6

**51210.1-51210.2 Physical education, grades 1-6**

**51210.4 Nutrition education**

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51795-51796.58 School instructional gardens

51880-51921 Comprehensive health education

#### CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

#### UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, especially:

1758b Local wellness policy

1771-1794.3 Child Nutrition Act, especially:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

#### CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.34.3 National School Lunch Program, **especially:**

**210.30 Wellness policy**

220.1-220.22 National School Breakfast Program

#### COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

### Management Resources:

#### CSBA PUBLICATIONS

**Integrating Physical Activity into the School Day, Governance Brief, April 2016**

Increasing Access to Drinking Water in Schools, Policy Brief, ~~March~~ April 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

**Physical Activity and Physical Education in California Schools, Research Brief, April 2010**

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Management Resources continued: (see next page)



**STUDENT WELLNESS (continued)***Management Resources: (continued)**CSBA PUBLICATIONS (continued)**Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009**Physical Education and California Schools, Policy Brief, rev. October 2007**School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009**Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003**CALIFORNIA PROJECT LEAN PUBLICATIONS**Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006**CENTER FOR COLLABORATIVE SOLUTIONS**Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating,**Physical Activity and Food Security in Afterschool Programs, ~~March 2010~~ January 2015**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, ~~2005~~ rev. 2012**FEDERAL REGISTER**Rules and Regulations, ~~January 26, 2012, Vol. 77, Number 17, pages 4088-4167~~ July 29, 2016, Vol. 81, Number 146, pages 50151-50170**NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS**Fit, Healthy and Ready to Learn, ~~2000~~ rev. 2012**U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS**Dietary Guidelines for Americans, ~~2005~~ 2016**Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000**WEB SITES**CSBA: <http://www.csba.org>**Action for Healthy Kids: <http://www.actionforhealthykids.org>****Alliance for a Healthier Generation: <http://www.healthiergeneration.org>****California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>**California Department of Public Health: <http://www.cdph.ca.gov>**California Healthy Kids Resource Center: <http://www.californiahealthykids.org>**California Project LEAN (Leaders Encouraging Activity and Nutrition):**<http://www.californiaprojectlean.org>**California School Nutrition Association: <http://www.calsna.org>**Center for Collaborative Solutions: <http://www.ccscenter.org>**Centers for Disease Control and Prevention: <http://www.cdc.gov>**Dairy Council of California: <http://www.dairycouncilofca.org>**National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>**National Association of State Boards of Education: <http://www.nasbe.org>**School Nutrition Association: <http://www.schoolnutrition.org>**Society for Nutrition Education: <http://www.sne.org>**U.S. Department of Agriculture, Food Nutrition Service, wellness policy:**<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>****U.S. Department of Agriculture, Healthy Meals Resource System: <http://healthymeals.fns.usda.gov>***

# National SD

## Board Policy

### Students

BP 5111(a)

#### ADMISSION

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

**Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.**

*(cf. 5111.1 - District Residency)*

*(cf. 5125 - Student Records)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

**The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.**

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

**In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)**

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

**ADMISSION** (continued)

**The Superintendent or designee shall not inquire into or request documentation of a student's citizenship or immigration status, and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

**When enrolling in any district school, including a school in their attendance area, children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.**

*(cf. 5116.1 - Intradistrict Open Enrollment)*  
*(cf. 5117 - Interdistrict Attendance)*  
*(cf. 5118 - Open Enrollment Act Transfers)*

**The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)**

*Legal Reference:*

**EDUCATION CODE**

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten  
46600 Agreements for admission of students desiring interdistrict attendance  
48000 Minimum age of admission (kindergarten)  
48002 Evidence of minimum age required to enter kindergarten or first grade  
48010 Minimum age of admission (first grade)  
48011 Admission from kindergarten or other school; minimum age  
48050-48053 Nonresidents  
48200 Children between ages of 6 and 18 years (compulsory full-time education)  
48350-48361 Open Enrollment Act  
48850-48859 Educational placement of homeless and foster youth  
**48645.5 Enrollment of former juvenile court school students**  
49076 Access to records by persons without written consent or under judicial order  
49408 Information of use in emergencies

**ADMISSION** (continued)

49452.9 *Health care coverage options and enrollment assistance*

49700-49704 *Education of children of military families*

HEALTH AND SAFETY CODE

120325-120380 *Education and child care facility immunization requirements*

121475-121520 *Tuberculosis tests for students*

CODE OF REGULATIONS, TITLE 5

200 *Promotion from kindergarten to first grade*

201 *Admission to high school*

CODE OF REGULATIONS, TITLE 17

6000-6075 *School attendance immunization requirements*

UNITED STATES CODE, TITLE 5

**552a Note Refusal to disclose social security number**

UNITED STATES CODE, TITLE 42

11431-11435 *McKinney-Vento Homeless Assistance Act*

**COURT DECISIONS**

**Plyler v. Doe, 457 U.S. 202 (1982)**

*Management Resources:*

**CSBA PUBLICATIONS**

***Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017***

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

***U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS***

***Fact Sheet: Information on the Rights of All Children to Enroll in School***

***Dear Colleague Letter: School Enrollment Procedures, May 6, 2011 May 8, 2014***

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://www2.ed.gov/about/offices/list/ocr>

**U.S. Department of Justice: <https://www.justice.gov>**

(11/11 4/15) 2/17

**Policy Reference UPDATE Service**

Copyright 2017 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

# National SD

## Board Policy

Students

BP 5111(a)

### **ADMISSION**

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

*(cf. 5111.1 - District Residency)*

*(cf. 5125 - Student Records)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

**ADMISSION (continued)**

The Superintendent or designee shall not inquire into or request documentation of a student's citizenship or immigration status, and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

When enrolling in any district school, including a school in their attendance area, children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5118 - Open Enrollment Act Transfers)*

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

*Legal Reference:*

**EDUCATION CODE**

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of students desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of 6 and 18 years (compulsory full-time education)

48350-48361 Open Enrollment Act

48850-48859 Educational placement of homeless and foster youth

48645.5 Enrollment of former juvenile court school students

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

**ADMISSION (continued)**

49452.9 *Health care coverage options and enrollment assistance*

49700-49704 *Education of children of military families*

HEALTH AND SAFETY CODE

120325-120380 *Education and child care facility immunization requirements*

121475-121520 *Tuberculosis tests for students*

CODE OF REGULATIONS, TITLE 5

200 *Promotion from kindergarten to first grade*

201 *Admission to high school*

CODE OF REGULATIONS, TITLE 17

6000-6075 *School attendance immunization requirements*

UNITED STATES CODE, TITLE 5

552a *Note Refusal to disclose social security number*

UNITED STATES CODE, TITLE 42

11431-11435 *McKinney-Vento Homeless Assistance Act*

COURT DECISIONS

*Plyler v. Doe, 457 U.S. 202 (1982)*

*Management Resources:*

CSBA PUBLICATIONS

*Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017*

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

~~U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS~~

*Fact Sheet: Information on the Rights of All Children to Enroll in School*

*Dear Colleague Letter: School Enrollment Procedures, ~~May 6, 2011~~ May 8, 2014*

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://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <https://www.justice.gov>

(11/11 4/15) 2/17

# National SD

## Board Policy

### Students

BP 5111.1(a)

#### **DISTRICT RESIDENCY**

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

*(cf. 5116 - School Attendance Boundaries)*

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

*(cf. 5111 - Admission)*

*(cf. 5125 - Student Records)*

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

#### **Investigation of Residency**

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)



## **DISTRICT RESIDENCY** (continued)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

### **Appeal of Enrollment Denial**

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

## **DISTRICT RESIDENCY (continued)**

### *Legal Reference:*

#### EDUCATION CODE

220 Prohibition of discrimination  
35160.5 Intradistrict open enrollment  
35351 Assignment of students to particular schools  
46600-46611 Interdistrict attendance permits  
48050-48054 Nonresidents  
48200-48208 Compulsory education law, especially:  
48204 Residency requirements  
48204.1-48204.2 Evidence of residency  
48300-48316 Student attendance alternatives, school district of choice program  
48350-48361 Open Enrollment Act transfers  
48852.7 Education of homeless students; immediate enrollment  
48853.5 Education of foster youth; immediate enrollment  
48980 Notifications at beginning of term  
52317 Regional occupational program, admission of persons including nonresidents

#### FAMILY CODE

6550-6552 Caregivers

#### GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

#### CODE OF REGULATIONS, TITLE 5

432 Retention of student records

#### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

#### COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

### *Management Resources:*

#### CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF

EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Fact Sheet: Information on the Rights of All Children to Enroll in School

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

#### WEB SITES

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

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

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

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

U.S. Department of Justice: <https://www.justice.gov>

### **Policy Reference UPDATE Service**

Copyright 2016 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

# National SD

## Administrative Regulation

Students

AR 5111.1(a)

### DISTRICT RESIDENCY

#### Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student ~~has been~~ **is** admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5118 - Open Enrollment Act Transfers)*

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

*(cf. 6183 - Home and Hospital Instruction)*

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

**DISTRICT RESIDENCY** (continued)

**9. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)**

*(cf. 6173.2 - Education of Children of Military Families)*

**Residency Based on Parent/Guardian Employment (Allen Bill Transfers)**

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

## **DISTRICT RESIDENCY** (continued)

### **Proof of Residency**

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

*(cf. 5141 - Health Care and Emergencies)*

**A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.**

**A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)**

## **DISTRICT RESIDENCY (continued)**

~~The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.~~

~~However, a~~Any homeless or foster youth or student who has had contact with the juvenile justice system shall ~~not be required~~ immediately enrolled in school even if he/she is unable to provide proof of residency ~~as a condition of enrollment in district schools.~~ (Education Code **48645.5**, 48852.7, 48853.5; 42 USC 11432)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

~~A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.~~[MOVED UP]

## **Safe at Home/Confidential Address Program**

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

*(cf. 3580 - District Records)*

# National SD

## Board Policy

Students

BP 5113(a)

### ABSENCES AND EXCUSES

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws, and may use appropriate legal means to correct problems of chronic absence or truancy.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

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

*(cf. 6154 - Homework/Makeup Work)*

#### Excused Absences

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as **school attendance and** class participation ~~is an~~ **are** integral ~~part of~~ **to** students' learning experiences, parents/guardians and students shall be encouraged to schedule medical **and other** appointments during non-school hours.

~~At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, and to all students in grades 7-12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1) [MOVED TO AR]~~

~~*(cf. 5145.6 - Parental Notifications)*~~

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, **as authorized pursuant to Education Code 46010.1, for a** confidential medical appointment.

**The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)**

## ABSENCES AND EXCUSES (continued)

### ~~Effect of Absence on Grades/Credits~~ [SECTION DELETED]

#### Legal Reference:

##### EDUCATION CODE

1740 *Employment of personnel to supervise attendance (county superintendent)*

~~2550-2558.6 Computation of revenue limits~~

37201 *School month*

37223 *Weekend classes*

41601 *Reports of average daily attendance*

42238-42250.1 *Apportionments*

46000 *Records (attendance)*

46010-46014 *Absences*

46100-46119 *Attendance in kindergarten and elementary schools*

46140-46147 *Attendance in junior high and high schools*

48200-48208 *Children ages 6-18 (compulsory full-time attendance)*

48210-48216 *Exclusions from attendance*

48240-48246 *Supervisors of attendance*

48260-48273 *Truants*

48292 *Filing complaint against parent*

48320-48324 *School attendance review boards*

48340-48341 *Improvement of student attendance*

**48980 Parental notifications**

49067 *Unexcused absences as cause of failing grade*

49701 *Provisions of the interstate compact on educational opportunities for military children*

##### ELECTIONS CODE

12302 *Student participation on precinct boards*

##### FAMILY CODE

6920-6929 *Consent by minor* **for medical treatment**

##### VEHICLE CODE

13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

##### WELFARE AND INSTITUTIONS CODE

601-601.4 *Habitually truant minors*

11253.5 *Compulsory school attendance*

##### CODE OF REGULATIONS, TITLE 5

306 *Explanation of absence*

420-421 *Record of verification of absence due to illness and other causes*

##### ATTORNEY GENERAL OPINIONS

87 *Ops.Cal.Atty.Gen.* 168 (2004)

66 *Ops.Cal.Atty.Gen.* 244 (1983)

##### COURT DECISIONS

*American Academy of Pediatrics et al v. Lungren et al* (1997) 16 Cal.4th 307

#### Management Resources:

##### CSBA PUBLICATIONS

*Improving Student Achievement by Addressing Chronic Absence*, Policy Brief, December 2010

##### WEB SITES

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

(11/99 11/11) 3/17



# National SD

## Administrative Regulation

Students

AR 5113(a)

### ABSENCES AND EXCUSES

#### Excused Absences

A student's absence shall be excused for **any of** the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)

*(cf. 5112.2 - Exclusions from Attendance)*

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205)

*Immediate family* shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)
6. The illness or medical appointment **during school hours** of a child to whom the student is the custodial parent (Education Code 48205)

*(cf. 5146 - Married/Pregnant/Parenting Students)*

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observation of a holiday or ceremony of his/her religion
  - d. Attendance at religious retreats **for no more than** ~~not to exceed~~ four hours per semester

**ABSENCES AND EXCUSES** (continued)

- e. Attendance at an employment conference
  - f. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

*(cf. 6142.3 - Civic Education)*

9. To spend time with **an his/her** immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

*(cf. 6173.2 - Education of Children of Military Families)*

**10. To attend his/her naturalization ceremony to become a United States citizen. (Education Code 48205)**

- 1011.** Participation in religious exercises or to receive moral and religious instruction in accordance with district policy, **subject to the following conditions:** (Education Code 46014)

**a. The student's parent/guardian shall provide written consent for the absence.**

**a.b.**~~In such instances, t~~The student shall attend at least the minimum school day.

**b.c.** The student shall be excused from school for this purpose on no more than four days per school month.

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

**Method of Verification**

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

**ABSENCES AND EXCUSES** (continued)

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may **request a note from the contact a** medical office to confirm the time of the appointment.
  - b. **When If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences. has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.**

**Parental Notifications**

**At the beginning of each school year, the Superintendent or designee shall:**

1. **Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)**

**ABSENCES AND EXCUSES** (continued)

2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. **Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code 48205 in the notice (Education Code 48980)**

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

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6154 - Homework/Makeup Work)*

# National SD

## Board Policy

### Students

BP 5116.1(a)

### INTRADISTRICT OPEN ENROLLMENT

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

*(cf. 5117 - Interdistrict Attendance)*

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

*(cf. 5111.1 - District Residency)*

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

### Enrollment Priorities

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

*(cf. 5116 - School Attendance Boundaries)*

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

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment **Act** list (Education Code 48354)

*(cf. 5118 - Open Enrollment Act Transfers)*

- ~~2. Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. (20 USC 6316)~~

~~*(cf. 0420.4 - Charter Schools)*~~

~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~

~~*(cf. 6171 - Title I Programs)*~~

## **INTRADISTRICT OPEN ENROLLMENT** (continued)

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

*(cf. 0450 - Comprehensive Safety Plan)*

**43.** Any student who is a victim of a violent crime while on school grounds (20 USC 7912)

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

- a. A written statement from a representative of an appropriate state or local agency, **such as including, but not necessarily limited to,** a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist
- b. A court order, including a temporary restraining order and injunction

**65.** Any sibling of a student already in attendance in that school.

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

### **Application and Selection Process**

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between **February 1 to April 30** of the school year preceding the school year for which the transfer is requested.

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

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

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine

## INTRADISTRICT OPEN ENROLLMENT (continued)

eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

### Transportation

Except as required by 20 USC 6316 for transfers out of Title I PI schools, for students who transferred out of a Title I program improvement school, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

#### Legal Reference:

##### EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

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

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

##### CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

##### UNITED STATES CODE, TITLE 20

~~6316 Transfers from program improvement schools~~

##### **6311 State plans**

7912 Transfers from persistently dangerous schools

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

~~200.36 Dissemination of information~~

~~200.37 Notice of program improvement status, option to transfer~~

~~200.39 Program improvement, transfer option~~

~~200.42 Corrective action, transfer option~~

~~200.43 Restructuring, transfer option~~

~~200.44 Public school choice, program improvement schools~~

~~200.48 Transportation funding for public school choice~~

##### COURT DECISIONS

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

##### ATTORNEY GENERAL OPINIONS

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

## INTRADISTRICT OPEN ENROLLMENT (continued)

### *Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE PUBLICATIONS

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEB SITES

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

California Department of Education, Unsafe School Choice Option:

<http://www.cde.ca.gov/ls/ss/se/useo.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

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

(11/08 3/11) 7/16



# National SD

## Administrative Regulation

Students

AR 5116.1(a)

### INTRADISTRICT OPEN ENROLLMENT

#### Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

#### Transfers from a "Persistently Dangerous" School

Upon receipt of notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," the Superintendent or designee shall provide parents/guardians of students attending the school with the following notifications:

1. Within 10 days of receipt of the notification from CDE, notice of the school's designation
2. Within 20 days of receipt of the notification from CDE, notice of the option to transfer their child

*(cf. 0450 - Comprehensive Safety Plan)*

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written request to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the

**INTRADISTRICT OPEN ENROLLMENT** (continued)

parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

*(cf. 5117 - Interdistrict Attendance)*

**Other Intradistrict Open Enrollment**

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and on the district's web site.
2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

**Any student who, prior to the 2016-17 school year, was granted a transfer out of a Title I school that had been identified for program improvement shall be allowed to remain in the school of enrollment until he/she completes the highest grade offered at that school.**

*(cf. 0520.2 - Title I Program Improvement Schools)*

## **INTRADISTRICT OPEN ENROLLMENT (continued)**

**A student granted intradistrict enrollment under other circumstances** ~~Once enrolled, a student~~ shall not be required to reapply for readmission. ~~However, the student~~ **but** may be subject to displacement due to excessive enrollment.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Notifications**

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 35160.5, 48980)

1. All options for meeting residency requirements for school attendance

*(cf. 5111.1 - District Residency)*

*(cf. 5118 - Open Enrollment Act Transfers)*

2. Program options offered within local attendance areas
3. A description of any special program options available on both an interdistrict and intradistrict basis
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied
5. A district application form for requesting a change of attendance
6. The explanation of attendance options under California law as provided by the CDE

# National SD

## Board Policy

**Students**      BP 5116.2(a)

### **INVOLUNTARY STUDENT TRANSFERS**

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

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

*(cf. 6173.3 - Education for Juvenile Court School Students)*

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

### **Students Convicted of Violent Felony or Misdemeanor**

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6164.2 - Guidance and Counseling Services)*

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

## **INVOLUNTARY STUDENT TRANSFERS** (continued)

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

### **Other Involuntary Transfers**

Students may be involuntarily transferred under either of the following circumstances:

1. ~~If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)~~

*(cf. 6184 - Continuation Education)*

- 2-1.** If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6185 - Community Day School)*

*Legal Reference: (see next page)*

## **INVOLUNTARY STUDENT TRANSFERS (continued)**

### *Legal Reference:*

#### EDUCATION CODE

35146 *Closed sessions; student matters*

48430-48438 *Continuation classes, especially:*

48432.5 *Involuntary transfer to continuation school*

48660-48666 *Community day schools, especially:*

48662 *Involuntary transfer to community day school*

48900 *Grounds for suspension and expulsion*

48929 *Transfer of student convicted of violent felony or misdemeanor*

48980 *Notice at beginning of term*

#### PENAL CODE

667.5 *Violent felony, definition*

29805 *Misdemeanors involving firearms*

#### WELFARE AND INSTITUTIONS CODE

300 *Minors subject to jurisdiction*

602 *Minors violating laws defining crime; ward of court*

### *Management Resources:*

#### WEB SITES

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

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

# National SD

## Board Policy

### Students

BP 5117(a)

### INTERDISTRICT ATTENDANCE

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*  
*(cf. 5116.1 - Intradistrict Open Enrollment)*  
*(cf. 5118 - Open Enrollment Act Transfers)*

#### OPTION 1: Interdistrict Attendance Permits

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

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

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

#### **OPTION 2: School District of Choice Program**

~~The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts who wish to attend a district school. Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.~~

~~Upon receiving the Superintendent's recommendation, the Board shall determine the number of students that will be accepted into the district through this program. This number shall be reflected in the minutes of the Board's meeting.~~

~~*(cf. 9324 - Minutes and Recordings)*~~

## **INTERDISTRICT ATTENDANCE (continued)**

The Superintendent or designee shall establish a selection process which ensures that students are admitted to district schools through a random, unbiased process that prohibits evaluation of whether a student should be enrolled based upon his/her academic or athletic performance. If the number of student applications exceeds the number of transfers the Board has designated for acceptance under the program, the Superintendent or designee shall conduct a random drawing in public at a regularly scheduled Board meeting. (Education Code 48301)

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not admit students based on individual interdistrict attendance permits pursuant to Education Code 46600-46611 except under extraordinary circumstances.

The Superintendent or designee shall maintain a record of requests for admittance that contains all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred out of and transferred into the district pursuant to this program
3. The race, ethnicity, gender, self-reported socio-economic status, and the district of residence for each student in item #2 above
4. The number of students in item #2 above who are classified as English learners or students with disabilities

The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-4 above. By May 15 of each year, the Superintendent or designee shall provide the same information, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, the California Department of Education, and the Department of Finance. (Education Code 48313)

The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)

## **Transportation**

The district shall not provide transportation beyond any school attendance area. Upon request, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available.



## **INTERDISTRICT ATTENDANCE (continued)**

### **Limits on Student Transfers Out of the District to a School District of Choice**

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the

County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

(cf. 6173.2 - Education of Children of Military Families)

#### *Legal Reference:*

##### EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

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

48350-48361 Open Enrollment Act

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

##### ATTORNEY GENERAL OPINIONS

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

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

##### COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192

Cal.App.4th 234

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

**INTERDISTRICT ATTENDANCE** (continued)

*Management Resources:*

**CSBA PUBLICATIONS**

*Transfer Law Comparison, Fact Sheet, March 2011*

**WEB SITES**

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

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

# National SD

## Board Policy

Students

BP 5121(a)

### GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's **achievement academic performance**.

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

The Superintendent or designee shall establish a uniform grading system **based on standards that apply that shall be applied** to all students in that course and grade level. **Principals and teachers shall ensure that student grades conform to this system.** Teachers shall inform students and parents/guardians how **student achievement academic performance** will be evaluated in the classroom.

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

A teacher shall base a student's grades **solely** on **impartial, consistent observation of** the quality of the student's **academic** work and his/her mastery of course content **and based on** district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, **such as classroom participation, homework, including, but not limited to, tests, projects, and portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.**

*(cf. 6011 - Academic Standards)*  
*(cf. 6162.5 - Student Assessment)*

### **Effect of Absences on Grades**

**If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.**

**Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.**

## GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

(cf. 6154 - Homework/Makeup Work)

~~The Board believes that \_\_\_\_\_ (fill in number) unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es). A teacher may assign a failing grade to a student who has \_\_\_\_\_ (fill in number) or more unexcused absences during the grading period.~~

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Students in grades K-3 shall receive progress reports **at the end of each grading period** rather than letter grades.

**At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.**

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

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

~~The teacher of each course shall determine the student's grade. A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)~~

(cf. 5125.3 - Challenging Student Records)

### **Grade Point Average**

~~The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.~~

## GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

### **(cf. 6141.4 - International Baccalaureate Program)**

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

#### Legal Reference:

##### EDUCATION CODE

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

69432.9 Cal Grant program; notification of grade point average

76000-76002 Enrollment in community college

##### CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

##### UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

**6101-6251 School to Work Opportunities Act of 1994**

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

99.1-99.67 Family Educational Rights and Privacy Act

##### COURT DECISIONS

*Owasso Independent School District v. Falvo*, (2002) 534 U.S. 426

*Las Virgenes Educators Association v. Las Virgenes Unified School District*, (2001) 86 Cal.App.4th 1

*Swany v. San Ramon Valley Unified School District*, (1989) 720 F.Supp. 764

*Johnson v. Santa Monica-Malibu Unified School District Board of Education*, (1986) 179 Cal.App.3d 593

#### Management Resources:

##### **CSBA PUBLICATIONS**

**Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016**

##### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Aiming High: High Schools for the 21st Century, 2002**

**Taking Center Stage: A Commitment to Standards Based Education for California's Middle Grades Students, 2004**

**Elementary Makes the Grade!, 2000**

##### **U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE**

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

##### **WEB SITES**

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

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

California Student Aid Commission: <http://www.csac.ca.gov>

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

# National SD

## Administrative Regulation

Students

AR 5121(a)

### GRADES/EVALUATION OF STUDENT ACHIEVEMENT

**The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.**

**Written** Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

*(cf. 6020 - Parent Involvement)*

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

*(cf. 5123 - Promotion/Acceleration/Retention)*

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

*(cf. 5125 - Student Records)*

*(cf. 6146.1 - High School Graduation Requirements)*

### Grades for **Achievement Academic Performance**

For grades K-3, students' level of progress **for each grading period** shall be reported as follows:

**O** Outstanding

**S** Satisfactory

**N** Needs Improvement

For grades 4-6, grades for **achievement academic performance** shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished **by the end of the grading period** because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

~~Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:~~

<del>A</del>	<del>(90-100%)</del>	<del>Outstanding Achievement</del>	<del>5.0 grade points</del>
<del>B</del>	<del>(80-89%)</del>	<del>Above Average Achievement</del>	<del>4.0 grade points</del>
<del>C</del>	<del>(70-79%)</del>	<del>Average Achievement</del>	<del>3.0 grade points</del>

*(cf. 6141.4 - International Baccalaureate Program)*

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

**Grades for Physical Education**

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

*(cf. 6142.7 - Physical Education and Activity)*

~~Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)~~

~~High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.~~

*(cf. 6145.2 - Athletic Competition)*

## **GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)**

### **Grades for College Courses**

~~When the district has approved a student to receive district credit for coursework completed at a community college or four year college, he/she shall receive the same letter grade as is granted by the college.~~

### **Grades for Citizenship and Work Habits, Study Skills, and Effort**

~~Any grades assigned for Grades for~~ citizenship ~~or work habits, such as effort or~~ study skills, ~~and effort~~ shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

### **Pass/Fail Grading**

~~The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.~~

~~Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.~~

### **Peer Grading**

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

### **Repeating Classes**

~~With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).~~

### **Withdrawal from Classes**

~~A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six~~



## GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

~~weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.~~

### Effect of Absences on Grades

~~Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.~~

~~(cf. 5113 - Absences and Excuses)~~

~~(cf. 5113.1 - Chronic Absence and Truancy)~~

~~The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)~~

~~If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)~~

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

~~(cf. 6173.1 - Education for Foster Youth)~~

### Grade Point Average

~~The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement **Academic Performance**" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.~~

~~(cf. 5126 - Awards for Achievement)~~

~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~

**OPTION 1:** ~~When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.~~

**OPTION 2:** ~~When plus and minus designations are added to letter grades, a plus shall be computed by adding 0.3 to the value assigned the letter grade and a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade.~~

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

~~Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)~~

# National SD

## Board Policy

Students

BP 5123(a)

### PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

*(cf. 6011 - Academic Standards)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6170.1 - Transitional Kindergarten)*

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

**OPTION 1:** Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

---

---

**PROMOTION/ACCELERATION/RETENTION** (continued)

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

**OPTION 2:** ~~Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:~~

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When **any student in grades 2-9 is retained or** recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. **The Superintendent or designee also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention.** (Education Code 37252.2, 37252.8, 48070.5)

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

*Legal Reference:*

EDUCATION CODE

37252-37254.1 Supplemental instruction

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

**PROMOTION/ACCELERATION/RETENTION** (continued)

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*FAQs Promotion, Retention, and Grading (students with disabilities)*

*FAQs Pupil Promotion and Retention*

*Kindergarten Continuance Form*

*WEB SITES*

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

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

# National SD

## Board Policy

Students

AR 5125.3(a)

### CHALLENGING STUDENT RECORDS

At the beginning of each school year **or, for a student enrolled after the beginning of the school year, at the time of enrollment**, parents/guardians shall be notified of the availability of the **above following** procedures for challenging **the contents of** student records. **Any student who is 18 years of age or attends a postsecondary institution shall have the sole right to challenge the contents of his/her records.** (Education Code **49061**, 49063)

*(cf. 5125 - Student Records)*

*(cf. 5145.6 - Parental Notifications)*

#### **Procedures for Challenging Records**

The custodial parent/guardian of any student may submit to the Superintendent or designee a written request to correct or remove from his/her child's records any information concerning the child which he/she alleges to be any of the following: (Education Code 49070; **34 CFR 99.20**)

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student

Within 30 days of receiving a request to correct or remove **any** information from a record, the Superintendent or designee shall meet with the parent/guardian and **with the district employee (if still employed) who recorded the that information in question, if he/she is presently employed by the district.** ~~The Superintendent shall then sustain or deny the allegations.~~ (Education Code 49070)

~~If the parent/guardian's allegations are sustained, the Superintendent shall order the correction or removal and destruction of the information. (Education Code 49070)~~**[MOVED TO SECTION "RESOLUTION OF CHALLENGE/APPEALS"]**

**CHALLENGING STUDENT RECORDS** (continued)

~~When a student grade is challenged,~~ **If the challenge involves a student's grade,** the teacher who gave the grade shall be given an opportunity to state, orally, **and/or** in writing, ~~or both,~~ the reasons for which the grade was given. Insofar as practicable, ~~he/she~~ **the teacher** shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, ~~the~~ **a** student's grade as determined by the teacher shall be final. (Education Code 49066)

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

**Resolution of Challenge/Appeals**

**After considering all relevant information,** ~~the~~ Superintendent **or designee** shall ~~then~~ sustain or deny the **parent/guardian's** allegations. (Education Code 49070)

If the parent/guardian's allegations are sustained, the Superintendent **or designee** shall order the correction or removal and destruction of the information. (Education Code 49070)

If the Superintendent **or designee** denies the allegations, the parent/guardian may, **write** within 30 days, ~~to~~ appeal the decision **in writing** to the Governing Board. Within 30 days of receiving the written appeal, the Board shall meet in closed session with the parent/guardian and the **district** employee ~~(if still employed)~~ who recorded the information ~~in question,~~ **if he/she is presently employed by the district.** The Board shall then decide whether ~~or not~~ to sustain or deny the allegations. **The decision of the Board shall be final.** (Education Code 49070)

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

If ~~it~~ **the Board** sustains any or all of the allegations, the Superintendent **or designee** shall immediately **order the** correction or removal ~~and destroy~~ **destruction of the pertinent** information from the student's records **and shall inform the parent/guardian in writing that the information has been corrected or destroyed.** (Education Code 49070)

~~The decision of the Board shall be final.~~ **If the parent/guardian does not file an appeal, or if the appeal is denied by the Board,** ~~decision of the Superintendent or Board is unfavorable to the parent/guardian,~~ the parent/guardian shall **be informed of his/her** ~~have the~~ right to submit a written statement of objections **to the information.** This statement shall become a part of the student's record. **Any statement submitted by the parent/guardian shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the related part of the record is disclosed.** (Education Code 49070; 34 CFR 99.21)

## CHALLENGING STUDENT RECORDS (continued)

### Hearing Panel

~~Both~~The Superintendent **or designee** and/~~or~~ the Board ~~have the option of appointing~~ **may appoint** a hearing panel to assist in making ~~the decision~~ **determinations regarding a challenge to student records or an appeal, as applicable,** ~~The hearing panel may be used at the discretion of the Superintendent or the Board~~ provided that the parent/guardian **gives written consents** to releasing **relevant student** record information to **the** panel members. **Such a hearing panel shall consist of the following persons:** (Education Code ~~49070,~~ 49071)

- 1. A chairperson who is a principal of a public school other than the school at which the record is on file**
- 2. A certificated employee appointed by the district's certificated employee council or, if no such council exists, by a parent/guardian**
- 3. A parent/guardian appointed by the Superintendent or designee or the Board, whoever convenes the panel**

**If possible, the members of the hearing panel shall not be acquainted with the student, his/her parent/guardian, or the employee who recorded the information, except when the parent/guardian appoints the certificated employee pursuant to item #2 above. (Education Code 49071)**

**The panel shall be provided with verbatim copies of the information that is the subject of the controversy. The panel shall, in closed session, hear the parent/guardian's objections to the student record and, if the employee is presently employed by the district, the employee's testimony. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities. The panel shall submit, to the Superintendent or designee or the Board as applicable, its written findings setting forth the facts and decisions of the panel. (Education Code 49071)**

~~The right to challenge a record becomes the sole right of the student when the student becomes 18 or attends a postsecondary institution. (Education Code 49061)~~ **[MOVED TO TOP OF AR]**

~~At the beginning of each school year, parents/guardians shall be notified of the availability of the above procedures for challenging student records. (Education Code 49063)~~ **[MOVED TO TOP OF AR]**

*Legal Reference:*

EDUCATION CODE

49061 Definitions

49063 Notification of parents of their rights

49066 Grades; change of grade; physical education grade



**CHALLENGING STUDENT RECORDS** (continued)

*49070 Challenging content of records*

*49071 Hearing panel*

*UNITED STATES CODE, TITLE 20*

*1232g Family Educational and Privacy Rights Act*

***1681-1688 Title IX of the Education Amendments of 1972***

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

***99.1-99.67 Family Educational Rights and Privacy, especially:***

***99.20-99.22 Procedures for amending educational records***

# National SD

## Board Policy

Students

BP 5131.62(a)

### TOBACCO

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

*(cf. 5141.23 - Asthma Management)*

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

### Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. ~~Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.~~ (Education Code 48900, 48901)

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 5131 - Conduct)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

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

~~Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.~~

**Smoking** means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

**Tobacco products include:** (Business and Professions Code 22950.5; Education Code 48901)

**TOBACCO** (continued)

- 1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff**
- 2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah**
- 3. Any component, part, or accessory of a tobacco product, whether or not sold separately**

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

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

**Prevention Instruction**

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

**Intervention/Cessation Services**

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

*(cf. 1020 - Youth Services)*

*(cf. 5141.6 - School Health Services)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6164.2 - Guidance/Counseling Services)*

## **TOBACCO (continued)**

### **Program Planning**

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

*(cf. 1220 - Citizen Advisory Councils)*

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

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.63 - Steroids)*

The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

*(cf. 1325 - Advertising and Promotion)*

*(cf. 3290 - Gifts, Grants and Bequests)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

### **Program Evaluation**

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

## TOBACCO (continued)

(cf. 0500 - Accountability)  
(cf. 5022 - Student and Family Privacy Rights)  
(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

### *Legal Reference:*

#### EDUCATION CODE

8900 Suspension or expulsion (grounds)  
48900.5 Suspension, limitation on imposition; exception  
48901 Smoking or use of tobacco prohibited  
51202 Instruction in personal and public health and safety  
60041 Instructional materials, portrayal of effects of tobacco use

#### BUSINESS AND PROFESSIONS CODE

**22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions**

#### HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education  
**104559 Tobacco use prohibition**  
119405 Unlawful to sell or furnish electronic cigarettes to minors

#### PENAL CODE

308 Minimum age for tobacco possession

#### CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment  
6844-6847 Child Health and Disability Prevention program; health assessments

#### UNITED STATES CODE, TITLE 20

**7100-7117 Safe and Drug Free Schools and Communities Act**

**7111-7122 Student Support and Academic Enrichment Grants**

#### CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

#### ATTORNEY GENERAL OPINIONS

88 *Ops.Cal.Atty.Gen.* 8 (2005)

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

##### TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

#### WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

#### WEB SITES

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

California Department of Education, Tobacco-Use Prevention  
Education: <http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

# National SD

## Board Policy

Students

BP 5141.21(a)

### ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

***(cf. 5141.24 - Specialized Health Care Services)***

*(cf. 6159 - Individualized Education Program)*

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

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

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

*(cf. 6116 - Classroom Interruptions)*

**The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)**

**The Board authorizes the Superintendent or designee to make available naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)**

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

~~In addition, t~~The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

### **Administration of Medication by School Personnel**

~~Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)~~

**When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, and administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. and Such personnel shall be afforded appropriate liability protection.**

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

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

~~When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto-injectable epinephrine, insulin, or glucagon, t~~The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, **49414.3**, 49414.5, **49414.7**, 49423, 49423.1)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)**

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

### *Legal Reference:*

#### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

**49414.3 Emergency medical assistance; administration of medication for opioid overdose**

49414.5 Providing school personnel with voluntary emergency training

~~49414.7 Emergency medical assistance; administration of epilepsy medication~~

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

**4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist**

#### CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

~~620-627 Administration of emergency antiseizure medication by trained volunteer nonmedical school personnel~~

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal. App. 4th 570

### *Management Resources:*

#### CSBA PUBLICATIONS

~~Pandemic Influenza, Fact Sheet, September 2007~~

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, ~~December 2004~~ **rev. 2015**

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

**Program Advisory on Medication Administration, 2005**



**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS (continued)**

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

*Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003*

WEB SITES

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

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

# National SD

## Administrative Regulation

Students

AR 5141.21(a)

### ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

#### Definitions

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

~~*Emergency medical assistance for a student suffering an epileptic seizure* means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7; 5 CCR 621)~~

*Epinephrine auto-injector* means a disposable drug-delivery system with a spring activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis **device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.** (Education Code 49414)

*Anaphylaxis* means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

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

***Opioid antagonist* means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)**

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)**

### **Notifications to Parents/Guardians**

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

*(cf. 5145.6 - Parental Notifications)*

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

**When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).**

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

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

### **Parent/Guardian Responsibilities**

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Providing parent/guardian and authorized health care provider written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600, 626)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician and updating the information when needed. (Education Code 49480)

~~3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within the past four hours on a school day. (Education Code 49414.7)~~

- 4.3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

**Parent/Guardian Statement**

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

### **Health Care Provider Statement**

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer ~~auto-injectable epinephrine or~~ prescribed ~~diabetes or asthma~~ medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
2. The name of the medication (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code ~~49414.7~~, 49423, 49423.1; 5 CCR 602, ~~626~~)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code ~~49414.5~~, 49423, 49423.1; 5 CCR 602)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

**5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)**

**5.6.** For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation

**6.7.** Possible side effects of the medication

**7.8.** Name, address, telephone number, and signature of the student's authorized health care provider

~~When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)~~

~~1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary~~

~~2. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services~~

~~3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation~~

~~4. A statement that, following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan~~

**District Responsibilities**

**The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement

**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS (continued)**

2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
  - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained

*(cf. 5125 - Student Records)*

7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects

**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS (continued)**

11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
- 13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance**
- 14. Provide immediate medical assistance if needed, r**Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

**Additional Requirements for Management of Epileptic Seizures [SECTION DELETED]**

**Emergency Epinephrine Auto-Injectors**

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

**(cf. 4112.9/4212.9/4312.9 - Employee Notifications)**

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the Superintendent of Public Instruction **(SPI)**. Written



**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS** (continued)

materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

*(cf. 3290 - Gifts, Grants and Bequests)*

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

*(cf. 3580 - District Records)*

**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS (continued)**

**Emergency Medication for Opioid Overdose**

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind his/her offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on his/her offer to volunteer and that there will be no retaliation against any employee for rescinding his/her offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during his/her regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

**ADMINISTERING MEDICATION AND MONITORING HEALTH  
CONDITIONS (continued)**

**If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)**

**Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414.3)**

**A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)**

**The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)**

# National SD

## Board Policy

Students

BP 5145.3(a)

### NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access 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, **of targeted at** any student **by anyone**, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts 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.** (Education Code 234.1)

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

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(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, **includes may result from** physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also **shall** ~~includes~~ the creation of a hostile environment ~~when the~~ **through** prohibited conduct **that** 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** ~~otherwise~~ participates in the ~~filing or~~ investigation of a

**NONDISCRIMINATION/HARASSMENT** (continued)

complaint or report ~~regarding an incident of~~ **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, parents/guardians, and employees. He/she shall provide training and 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 **district's** educational program. He/she shall report his/her 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 ~~for~~ **when the** behavior ~~that~~ 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)*

## NONDISCRIMINATION/HARASSMENT (continued)

### 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)

#### 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  
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

##### PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4687 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  
12101-12213 Title II equal opportunity for individuals with disabilities

##### 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

##### 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

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

##### COURT DECISIONS

## **NONDISCRIMINATION/HARASSMENT (continued)**

*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

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students*, Policy Brief, February 2014

*Final Guidance Regarding Transgender Students, Privacy, and Facilities*, March 2014

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

#### FIRST AMENDMENT CENTER PUBLICATIONS

*Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground*, 2006

#### NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

*Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity*, 2004

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

*Dear Colleague Letter: Transgender Students*, May 2016

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

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

*Dear Colleague Letter: Harassment and Bullying*, October 2010

*Notice of Non-Discrimination*, January 1999

#### WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

# National SD

## Administrative Regulation

Students

AR 5145.3(a)

### NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director Student Services  
1500 N Avenue National City, 91950  
619-336-7740  
[moconnor@nsd.us](mailto:moconnor@nsd.us)

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*

### Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, **by** posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.



**NONDISCRIMINATION/HARASSMENT** (continued)

**2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)**

**a. The name and contact information of the district's Title IX coordinator, including the phone number and email address**

**b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)**

**c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:**

**(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations**

**(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site**

**(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office**

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

**2.3.** Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

**3.4.** Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all

## **NONDISCRIMINATION/HARASSMENT (continued)**

students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

*(cf. 5145.6 - Parental Notifications)*

- 4.5.** The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

- 5.6.** Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

- 6.7.** At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

- 7.8.** At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

## **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

**NONDISCRIMINATION/HARASSMENT (continued)**

1. Removing vulgar or offending graffiti

*(cf. 5131.5 - Vandalism and Graffiti)*

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

*(cf. 4118 - Suspension/Disciplinary Action)*

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

**Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

## **NONDISCRIMINATION/HARASSMENT** (continued)

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

### **Transgender and Gender-Nonconforming Students**

*Gender identity* of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

*Gender expression* means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

*Gender transition* refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

*Gender-nonconforming student* means a student whose gender expression differs from stereotypical expectations.

*Transgender student* means a student whose gender identity is different from the gender he/she was assigned at birth.

**NONDISCRIMINATION/HARASSMENT** (continued)

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of **the** types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

**NONDISCRIMINATION/HARASSMENT** (continued)

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential.

When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this **procedure-administrative regulation**, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school

**NONDISCRIMINATION/HARASSMENT** (continued)

site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

*(cf. 7110 - Facilities Master Plan)*

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent

**NONDISCRIMINATION/HARASSMENT** (continued)

slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns ~~shall~~ **will, in general,** not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

*(cf. 5132 - Dress Code)*



# National SD

## Exhibit

Students

E 5145.6(a)

### PARENTAL NOTIFICATIONS

**Cautionary Notice:** Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. ~~The Budget Act of 2015 (AB 93, Ch. 10, Statutes of 2015) extends the suspension of these requirements through the 2015-16 fiscal year.~~ **The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year.** As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

When to Notify	Education or Code	Board Policy/Other Legal Regulation #	Administrative Subject
----------------	-------------------	---------------------------------------	------------------------

#### I. Annually

Beginning of each school year	Education Code	BP	Information on the district's
310	AR 6142.2		language acquisition programs

Beginning of each school year	17611.5, 17612, 48980.3	Education Code	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
-------------------------------	-------------------------	----------------	-----------	---

By February 1	35256, 35258	Education Code	BP 0510	School Accountability Report Card provided
---------------	--------------	----------------	---------	--

Beginning of each school year	35291, 48980	Education Code	AR 5144	District and site discipline rules
-------------------------------	--------------	----------------	---------	------------------------------------

Beginning of each school year	46010.1	Education Code	<b>BPAR</b> 5113	Absence for confidential medical services
-------------------------------	---------	----------------	------------------	---

Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code	BP	District policy authorizing transfer
	48929, 48980		

Beginning of each school year	48980	Education Code	BP 6111	Schedule of minimum days and student-free staff development days
-------------------------------	-------	----------------	---------	--

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**I. Annually** (continued)

Beginning of each school year	48980, 231.5; 5 CCR 4917	Education Code AR 5145.7	<b>Copy of ss</b> Sexual harassment policy as related to students
-------------------------------	--------------------------	--------------------------	---

Beginning of each school year	48980, 32255-32255.6	Education Code AR 5145.8	Right to refrain from harmful or destructive use of animals
-------------------------------	----------------------	--------------------------	---

Beginning of each school year	48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361	Education Code BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
-------------------------------	--	--	--

Beginning of each school year, if Board allows such absence	48980, 46014	<del>BP 5113</del> AR 5113	Absence for religious exercises or purposes
---	--------------	----------------------------	---

Beginning of each school year	48980, 48205 <b>AR</b>	Education Code <del>BP 5113</del> AR 5113 <b>BP</b> 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; <b>full text of Education Code 48205</b>
-------------------------------	---------------------------	---	--

Beginning of each school year	48980, 48206.3, 48207, 48208	Education Code AR 6183	Availability of home/hospital instruction for students with temporary disabilities
-------------------------------	------------------------------	------------------------	--

Beginning of each school year	48980, 49403	Education Code BP 5141.31	School immunization program
-------------------------------	--------------	---------------------------	-----------------------------

Beginning of each school year	48980, 49423, 49480	Education Code AR 5141.21	Administration of prescribed medication
-------------------------------	---------------------	---------------------------	---

Beginning of each school year	48980, 49451; 20 USC 1232h	Education Code AR 5141.3	Right to refuse consent to physical examination
-------------------------------	----------------------------	--------------------------	---

Beginning of each school year	48980, 49471, 49472	Education Code BP 5143	Availability of insurance
-------------------------------	---------------------	------------------------	---------------------------

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Code	Board Policy/ Legal Regulation #	Administrative Subject
----------------	-------------------------	----------------------------------	------------------------

**I. Annually** (continued)

Beginning of each school year	49013; 5 CCR 4622	Education Code AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies
-------------------------------	-------------------	--------------------------	---

Beginning of each school year	49063 AR	Education Code AR 5125 5125.3	Challenge, review, and expunging of records
-------------------------------	----------	-------------------------------	---

Beginning of each school year	49063, 49069; 20 USC 1232g; 34 CFR 99.7	Education Code AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability
-------------------------------	---	------------------------	--

Beginning of each school year	49063, 49073; 20 USC 1232g; 34 CFR 99.37	Education Code AR 5125.1	Release of directory information
-------------------------------	--	--------------------------	----------------------------------

Beginning of each school year	49520, 48980; 42 USC 1758; 7 CFR 245.5	Education Code AR 3553	Free and reduced price meals
-------------------------------	--	------------------------	------------------------------

Beginning of each school year	51513; 20 USC 1232h	Education Code AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; <b>inspection rights and procedures</b>
-------------------------------	---------------------	----------------------------------	--

Beginning of each school year	56301	Education Code BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
-------------------------------	-------	--------------------------	--

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**I. Annually** (continued)

Beginning of each school year	58501, 48980	Education Code AR	6181 Alternative schools
-------------------------------	--------------	-------------------	--------------------------

Beginning of each school year	Code 104855	Health and Safety AR	5141.6 Availability of dental fluoride treatment; opportunity to accept or deny treatment
-------------------------------	-------------	----------------------	---

Annually	5 CCR 852; Education Code 60615	AR	6162.51 Student's participation in state assessments; option to request exemption from testing
----------	---------------------------------	----	--

Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.61	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
---	----------------------------	-------------------	--

Beginning of each school year	106.9 BP	34 CFR 104.8, BP 6178	0410 Nondiscrimination
-------------------------------	----------	-----------------------	------------------------

Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR	3514 Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
--	-----------------------	----	--

**II. At Specific Times During the Student's Academic Career**

Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP	6164.2 Course selection and career counseling
---	-----------------------------	----	---

<b>Upon a student's enrollment</b>	<b>310 AR 6142.2</b>	<b>Education Code BP 6174</b>	<b>Information on the district's language acquisition programs</b>
------------------------------------	----------------------	-------------------------------	--

When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR	5142.1 Fingerprinting program
--	-----------------------------	----	-------------------------------

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Code	Board Policy/ Other Legal Regulation #	Administrative Subject
-------------------	----------------------	--	---------------------------

**II. At Specific Times During the Student's Academic Career** (continued)

When participating in driver training courses under the jurisdiction of the district	Education Code	None	Civil liability, insurance coverage
	35211		

Upon registration in K-6, if students have not previously been transported	Education Code	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
	39831.5		

Beginning of each school year for high school students, if high school is open campus	Education Code	AR 5112.5	Open campus
	44808.5, 48980		

Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
	48980, 51225.3		

<b>Upon a student's enrollment</b>	<b>Education Code</b>	<b>AR 5125</b>	<b>Specified rights related to</b>
<b>49063 AR 5125.3</b>	<b>student records</b>		

When students entering grade 7	Education Code	AR 5141.3	Specified information on type
49452.7	2 diabetes		

When in kindergarten, or first grade if not previously enrolled in public school	Education Code	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
	49452.8		

Beginning of each school year for students in grades 9-12	Education Code	AR 6143	College admission requirements, UC and CSU
51229, 48980			
			web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Code	Board Policy/ Other Legal Regulation #	Administrative Subject
-------------------	----------------------	--	---------------------------

**II. At Specific Times During the Student's Academic Career** (continued)

Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code AR 51938, 48980	6142.1 Sexual health and HIV prevention education; right to view A/V materials, who's teaching whether taught by district staff or outside consultants, right to request
--	--------------------------------	--

specific Education Code sections, right to excuse

Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code AR 60641; 5 CCR 863	6162.51 Results of tests; test purpose, individual score and intended use
--	------------------------------------	---

By October 15 for students in grade 12	Education Code AR 5121	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
--	------------------------	---

When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32 Health screening examination
--	---------------------------------------	---

To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2 Notice of proficiency examination provided under Education Code 48412
--	-------------	---

To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1 Request that district not release name, address, phone number of child to military recruiters without prior written consent
---	-------------	---

**III. When Special Circumstances Occur**

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580 Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
---	--------------------	---

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

Upon receipt of a complaint alleging discrimination	262.3	Education Code AR 1312.3	Civil law remedies available to complainants
---	-------	--------------------------	--

When student has been placed in structured English immersion program	310-311; 5 CCR 11309	Education Code AR 6174	Student's placement in program, opportunity to apply for parental exception waiver, other rights of student relative to such placements
--	----------------------	------------------------	---

When determining whether an English learner should be reclassified as fluent English proficient	313; 5 CCR 11303	Education Code AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
---	------------------	------------------------	---

When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	440; 20 USC 7012	Education Code AR 6174	Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
--	------------------	------------------------	--

When homeless or foster youth applies for enrollment in 8483 before/after school program	8483	Education Code AR 5148.2	Right to priority enrollment; how to request priority enrollment
--	------	--------------------------	--

Before high school student attends specialized secondary program on a university campus	17288	Education Code None	University campus buildings may not meet Education Code requirements for structural safety
---	-------	---------------------	--

At least 72 hours before use of pesticide product not included in annual list	17612	Education Code AR 3514.2	Intended use of pesticide product
---	-------	--------------------------	-----------------------------------

To members of athletic teams	32221.5	Education Code AR 5143	Offer of insurance; no-cost and low-cost program options
------------------------------	---------	------------------------	--

If school has lost its WASC accreditation status	35178.4	Education Code BP 6190	Loss of status, potential consequences
--	---------	------------------------	--

**PARENTAL NOTIFICATIONS** (continued)

	Education or When to Notify	Board Policy/ Other Legal Code	Administrative Regulation #	Subject
--	-----------------------------------	--------------------------------------	--------------------------------	---------

**III. When Special Circumstances Occur** (continued)

When district has contracted for electronic products or services that disseminate advertising	Education Code	BP 3112-3312	Advertising will be used in the classroom or learning center
---	----------------	--------------	--

At least six months before policy	Education Code	AR 5132	Dress code policy requiring implementing uniform
-----------------------------------	----------------	---------	--

Before implementing a year-round schedule	Education Code	BP 6117	Public hearing on year-round schedule
---	----------------	---------	---------------------------------------

When interdistrict transfer is requested and not approved or denied within 30 days	Education Code	AR 5117	Appeal process
--	----------------	---------	----------------

Before early entry to kindergarten, if offered	Education Code	AR 5111	Effects, advantages and disadvantages of early entry
--	----------------	---------	--

When student identified as being at risk of retention	Education Code	AR 5123	Student at risk of retention
---	----------------	---------	------------------------------

When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code	AR 5112.2	Student has been excluded from school
---	----------------	-----------	---------------------------------------

Before already admitted student is excluded for lack of immunization	Education Code	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
--	----------------	------------	--

When a student is classified as a truant	Education Code	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
--	----------------	-----------	---

When a truant is referred to a SARB or probation department	Education Code	AR 5113.1	Name and address of SARB or probation department and reason for referral
---	----------------	-----------	--



**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

When a school is identified on the state's Open Enrollment List 4702	Education Code 48354; 5 CCR	AR	5118	Student's option to transfer to another school
Within 60 days of receiving application for transfer out of open enrollment school 4702	Education Code 48357; 5 CCR	AR	5118	Whether student's transfer application is accepted or rejected; reasons for rejection
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR	6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR	6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR	6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR	5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts 48904	Education Code	IIIIIIIIIIIIIIIIIIIIAR	5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR	5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer 48906	Education Code	BP	5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension 48911	Education Code 5144.1	BP	5144.1	Notice of suspension

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

When original period of suspension is extended	Education Code 48911	AR	5144.1 Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR	5144.1 The student's assignment to a supervised suspension classroom
Before holding a closed session re: suspension	Education Code 48912	AR	5144.1 Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP	5119 Hearing re: possible danger presented by expelled student
When readmission is denied 48916	Education Code	AR	5144.1 Reasons for denial; determination of assigned program
When expulsion occurs 48916	Education Code	AR	5144.1 Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR	5144.1 Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR	5144.1 Decision to expel; right to appeal to county board; obligation to inform new district of status

<b>Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school</b>	<b>Education Code 48929, 48980</b>	<b>BP 5116.2</b>	<b>Right to request a meeting with principal or designee</b>
---	------------------------------------	------------------	--

One month before the scheduled minimum day	Education Code 48980	BP	6111 When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR	5141.4 Guidelines for filing complaint of child abuse at a school site with local child protective agencies

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
--	----------------------	---------	---------------------------------------

When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content
--	----------------------	---------	--

When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
--	----------------------	-----------	--

When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
--	------------------------	---------	---

When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
--	------------------------	---------	--

Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
---	----------------------	---------	---

Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
---	----------------------	---------	--

When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
--	------------------------	-----------	---------------------

When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
---	-----------------------------------	-----------	--------------------------------

Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
--	----------------------	-----------	--

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

To person holding educational rights, within 30 days of foster youth, or homeless youth's, or former juvenile court school student being transferred between high schools	Education Code 51225.1	AR 6173	BP 6146.1 AR 6173.1 AR 6173.3	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022		Permission for test, survey questioning personal beliefs
Within 14 days of instruction At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1		Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022		Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174		Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175		Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148		Parent/guardian right to enter facility
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3		The district's tobacco-free schools policy and enforcement procedures
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125		Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**III. When Special Circumstances Occur** (continued)

At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81 BP 1250	AR 1240	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631 procedures	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: excused and unexcused absences
Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
Upon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service
Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/guardian of child's assignment

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
----------------	-------------------------------	---	---------

**III. When Special Circumstances Occur** (continued)

For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6316	AR 6020	Notice of policy
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor 48852.5	42 USC 11432; Education Code	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures

**IV. Special Education Notices**

Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent

**PARENTAL NOTIFICATIONS** (continued)

When to Notify	Education or Other Legal Code	Board Policy/Regulation #	Administrative Subject
----------------	-------------------------------	---------------------------	------------------------

**IV. Special Education Notices** (continued)

24 hours before IEP when district intending to record	Education Code 56341.1	AR	6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR	6159	Time, purpose, location, who <del>in attendance will attend,</del> participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR	6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR	6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); AR 34 CFR 300.300, AR 300.503	AR	6159 6159.1	Prior written notice
Upon filing of state complaint	34 CFR 300.504	20 USC 1415(d); AR	6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	34 CFR 300.530	20 USC 1415(k); AR	5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	34 CFR 300.508	20 USC 1415(k); AR	6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR	6164.6	District responsibilities, district actions, procedural safeguards

**PARENTAL NOTIFICATIONS** (continued)

		Education or	Board Policy/
When to		Other Legal	Administrative
Notify	Code	Regulation #	Subject

**V. Classroom Notices**

In each classroom in each	Education Code	AR	1312.4	Complaints re: sufficiency of
school	35186	E	1312.4	instructional materials, teacher
				vacancy or misassignment,
				maintenance of facilities



# National SD

## Board Policy

Students

BP 5145.7(a)

### SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, ~~sexual harassment of students~~ 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.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult **who has experienced off-campus sexual harassment that has a continuing effect on campus** to immediately contact his/her teacher, the principal, 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. **Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.**

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

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

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

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

### Instruction/Information

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 incidents of sexual harassment even where the alleged victim of the harassment has not complained

**SEXUAL HARASSMENT** (continued)

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. **A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students**
- ~~5.~~ 6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- ~~6.~~ 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 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

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

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

**SEXUAL HARASSMENT** (continued)

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

(cf. 4117.7 - *Employment Status Report*)

(cf. 4118 - *Dismissal/Suspension/Disciplinary Action*)

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

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

**Record-Keeping**

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

(cf. 3580 - *District Records*)

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

*Donovan v. Poway Unified School District*, (2008) 167 Cal.App.4th 567

*Flores v. Morgan Hill Unified School District*, (2003, 9th Cir.) 324 F.3d 1130

*Reese v. Jefferson School District*, (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

**SEXUAL HARASSMENT** (continued)

*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

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

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

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

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

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

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

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

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

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

**WEB SITES**

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

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

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

# National SD

## Administrative Regulation

Students

AR 5145.7(a)

### SEXUAL HARASSMENT

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Director Student Support Services  
1500 N Avenue, National City, 91950  
619-336-7740  
[moconnor@nsd.us](mailto:moconnor@nsd.us)

*(cf. 1312.3 - Uniform Complaint Procedures)*

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

## **SEXUAL HARASSMENT** (continued)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

### **12. Electronic communications containing comments, words, or images described above**

**Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.**

### **Reporting Process and Complaint Investigation and Resolution**

Any student who believes that he/she has been subjected to sexual **harassment by another student, an employee, or a third party** or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward

**SEXUAL HARASSMENT** (continued)

the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

**When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.**

When a **verbal or informal** report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. **Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.**

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

**In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.**

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted **to** the Superintendent or designee who shall determine who will investigate the complaint.

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

**Confidentiality**

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

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

## **SEXUAL HARASSMENT (continued)**

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*

### **Response Pending Investigation**

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. **To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Such Interim** measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

### **Notifications**

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

*(cf. 5145.6 - Parental Notifications)*

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

*(cf. 1113 - District and School Web Sites)*



**SEXUAL HARASSMENT** (continued)

***(cf. 1114 - District-Sponsored Social Media)***

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

# National SD

## Board Policy

Students

BP 5148.2(a)

### BEFORE/AFTER SCHOOL PROGRAMS

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program **in a supervised environment.** ~~and provide safe alternatives for students.~~ In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, **local control and accountability plan, its** curriculum, and ~~district and state~~ academic standards.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

***(cf. 0460 - Local Control and Accountability Plan)***

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148 - Child Care and Development)*

*(cf. 6011 - Academic Standards)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

**To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.**

*(cf. 1020 - Youth Services)*

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

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 6020 - Parent Involvement)*

~~The establishment of a~~ Any program **to be established** shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities. ~~(Education Code 8483.4)~~

*(cf. 1240 - Volunteer Assistance)*

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

(cf. 4131 - Staff Development)  
(cf. 4222 - Teacher Aides/Paraprofessionals)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

**The Each** program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, **the each** program may include support services that reinforce the educational component and promote student health and well-being.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5030 - Student Wellness)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 6142.7 - Physical Education and Activity)

**OPTION 1:** ~~No fee shall be charged for participation in the program.~~

**OPTION 2:** A **family** fee may be charged to participating families based on the actual cost of services, **as long as the fee is waived or reduced for families with students who are eligible for free or reduced-price meals.** ~~The fee may be waived or subsidized based on economic need or other critical needs. (Education Code 8422, 8482.6)~~

**In regard to the After School Education and Safety program and/or 21st Century Community Learning Center program, no fee shall be charged for a student identified as a homeless or foster youth. (Education Code 8482.6)**

(cf. 3260 - Fees and Charges)  
(cf. 3553 - Free and Reduced Price Meals)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, **such** students **ages 11-12 years** may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

Every three years, the ~~program~~ **Superintendent or designee** shall review ~~its the~~ after-school program plan, including, **but not limited to**, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years. (~~Education Code 8482.3~~)

(cf. 3580 - District Records)

*Legal Reference:*EDUCATION CODE

8263 Eligibility and priorities for subsidized child development services

8263.4 Enrollment of students ages 11-12 years

8273.1 Family fees, exemptions

8350-8359.1 Programs for CalWORKS recipients

8360-8370 Personnel qualifications

8420-8428 21st Century After-School Program for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

8490-8490.7 Distinguished After School Health Recognition Program

17264 New construction; accommodation of before- and after-school programs

35021.3 After-school physical recreation instructors

45125 Criminal record check

45330 Paraprofessionals; instructional aides

45340-45349 Paraprofessionals; instructional aides

49024 Criminal background check; Activity Supervisor Clearance Certificate

49430-49434 Nutrition standards

**49540-49546 Child Care Food Program**

49553 Free or reduced-price meals

**60851.1 Suspension of high school exit examination**

~~69530-69547.9~~ **69430-69460** Cal Grant program

UNITED STATES CODE, TITLE 20

**6311 State plans**

6314 Title I schoolwide programs

7171-7176 21st Century Community Learning Centers

UNITED STATES CODE, TITLE 42

1766-1766a Child and Adult Care Food Program

**11434a Education for homeless children and youths**

CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 **Child care center n**utrition standards

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**Quality Program Improvement Plan for Expanded Learning Programs in California 2016-17, November 2016**

**Request for Application for Programs Proposing to Serve High School Students, September 2016**

**21st Century Community Learning Centers (21st CCLC) FAQs Elementary/Middle School Programs, September 2016**

Management Resources continued: (see next page)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

### *Management Resources: (continued)*

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS** (continued)

*A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools*, 2014

*Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality*, 2014

**21st Century High School After School Safety and Enrichment for Teens Program Frequently Asked Questions, March 2012**

*California After School Physical Activity Guidelines*, 2009

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

*21st Century Community Learning Centers, Nonregulatory Guidance*, February 2003

#### **WEB SITES**

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

California Department of Education, Before and After School: <http://www.cde.ca.gov/ls/ba>

California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

# National SD

## Administrative Regulation

Students

AR 5148.2(a)

### BEFORE/AFTER SCHOOL PROGRAMS

#### Grades K-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program ~~may~~ **shall** serve students in **any of** grades K-9 **as the district may determine based on local needs**. (Education Code 8482.3, **8484.7, 8484.75, 8484.8**)

~~Consistent with state funding priorities, the district shall, to the extent feasible, give priority to establishing ASES programs that serve students in schools with the highest percentage of students eligible for free and reduced price meals.~~

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

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs or serve a high percentage of students from low-income families. (Education Code 8484.8; 20 USC 7173)

~~(cf. 6171 - Title I Programs)~~

~~Consistent with federal funding priorities, the district shall, to the extent feasible, give priority to establishing 21st CCLC programs in schools that are identified for program improvement under 20 USC 6316 and/or programs that will provide year round expanded learning opportunities.~~

~~(cf. 0520.2 - Title I Program Improvement Schools)~~

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

#### 1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

~~(cf. 6142.91 - Reading/Language Arts Instruction)~~

~~(cf. 6142.92 - Mathematics Instruction)~~

~~(cf. 6142.93 - Science Instruction)~~

~~(cf. 6154 - Homework/Makeup Work)~~

~~(cf. 6163.4 - Student Use of Technology)~~

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.62 - Tobacco)*

*(cf. 6142.6 - Visual and Performing Arts)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6178 - Career Technical Education)*

**2. Nutrition**

- a. If snacks or meals are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

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

*(cf. 3554 - Other Food Sales)*

*(cf. 5030 - Student Wellness)*

**3. Location of Program**

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the ~~district~~ **Superintendent or designee** may, with the approval of the Superintendent of Public Instruction, provide services at another school site. **Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school.** A significant barrier includes **either any** of the following: (Education Code 8482.8)

- (1) Fewer than 20 students participating in the program component

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

**(3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school**

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

*(cf. 3540 - Transportation)*

**4. Staffing**

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 45330, 45344, 45344.5)

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

- c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

**5. Hours of Operation**

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

**6. Admissions**



**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

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

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

**(1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year and to students who are identified by the program as being in foster care. (Education Code 8483, 8483.1)**

**The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)**

**The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483)**

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

**(12) Second p**Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

**(23) Third p**Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

*(cf. 6179 - Supplemental Instruction)*

**(34) Any remaining capacity shall be filled by students selected at random.**

**(45) A waiting list shall be established to accommodate additional students if space becomes available.**

7. Attendance/Early Release

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

**8. Summer/Intersession/Vacation Programs**

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

*(cf. 6177 - Summer Learning Programs)*

## **BEFORE/AFTER SCHOOL PROGRAMS** (continued)

### **Grades 9-12**

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program ~~may~~**shall** serve students in **any of** grades 9-12 **as the district may determine based on local needs**. (Education Code 8421)

~~When feasible, priority shall be placed on establishing programs that serve students in schools that are identified as in need of improvement pursuant to 20 USC 6316.~~

The program shall be operated in accordance with the following **guidelines**:

#### 1. Program Elements

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

**Note: Education Code 8421 authorizes the district's ASSETs program to include preparation for the California High School Exit Examination, However, pursuant to Education Code 60851.1, administration of the exit exam has been suspended through the 2017-18 school year.**

- (1) Preparation for the high school exit examination

*(cf. 6162.52 - High School Exit Examination)*

- (2) Tutoring
- (3) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
- (4) Homework assistance
- (5) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460

- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

- (1) Community service
- (2) Career **and** technical education
- (3) Job readiness

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- (4) Opportunities for mentoring and tutoring younger students
- (5) Service learning
- (6) Arts
- (7) Computer and technology training
- (8) Physical fitness
- (9) Recreation activities

*(cf. 6142.4 - Service Learning/Community Service Classes)*

- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)

**d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)**

- de.** The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)

**2. Location of Program**

- a. The district's program may operate on one or multiple school sites or at another location approved by the CDE. (Education Code 8421)
- b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)

**3. Hours of Operation**

- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
- b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

## **BEFORE/AFTER SCHOOL PROGRAMS** (continued)

### **Volunteers**

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. He/she also shall submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

### **Reports**

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

*(cf. 0500 - Accountability)*

# National SD

## Administrative Regulation

Students

AR 5148.3(a)

### **PRESCHOOL/EARLY CHILDHOOD EDUCATION**

When approved by the California Department of Education (CDE) under the California State Preschool Program, the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with the CDE.

*(cf. 5148 - Child Care and Development)*

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

### **Minimum Hours/Days of Operation**

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235; 5 CCR 18136)

### **Staffing Ratios**

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

**Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)**

*(cf. 4112.4 - Health Examinations)*

*(cf. 4112.6 - Personnel Files)*

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

**In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.**

### **Wraparound Child Care Services**

In accordance with its contract with the CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. **For Within** this period of time, **the** part-day preschool programs shall operate 175-180 days. **After the completion of the preschool program, and a part-time** general child care and development programs may operate a full day for the remainder of the year. **after the completion of the preschool program.** (Education Code 8239)

### **Family Literacy Services**

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of participating children to support their children's development of literacy skills, including, but not limited to, parent education in:
  - a. Providing support for the educational growth and success of their children
  - b. Improving parent-school communications and parental understanding of school structures and expectations
  - c. Becoming active partners with teachers in the education of their children

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

- d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
- 3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve parents/guardians' academic skills

*(cf. 6200 - Adult Education)*

- 4. Staff development for teachers in participating classrooms that includes, but is not limited to:
  - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional strategies
  - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
  - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
  - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

*(cf. 4131 - Staff Development)*

**Eligibility and Enrollment**

Children eligible for the district's preschool program include those who will have their third or fourth birthday on or before September 1 of the fiscal year that they are being served. (Education Code 8208, 8235, 8236)

When a child is eligible for both the preschool program and the district's transitional kindergarten program, the family may choose the most appropriate program for the child. In accordance with the enrollment priorities described below, the child may be enrolled in both programs provided that the child is not enrolled in both programs for the same time period on the same day.

*(cf. 5111 - Admission)*

*(cf. 6170.1 - Transitional Kindergarten)*

Eligibility for subsidized preschool shall be as follows:



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

1. Children shall be eligible for subsidized preschool services if their family is a current aid recipient, income eligible, or homeless and/or the family's children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited. (Education Code 8235, 8263, 8263.1; 5 CCR 18131, 18134)
2. Children shall be eligible for subsidized wraparound preschool and child care services if their family meets at least one of the criteria specified in item #1 above ~~or~~ **and** needs child care services due to either of the following circumstances: (Education Code 8239, 8263)
  - a. The child is identified by a legal, medical, or social services agency, **the district liaison for homeless students, a Head Start program,** or **an** emergency **or transitional** shelter as **being** a recipient of protective services, ~~or~~ as being, or at risk of being, neglected, abused, or exploited, **or as being homeless.**

**(cf. 6173 - Education for Homeless Children)**

- b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment in a preschool program shall be given to neglected or abused children **age** 3 or 4 years **of age** who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236; 5 CCR 18131)

*(cf. 1020 - Youth Services)*

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

*(cf. 1700 - Relations Between Private Industry and the Schools)*

After all children with first priority are enrolled, the district shall give second priority to eligible children **age** 4 years **of age** who are not enrolled in a transitional kindergarten program prior to enrolling eligible children **age** 3 years **of age**. (Education Code 8236)

After enrolling all eligible children who meet the criteria for subsidized services, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income is no more than 15 percent above the income eligibility threshold. (Education Code 8235; 5 CCR 18133)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

*(cf. 5145.6 - Parental Notifications)*

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that he/she no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file containing a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

### **Fees and Charges**

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction. (Education Code 8273, 8273.2; 5 CCR 18078)

*(cf. 3260 - Fees and Charges)*

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program, a family that is receiving CalWORKs cash aid, or a family that is otherwise exempted pursuant to Education Code 8273.1. (Education Code 8273.1; 5 CCR 18110)

In addition, any family qualifying for subsidized preschool on the basis of having a child who is a recipient of child protective services, or having a certification by a county child welfare agency that services continue to be necessary, may be exempt from these fees for up to 12 months. Any family whose child is receiving subsidized preschool on the basis of being at risk of abuse, neglect, or exploitation may be exempt from these fees for up to three months, unless the family becomes eligible based on receipt of child protective services or certification of need by a county child welfare agency. The cumulative period of exemption for these purposes shall not exceed 12 months. (Education Code 8273.1)

The Superintendent or designee shall establish a process ~~which~~ **that** involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

### **Disenrollment**

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children **age** 3 years **of age** whose families have the highest income in relation to family size shall be disenrolled first, followed by children **age** 4 years **of age** whose families have the highest income in relation to family size.

At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

2. Families of children **age** 3 or 4 years **of age** who are receiving child protective services or who have been documented to be at risk of being neglected, abused, or exploited, regardless of income, shall be disenrolled last.

**Parent Hearing**

**If a parent/guardian disagrees with any district action to deny his/her child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, he/she may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)**

**The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, he/she may, within 14 calendar days, appeal the decision to the CDE. (5 CCR 18120-18122)**

# National SD

## Board Policy

Instruction

BP 6117(a)

### YEAR-ROUND SCHEDULES

The Governing Board believes that a year-round school schedule could benefit the district and its students by providing continuous instruction and reducing learning loss in students over extended vacations, allowing timely interventions to improve academic achievement, and alleviating overcrowding in schools through efficient use of school facilities. The Board shall consider the feasibility of establishing year-round schedules based on current and projected enrollments, facilities needs, and instructional needs.

*(cf. 6111 - School Calendar)*

*(cf. 7110 - Facilities Master Plan)*

Before approving a year-round program in any district school, the Board shall consult in good faith, in an effort to reach agreement with certificated and classified employees of the school, parents/guardians of students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing **for which adequate notice has been given to the employees and parents/guardians of affected students.** (Education Code 37616)

*(cf. 0420 - School Plans/Site Councils)*

***(cf. 4112.9/4212.9/4312.9 - Employee Notifications)***

*(cf. 4143/4243 - Negotiations/Consultation)*

***(cf. 5145.6 - Parental Notifications)***

*(cf. 9320 - Meetings and Notices)*

When the Board is considering a year-round schedule for any school, the Superintendent or designee shall submit to the Board a comprehensive proposal that, at a minimum, shall address the schedule to be operated, the number of tracks the school will have, any needed facilities modifications, a communications system for notifying off-track families of school activities and developments, and how the ethnic and socioeconomic composition of the school will be maintained within each track.

If the Board determines to operate a year-round program in a manner that would require any student to enroll, the Superintendent or designee shall publish, not later than November 1 of the school year preceding the commencement of the program, notice of the district's intention to operate the program. Such notice shall be published in a newspaper of general circulation within the district, or if there is no such newspaper, then in any newspaper of general circulation that is regularly circulated in the district. The notice shall be published once each week for three successive weeks or, if the newspaper is regularly published once a week or more often, at least three times with at least five days intervening between the respective publication dates not counting the publication dates. (Education Code 37611)

## **YEAR-ROUND SCHEDULES** (continued)

*(cf. 5116.1 - Intradistrict Open Enrollment)*

On the Board's order, or upon a sufficient petition by the public to the County Superintendent of Schools after the above notice of intention is given by the district, an election shall be called to determine whether to permit a year-round program to be operated. (Education Code 37612)

Each year-round school shall offer ~~180~~ **a minimum of 175** days of instruction per school year, ~~except for any school year in which the district and employee organization(s) agree to have fewer days of instruction pursuant to the authorization in Education Code 46201.2.~~ **until it equals or exceeds the local control funding formula target established for it pursuant to Education Code 42238.02, at which time each school shall offer 180 days or more of instruction per school year.** (Education Code 37620, **41420, 46208**)

**However, any school that operates on a multitrack schedule shall be deemed in compliance with these requirements if it offers a minimum of 163 instructional days per school year. To do so, the Board shall adopt a resolution at a regularly scheduled Board meeting certifying that the number of annual instructional minutes is not less than that of schools of the same grade levels utilizing the traditional school calendar and that it is not possible to maintain a multitrack schedule with the same number of instructional days provided by district schools on a traditional calendar given the facilities, program, class sizes, and projected number of students enrolled at the school site. The Superintendent or designee shall annually certify to the Superintendent of Public Instruction that any such school is maintained for at least 163 instructional days. (Education Code 37670, 46208)**

*(cf. 1431 - Waivers)*

*(cf. 6112 - School Day)*

Each school operating on a year-round schedule shall be closed for all students and employees on regular school holidays. (Education Code 37619)

*(cf. 6115 - Ceremonies and Observances)*

The Superintendent or designee shall annually submit a report to the Board regarding each district school operating a year-round schedule. The report shall include results of the school's academic assessments and how they compare with those of other schools, necessary facilities maintenance or repairs, and costs incurred or saved on account of operating a year-round schedule at the school.

*(cf. 0500 - Accountability)*

*(cf. 0510 - School Accountability Report Card)*

*(cf. 3460 - Financial Reports and Accountability)*

*(cf. 3517 - Facilities Inspection)*

**YEAR-ROUND SCHEDULES** (continued)**Assignment to Year-Round Tracks**

The Superintendent or designee shall establish an unbiased process for determining assignment of students to tracks based on the following **criteria guidelines**:

1. Students of the same family shall be placed in the same group or track unless one or more of such students are enrolled in a special education class or unless the parent/guardian requests that the students be placed in different groups. (Education Code 37617)
2. Assignment based on ability level **or special education needs** shall be minimized. **except when necessary to accommodate special education needs or other specialized programs. If a special population must be put on one track, isolation and segregation should be minimized by partial day integration or self-selection of track.**

(cf. 6159 - Individualized Education Program)

(cf. 6172 - Gifted and Talented Student Program)

3. **Each track should reflect the ethnic and socioeconomic composition of the entire school community.**

4. ~~After assignment based on the above priorities, remaining s~~Students shall be chosen on a lottery basis when the number of students requesting a particular track exceeds spaces available. **Students' Second choices of track assignment preferences** shall be accommodated to the extent possible.

The Superintendent or designee shall give parents/guardians adequate notice regarding their child's schedule.

Any parent/guardian who is dissatisfied with the track assignment of his/her child may appeal the assignment to the Superintendent or designee within five business days, stating **the reason why** a different track is more appropriate for his/her child. The Superintendent or designee shall respond to the parent/guardian within five business days. The Superintendent's decision shall be final.

Once students are assigned to a track, priority shall be placed on keeping students on the same track each year unless the parent/guardian requests a change.

*Legal Reference:*

**EDUCATION CODE**

17017.5 Approval of applications; year-round education program

17017.6 Substantial enrollment, high school districts

17017.7 Priority for funding new construction

17071.40 Exemption from increase in school building capacity

17088.3 Qualifications for lease; submission of year-round multitrack educational program study

**YEAR-ROUND SCHEDULES** (continued)

37202 *Equity length of term, exceptions*

37220-37223 *Saturdays and holidays*

37600-37644 *Continuous school programs*

37670-37672 *Multitrack year round scheduling*

**37693 Concept 6 program elimination**

41420 *Minimum number of instructional days per year*

**42238.02 Local control funding formula**

42250.1 *Funding for air conditioning*

46200-46206 **8** *Incentives for longer instructional day and year*

CODE OF REGULATIONS, TITLE 5

855 *Testing period*

~~884 *Primary language testing period*~~

14030 *School housing standards for multitrack programs*

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Year-Round Education Program Guide**

**WEB SITES**

California Department of Education, Multitrack Year-Round Education: <http://www.cde.ca.gov/ls/fa/yr>

National Association for Year-Round Education: <http://www.nayre.org>



# National SD

## Board Policy

### Instruction

BP 6142.2(a)

### WORLD/FOREIGN LANGUAGE INSTRUCTION

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Governing Board shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

(cf. 6174 - Education for English ~~Language~~ Learners)

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

(cf. 6143 - Courses of Study)

Students shall obtain credit toward high school graduation requirements for completion of a one-year course ~~during grades 9-12~~ in a world language or American Sign Language **during grades 9-12**.

(cf. 5126 - Awards for Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

~~In order to encourage higher levels of language proficiency throughout a student's education, the district may offer age appropriate language programs in elementary schools. Beginning in the primary grades, the district may deliver language studies through a two-way immersion program~~

**WORLD/FOREIGN LANGUAGE INSTRUCTION** (continued)

~~in which instruction is delivered in both English and another language to both English-only students and English learners.~~ **The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)**

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall **also** be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

*(cf. 1240 - Volunteer Assistance)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6163.1- Library Media Centers)*

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the **world** languages to be taught in the district.

*(cf. 0500 - Accountability)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference:***EDUCATION CODE**

~~300-344310~~ **Education for English learners**

**42238.02 Local control funding formula; class size requirements**

**44253.1-44253.11 Qualifications of teachers of English learners**

**44256-44257** *Credential requirements, including teachers of foreign language*

**48980 Parental notifications**

**51212** *Legislative intent to encourage foreign language instruction in grades 1-6*

**51220** *Courses of study, grades 7-12*

**51225.3** *High school graduation requirements*

## WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

51243-51245 *Alternative credits toward graduation for foreign language instruction in private school*  
60119 *Public hearings, instructional materials*  
60605.3 *Content standards for foreign world language instruction*  
**60605.5 *Revision of state standards for world language instruction***  
CODE OF REGULATIONS, TITLE 5  
1632 *Alternative credits toward graduation for foreign language instruction in private school*  
~~11309 *English immersion programs, parental exception waivers*~~

### Management Resources:

**CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS**  
***English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014***  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
***Two-Way Language Immersion Program FAQ***  
*World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009*  
*Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003*  
CENTER FOR APPLIED LINGUISTICS PUBLICATIONS  
*Guiding Principles for Dual Language Education, Second Edition, 2007*  
COLLEGE BOARD PUBLICATIONS  
*A Challenge to Change: The Language Learning Continuum, 1999*  
**COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**  
***CL-622 Serving English Learners***  
**UNIVERSITY OF CALIFORNIA PUBLICATIONS**  
***A-G Guide***  
WEB SITES  
CSBA: <http://www.csba.org>  
American Council on the Teaching of Foreign Languages: <http://www.actfl.org>  
California Association of for Bilingual Education: <http://www.bilingualeducationgocabe.org>  
California Department of Education, Foreign Language: <http://www.cde.ca.gov/ci/fl>  
California Foreign Language Project: <http://www.stanford.edu/group/CFLP>  
California Language Teachers' Association: <http://www.clta.net>  
Center for Applied Linguistics: <http://www.cal.org>  
~~College Board: <http://www.collegeboard.co>~~  
University of California, a-g Course Approval: <http://www.ucop.edu/a-gGuide/agagguide>

# National SD

## Administrative Regulation

Instruction

AR 6142.2(a)

### WORLD/FOREIGN LANGUAGE INSTRUCTION

#### Content of Instruction

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following **five** categories:

1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

*(cf. 6011 - Academic Standards)*

2. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.
3. Cultures: Students shall receive instruction that allows them to make connections and comparisons between language and culture.

*(cf. 6142.94 - History/Social Science Instruction)*

4. Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.
5. Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

#### **Two-Way Dual-Language Immersion Programs**

The district's ~~may establish two-way~~ **dual-language** immersion programs **may be** based on either or both of the following models:

1. A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program
2. A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the

**WORLD/FOREIGN LANGUAGE INSTRUCTION** (continued)

program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages

*(cf. 6174 - Education for English Learners)*

~~English-only~~ **Native English** speakers shall **generally** be ~~accepted~~ **admitted** into the program only during the first grade level at which the program is offered, **and** English learners ~~may be admitted into the program~~ during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time. **On a case-by-case basis, the Superintendent or designee may admit a student later in the program if he/she determines that the student is adequately prepared for and will benefit from the program.**

In enrolling students for the program, the district shall strive to maintain a ratio of half **native** English speakers and half ~~non-English speakers~~ **English learners**, and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

~~In order for a limited-English proficient student to participate in a two-way immersion program, his/her parent/guardian shall annually submit a request for a parental exception waiver pursuant to Education Code 310.311 and 5 CCR 11309.~~

*(cf. 6174 - Education for English Language Learners)*

**Any dual-language immersion program offered in grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)**

*(cf. 6151 - Class Size)*

**At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the district's dual-language immersion program and other language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)**

*(cf. 5145.6 - Parental Notifications)*

**Whenever a dual-language immersion classroom contains one or more English learners, the class shall be taught by a teacher who possesses the appropriate authorization issued by the Commission on Teacher Credentialing.**

*(cf. 4112.22 - Staff Teaching English Learners)*

# National SD

## Board Policy

Instruction

BP 6142.94(a)

### HISTORY-SOCIAL SCIENCE INSTRUCTION

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program ~~shall be designed to develop students' knowledge of historical events within a chronological and geographic context and~~ shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

*(cf. 6115 - Ceremonies and Observances)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills ~~that~~ students ~~shall be~~ **are** expected to ~~achieve~~ **possess** at each grade level.

*(cf. 6011 - Academic Standards)*

**The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.**

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 9000 - Role of the Board)*

~~The Superintendent or designee shall develop a comprehensive, sequential curriculum that is aligned with the district standards and is consistent with the state's curriculum framework. At each grade level, the curriculum shall integrate age appropriate instruction designed to develop student achievement in the following areas:~~

- ~~1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy~~

## **HISTORY-SOCIAL SCIENCE INSTRUCTION** (continued)

- 2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities**
- 3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship**

**The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.**

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum **through the use of by using** biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

*(cf. 0400 - District Technology Plan)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6162.6 - Use of Copyrighted Materials)*  
*(cf. 6163.1 - Library Media Centers)*

**Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4)**

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level,

**HISTORY-SOCIAL SCIENCE INSTRUCTION** (continued)

including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

*Legal Reference:***EDUCATION CODE**

33540 History-social science curriculum framework

**51008-51009 Instruction on farm labor movement**

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women, and ethnic groups

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51220.2 Instruction in legal system; teen or peer court programs

51221 Social science course of study, inclusion of instruction in use of natural resources

51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories

51225.3 High school graduation requirements

**51226.3 Instruction on civil rights, genocide, slavery, Holocaust, and deportation to Mexico**

**51226.7 Ethnic studies**

60040-60051 Criteria for instructional materials

60119 Public hearing on the sufficiency of instructional materials

60200-60206 Instructional materials, grades K-8

60400-60411 Instructional materials, grades 9-12

60640-60649 California Assessment of Student Performance and Progress

99200-99206 Subject matter projects

*Management Resources:***CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005* **2016**

***Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects, 2013***

***California English Language Development Standards, 2012***

*Model Curriculum for Human Rights and Genocide, 2000*

*History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998*

**NATIONAL COUNCIL FOR THE SOCIAL STUDIES PUBLICATIONS**

***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, 2013***

**WEB SITES**

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

**California Council for History Education: <http://www.csus.edu/al/cche>**

California Council for the Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

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

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmp.ucop.edu/chssp>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

**National Council for the Social Studies: <http://www.socialstudies.org>**



# National SD

## Board Policy

Instruction

BP 6144(a)

### CONTROVERSIAL ISSUES

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.3 - Civic Education)*  
*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.94 - History-Social Science Instruction)*  
*(cf. 6143 - Courses of Study)*

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. **~~The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.~~**

## CONTROVERSIAL ISSUES (continued)

4. ~~No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others.~~ Students shall be assured of their right to form and express an opinion without jeopardizing their ~~relationship with the teacher or school~~ **grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.**

*(cf. 5022 - Student and Family Privacy Rights)*

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

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the ~~Board requires that he/she be notified~~ **Superintendent or designee shall notify him/her** of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

*(cf. 6145.8 - Assemblies and Special Events)*

When required by law, **such as in regards to comprehensive sexual health and HIV prevention education,** ~~or otherwise deemed appropriate by the teacher or administrator,~~ parents/guardians shall be notified prior to instruction ~~related to any controversial issue and parent/guardian consent shall be obtained for student participation~~ **that they may request in**

## CONTROVERSIAL ISSUES (continued)

**writing that their child be excused from the instruction.** Students whose parents/guardians decline such instruction may be offered ~~the option to participate in~~ an alternative activity of similar **educational** value.

A student or parent/guardian with concerns regarding instruction about controversial issues **may communicate directly with the teacher or principal and/or use** ~~shall be directed to~~ appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

### *Legal Reference:*

#### EDUCATION CODE

220 *Prohibition of discrimination*

**48950 Freedom of speech**

**51240 Excuse from health instruction due to religious beliefs**

51500 *Prohibited instruction or activity*

51510 *Prohibited study or supplemental materials*

51511 *Religious matters properly included in courses of study*

**51513 Materials containing questions about beliefs or practices**

51530 *Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate*

**51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education**

~~51933 Sex education courses~~

~~51938 Right of parent/guardian to excuse child from sexual health instruction~~

60040 *Portrayal of cultural and racial diversity*

60044 *Prohibited instructional materials*

60045 *Criteria for instructional materials*

#### **COURT DECISIONS**

**Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)**

**Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)**

**Garcetti v. Ceballos, (2006) 547 U.S. 410**

# National SD

## Administrative Regulation

Instruction

AR 6158(a)

### INDEPENDENT STUDY

#### Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

*(cf. 6143 - Courses of Study)*

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum

3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum

4. Continuing and special study during travel

*(cf. 5112.3 - Student Leave of Absence)*

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

*(cf. 5113 - Absences and Excuses)*

**No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)**

*(cf. 6146.1 - High School Graduation Requirements)*

## **INDEPENDENT STUDY (continued)**

### **Equivalency**

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

### **Eligibility for Independent Study**

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

*(cf. 6159 - Individualized Education Program)*

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

*(cf. 6183 - Home and Hospital Instruction)*

## **INDEPENDENT STUDY (continued)**

~~Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)~~

~~(cf. 6200—Adult Education)~~

~~No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)~~

~~(cf. 5146 - Married/Pregnant/Parenting Students)~~

~~(cf. 6184 - Continuation Education)~~

## **Master Agreement**

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study

**INDEPENDENT STUDY** (continued)

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

The signed, dated agreement may be maintained on file electronically. (Education Code 51747)

**~~Course-Based Independent Study~~**

~~The district shall offer a course-based independent study program for students in grades K-12 subject to the following requirements: (Education Code 51749.5)~~

- ~~1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, meet the requirements for highly qualified teachers pursuant to 20 USC 6301, and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.~~

*(cf. 4112.2 - Certification)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

**INDEPENDENT STUDY (continued)**

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.
3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125—Student Records)

5. Examinations shall be administered by a proctor.
6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51—State Academic Achievement Tests)



**INDEPENDENT STUDY** (continued)

~~7. A student shall not be required to enroll in courses included in this program.~~

~~8. The student teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.~~

~~9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.~~

~~(cf. 6111 School Calendar)~~

~~(cf. 6112 School Day)~~

~~10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.~~

~~11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.~~

~~(cf. 3260 Fees and Charges)~~

~~12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.~~

~~Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)~~

~~1. A summary of the district's policies and procedures related to this program~~

~~2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above~~

~~3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years~~

~~4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program~~

## **INDEPENDENT STUDY (continued)**

~~5. The specific resources, including materials and personnel, that will be made available to the student~~

~~6. A statement that the student is not required to enroll in courses in this program~~

~~7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction~~

~~The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)~~

~~The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)~~

### **Monitoring Student Progress**

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

## **INDEPENDENT STUDY (continued)**

### **Responsibilities of Independent Study Administrator**

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

### **Assignment and Responsibilities of Independent Study Teachers**

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new **higher or lower** ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due

**INDEPENDENT STUDY** (continued)

4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

*(cf. 4131 - Staff Development)*

**Records**

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

*(cf. 3580 - District Records)*

**INDEPENDENT STUDY** (continued)

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

# National SD

## Administrative Regulation

**Instruction**

AR 6164.41(a)

### **CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL**

#### **Definitions**

*Parentally placed private school children with disabilities* means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR **300.130**, 300.131)

*Private school or facility* means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

#### **Consultation with Private School Representatives**

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably
2. How parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated
4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL** (continued)

6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

**Provision of Services**

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

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

The district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

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

In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL** (continued)

private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

*(cf. 6159 - Individualized Education Program)*

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school, ~~except private school teachers providing the services do not need to meet the requirements of the No Child Left Behind Act for "highly qualified special education teacher" pursuant to 34 CFR 300.18.~~ The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

~~*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*~~

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)



# National SD

## Board Policy

Instruction

BP 6173(a)

### EDUCATION FOR HOMELESS CHILDREN

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

*(cf. 6011 - Academic Standards)*

**The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)**

*(cf. 3250 - Transportation Fees)*

*(cf. 3260 - Fees and Charges)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

*(cf. 0460 - Local Control and Accountability Plan)*

**The Superintendent or designee shall designate an appropriate staff person to serve as a district liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.**

**In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.**

*(cf. 1113 - District and School Web Sites)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

## **EDUCATION FOR HOMELESS CHILDREN (continued)**

**Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)**

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

**Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)**

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

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

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6171 - Title I Programs)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6178 - Career and Technical Education)*

*(cf. 6179 - Supplemental Instruction)*

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. **However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)**

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

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

**The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

(cf. 1020 - Youth Services)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

*Legal Reference:*

EDUCATION CODE

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights **of homeless and foster youth;** ~~participation in extracurricular activities~~

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

## EDUCATION FOR HOMELESS CHILDREN (continued)

11431-11435 McKinney-Vento Homeless Assistance Act

**12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies**

### Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

*Partial Credit Model Policy and Practice Recommendations*

CALIFORNIA DEPARTMENT OF EDUCATION

*Homeless Education Dispute Resolution Process, January 30, 2007*

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

*Homeless Liaison Toolkit, 2013*

U.S. DEPARTMENT OF EDUCATION GUIDANCE

***Dear Colleague Letter, July 27, 2016***

*Education for Homeless Children and Youth's Program, Non-Regulatory Guidance, July 2004 2016*

### WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

# National SD

## Administrative Regulation

### Instruction

AR 6173(a)

### EDUCATION FOR HOMELESS CHILDREN

#### Definitions

*Homeless students* means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; **or** are abandoned in hospitals; **or are awaiting foster care placement**

(cf. 6173.1 - Education for Foster Youth)

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

**5.**—*Unaccompanied youth* **includes youth** who are not in the physical custody of a parent or guardian. **(20 USC 11434a)**

*School of origin* means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, **including a preschool**. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; **42 USC 11432**)

*Best interest* means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress,

## EDUCATION FOR HOMELESS CHILDREN (continued)

and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

### District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director Student Support Services

619-336-7740

[moconnor@nsd.us](mailto:moconnor@nsd.us)

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel **and** through **outreach and coordinated coordination** activities with other entities and agencies

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

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

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

2. Ensure that homeless students **are** enrolled **ed** in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and **students-children and youth have access to and** receive educational services for which they are eligible, **including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district**

*(cf. 5148.3 - Preschool/Early Childhood Education)*

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

*(cf. 5141.6 - School Health Services)*

- ~~4.~~ **5.** Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

## EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 5145.6 - Parental Notifications)

**5.6.** Disseminate notice of the educational rights of homeless students in ~~district schools that provide services to homeless children and at places where they receive services, such as~~ **locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including** schools, family shelters, **public libraries,** and hunger relief agencies (soup kitchens). **The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.**

**6.7.** Mediate enrollment disputes in accordance with law, ~~Board policy, and administrative regulation~~ **and the section "Resolving Enrollment Disputes" below**

**7.8.** Fully inform parents/guardians **of homeless students and unaccompanied youth** of all transportation services, **including transportation to the school of origin, and assist them in accessing transportation to the school of choice**

~~(cf. 3250 - Transportation Fees)~~

(cf. 3541 - Transportation Routes and Services)

**9.** Ensure that school personnel providing services to homeless students receive **professional development and other support**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

**10.** Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to **20 USC 1090**

**11.** Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as **required by law**

**8.**~~In addition,~~ when notified pursuant to Education Code 48918.1, **the district liaison shall** assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. ~~9.~~ When notified pursuant to Education Code 48915.5, **the district liaison shall** participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

## EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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

(cf. 6159 - Individualized Education Program)

~~10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records~~

**The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)**

### Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

**In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)**

~~When making a placement decision for a homeless student, the Superintendent or designee may consider~~ **Such factors may include, but are not limited to,** the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, ~~consider~~ **give priority to** the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless ~~his/her~~ **the student's** parent/guardian **or the unaccompanied youth** requests otherwise. (Education Code 48852.7; 42 USC 11432)



## **EDUCATION FOR HOMELESS CHILDREN** (continued)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. Does not have clothing normally required by the school, such as school uniforms

*(cf. 5132 - Dress and Grooming)*

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and ~~medical records, including, but not limited to, records or other proof of immunization history~~ **records of immunization and other required health records**

*(cf. 5111 - Admission)*

*(cf. 5111.1 - District Residency)*

*(cf. 5125 - Student Records)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

### **4. Has missed application or enrollment deadlines during any period of homelessness**

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other ~~medical~~ **required health** records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, **screenings**, or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian **or an unaccompanied youth**, the Superintendent or designee shall provide the parent/guardian **or the unaccompanied youth** with a written explanation of the decision along with a statement regarding the ~~parent/guardian's~~ right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

## **EDUCATION FOR HOMELESS CHILDREN** (continued)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; **42 USC 11432**)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

### **Resolving Enrollment Disputes**

If a dispute arises over **student eligibility**, school selection, or enrollment in a particular school, **the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)**

The parent/guardian **or unaccompanied youth** shall be provided with a written explanation of ~~the placement decision~~ **any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)**

The written explanation shall include:

- ~~1. The district liaison's contact information~~
- ~~2. A description of the district's placement decision~~
- ~~3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities~~
- ~~4. Notice of the parent/guardian's right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education~~

- 1. A description of the action proposed or refused by the district**

**EDUCATION FOR HOMELESS CHILDREN** (continued)

- 2. An explanation of why the action is proposed or refused**
- 3. A description of any other options the district considered and the reasons that any other options were rejected**
- 4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources**
- 5. Appropriate timelines to ensure any relevant deadlines are not missed**
- 6. Contact information for the district liaison and state coordinator, and a brief description of their roles**

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

**The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.**

In working with a student's parents/guardians **or unaccompanied youth** to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian **or unaccompanied youth** disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

**EDUCATION FOR HOMELESS CHILDREN** (continued)

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending **final** resolution of the dispute, **including all available appeals**, the student shall be immediately ~~admitted to~~ **enrolled in** the school in which enrollment is sought ~~pending resolution of the dispute.~~ **and shall be allowed to attend classes and participate fully in school activities.** (42 USC 11432, **11434a**)

**Transportation**

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, **or the district liaison in the case of an unaccompanied youth**, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

*(cf. 3250 - Transportation Fees)*

*(cf. 3541 - Transportation Routes and Services)*

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

**Transfer of Coursework and Credits**

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

**EDUCATION FOR HOMELESS CHILDREN** (continued)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

*(cf. 6143 - Courses of Study)*

**Applicability of Graduation Requirements**

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational

## **EDUCATION FOR HOMELESS CHILDREN** (continued)

institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

### **Eligibility for Extracurricular Activities**

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

### **Notification and Complaints**

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

**EDUCATION FOR HOMELESS CHILDREN** (continued)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

# National SD

## Board Policy

Instruction

BP 6174(a)

### EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English ~~as rapidly and effectively as possible~~ while facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) **goals and** specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, ~~implementation,~~ and evaluation of ~~English language development~~ programs **for English learners.**

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching English ~~Language~~ Learners)*

The ~~Superintendent or designee~~ **district** shall provide **effective professional development** to teachers **(including teachers in classroom settings that are not the settings of language instruction educational programs)**, administrators, and other school **or community-based organization personnel** ~~staff research-based professional development that is designed to~~



## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. **Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.** (20 USC 6825)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

~~The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, t~~To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

~~*(cf. 0420 - School Plans/Site Councils)*~~

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

~~*(cf. 6020 - Parent Involvement)*~~

### Identification and Assessment

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

*(cf. 6152.51 - State Academic Achievement Tests)*

### Placement of English Learners Language Acquisition Programs

**In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with**

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

*Language acquisition programs* are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

~~Students who are English learners shall be educated through "structured English immersion" (also known as "sheltered English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year.~~

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, ~~N~~nearly all of the classroom instruction ~~in the district's structured English immersion program~~ shall be provided in English, but with the curriculum and presentation designed for students who are learning the language English. (Education Code 305-306)

~~"Nearly all,"~~ ~~f~~For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

*(cf. 6151 - Class Size)*

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

*(cf. 5145.6 - Parental Notifications)*

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

*(cf. 6162.5 - Student Assessment)*

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

### Parental Exception Waivers

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

### [SECTION ON PARENTAL EXCEPTION WAIVERS DELETED]

#### Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

#### Legal Reference:

##### EDUCATION CODE

300-340 English language education, **especially:**

**305-310 Language acquisition programs**

**313-313.5 Assessment of English proficiency**

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

**48980 Parental notifications**

48985 Notices to parents in language other than English

52052 ~~Academic Performance Index; n~~ Numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

**56305 CDE manual on English learners with disabilities**

**60200.7 Suspension of state instructional materials adoptions**

**60603 Definition, recently arrived English learner**

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

853.5-853.7 Test administration; universal tools, designated supports, and accommodations  
 11300-11316 English learner education  
 11510-11517 California English Language Development Test  
UNITED STATES CODE, TITLE 20  
**1412 Individuals with Disabilities Education Act; state eligibility**  
 1701-1705 Equal Educational Opportunities Act  
**6311 Title I state plan**  
 6312 **Title I Local education agency plans**  
 6801-~~6871~~**7014 Title III, language instruction for limited English proficient English learners and**  
 immigrant students  
~~7012 Parental notification~~  
**7801 Definitions**  
**CODE OF FEDERAL REGULATIONS, TITLE 34**  
**100.3 Discrimination prohibited**  
**200.16 Assessment of English learners**  
**COURT DECISIONS**  
Valeria G. v. Wilson, (2002) 307 F.3d 1036  
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141  
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196  
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698  
**ATTORNEY GENERAL OPINIONS**  
83 Ops.Cal.Atty.Gen. 40 (2000)

### Management Resources:

**CSBA PUBLICATIONS**  
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016  
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016  
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014  
**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**  
**Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015**  
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014  
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014  
California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013  
**Common Core State Standards for Mathematics, rev. 2013**  
**Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013**  
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012  
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments  
**U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE PUBLICATIONS**  
**Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017**  
**English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016**  
**English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

***Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015***

*Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007*

**WEB SITES**

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

***California Association for Bilingual Education: <http://www.gocabe.org>***

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

***National Clearinghouse for English Language Acquisition: <http://www.ncela.us>***

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

# National SD

## Administrative Regulation

Instruction

AR 6174(a)

### EDUCATION FOR ENGLISH LANGUAGE LEARNERS

#### Definitions

~~*English learner*, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)~~

***English learner* means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)**

***Native speaker of English* means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)**

~~*English language classroom* means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)~~

~~*English language mainstream classroom* means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)~~

~~*Structured English immersion* (also known as "sheltered English immersion") means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)~~

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

~~Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)~~

**Identification and Assessments**

Upon enrollment in the district, each student's primary language shall be determined through **the** use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test **for initial identification**. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment **of the state's designated English language proficiency test** shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.~~76~~. Variations and accommodations in test administration may be provided **to English learners** pursuant to 5 CCR 11516-11516.~~76~~.

Any student with a disability **who is identified as an English learner** shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. ~~that are appropriate and necessary to address the student's individual needs.~~ If ~~he/she~~ **the student** is unable to participate in the assessment or a portion of the assessment **even** with such accommodations, ~~he/she shall be administered~~ an alternate assessment for English language proficiency **shall be administered to the student** as set forth in his/her IEP. (5 CCR 11516-11516.7; **20 USC 1412**)

(cf. 6152.51 - State Academic Achievement Tests)

(cf. 6159 - Individualized Education Program)

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

**Parental Notifications**

~~The Superintendent or designee shall provide the following written notifications to parents/guardians of English learners:~~



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

~~1. Assessment Notification: The district~~ **The Superintendent or designee** shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

*(cf. 5145.6 - Parental Notifications)*

~~2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)~~

~~3. Title III Notifications: Each~~ **The** parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title **I or Title** III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC ~~7012~~ **6312**)

~~a1.~~ The reason for the ~~student's classification~~ **identification of the student** as an English learner **and the need for placement in a language acquisition program**

~~b2.~~ The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

~~e3.~~ A description of the **language acquisition** program ~~for English language development instruction in which the student is, or will be, participating,~~ including a description of all of the following:

~~(1)a.~~ **The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction**

**b.** The manner in which the program will meet the educational strengths and needs of the student

~~(2)c.~~ **The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation**

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

- ~~(3)~~d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
- ~~(4)~~e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

**4. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request**

- ~~d.5.~~ Information regarding a parent/guardian's option to decline to **allow enroll** the student ~~to be enrolled~~ in the program or to choose ~~to allow the student to be enrolled in an alternative program~~ **another program or method of instruction, if available**
- ~~e.6.~~ Information designed to assist a parent/guardian in selecting among available programs, if more than one program **or method** is offered

~~4. Annual Measurable Objectives Notification: If the district fails to make progress on the annual measurable achievement objectives for English learners established pursuant to 20 USC 6842, the Superintendent or designee shall, within 30 days after such failure occurs, send a notification regarding such failure to the parents/guardians of each student identified for participation in a language instruction educational program supported by Title III funds. (20 USC 7012)~~

**Parental Exception Waivers**

**[SECTION ON PARENTAL EXCEPTION WAIVERS DELETED]**

**Reclassification/Redesignation**

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent

## **EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The ~~following~~ measures ~~shall be~~ used to determine whether an English learner shall be reclassified as fluent English proficient **shall include, but not be limited to:** (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

### **Advisory Committee**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the **Governing** Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
- ~~7. Review of and comment on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316~~

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

**LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

*(cf. 0460 - Local Control and Accountability Plan)*

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

# National SD

## Board Policy

### Instruction

BP 6177(a)

### SUMMER LEARNING PROGRAMS

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

*(cf. 0200 - Goals for the School District)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3552 - Summer Meal Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 5148 - Child Care and Development Program)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6143 - Courses of Study)*

### Summer School

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

*(cf. 5148.2 - Before/After School Program)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6175 - Migrant Education Program)*

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6179 - Supplemental Instruction)*

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

## **SUMMER LEARNING PROGRAMS** (continued)

1. Need course credits in order to graduate from high school before the beginning of the next school year

*(cf. 5147 - Dropout Prevention)*

*(cf. 6146.1 - High School Graduation Requirements)*

2. Have been retained or are at risk of being retained at their grade level

*(cf. 5123 - Promotion/Acceleration/Retention)*

3. Demonstrate academic deficiencies in core curriculum areas

*(cf. 0460 - Local Control and Accountability Plan)*

4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

**OPTION 1:** The remaining openings shall be offered to other district students on a first-come first-served basis.

**OPTION 2:** ~~The remaining openings shall be offered to other district students on a lottery basis.~~

~~Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make up missed work in accordance with law, Board policy, and administrative regulation.~~

*(cf. 5113 - Absences and Excuses)*

*(cf. 6154 - Homework/Makeup Work)*

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, he/she may report on the extent to which students successfully achieved the outcomes established for the program.

Additional Summer Learning Opportunities

## **SUMMER LEARNING PROGRAMS** (continued)

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

*(cf. 1020 - Youth Services)*

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

*(cf. 1700 - Relations Between Private Industry and the Schools)*

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity

*(cf. 1330.1 - Joint Use Agreements)*

3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component

*(cf. 3260 - Fees and Charges)*

*(cf. 5113.2 - Work Permits)*

*(cf. 6178.1 - Work-Based Learning)*

4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals

*(cf. 6020 - Parent Involvement)*

5. Assigning summer vacation homework in core curricular subject(s) for extra credit
6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects
7. Arranging opportunities for community service

*(cf. 6142.4 - Service Learning/Community Service Classes)*

## **SUMMER LEARNING PROGRAMS (continued)**

### *Legal Reference:*

#### EDUCATION CODE

8482-8484.6 *After School Education and Safety Program*  
8484.7-8484.9 *21st Century Community Learning Centers*  
37252-37254.1 *Supplemental instruction*  
39837 *Transportation to summer employment programs*  
41505-41508 *Pupil Retention Block Grant*  
41976.5 *Summer school programs, substantially disabled persons or graduating high school seniors*  
42238.01-42238.07 *Local control funding formula*  
48070-48070.5 *Promotion and retention*  
51210 *Areas of study for elementary schools*  
51220 *Areas of study for grades 1-6*  
51730-51732 *Powers of governing boards (authorization for elementary summer school classes)*  
52052 *Definition of numerically significant student subgroup*  
52060-52077 *Local control and accountability plan*  
54444.3 *Summer program for migrant students*  
56345 *Extended-year program for special education students*  
58700-58702 *Credit towards summer school apportionments for tutoring and homework assistance*  
58806 *Summer school apportionments*

#### CODE OF REGULATIONS, TITLE 5

3043 *Extended school year, special education students*  
11470-11472 *Summer school*

#### UNITED STATES CODE, TITLE 20

6311-6322 *Improving basic programs for disadvantaged students*  
7171-7176 *21st Century Community Learning Centers*

### *Management Resources:*

#### CSBA PUBLICATIONS

*Summer Learning and Wellness Resource Guide*  
*School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013*

#### NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

*Healthy Summers for Kids: Turning Risk into Opportunity, May 2012*  
*New Vision for Summer School, 2010*

#### RAND CORPORATION PUBLICATIONS

*Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011*

#### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
National Summer Learning Association: <http://www.summerlearning.org>  
Partnership for Children and Youth: <http://partnerforchildren.org>  
RAND Corporation: <http://www.rand.org>  
Summer Matters: <http://summermatters2you.net>



# National SD

## Board Policy

### Instruction

BP 6179(a)

### SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 5113.1 - Chronic Absence and Truancy)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*  
*(cf. 6164.5 - Student Success Teams)*

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6111 - School Calendar)*  
*(cf. 6112 - School Day)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer Learning Programs)*

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

*(cf. 1020 - Youth Services)*

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to ~~1.~~ students in grades 2-9 who have been retained or recommended for retention at their current grade level. (Education Code 37252.2, 48070.5)

**SUPPLEMENTAL INSTRUCTION** (continued)

*(cf. 5123 - Promotion/Acceleration/Retention)*

~~2. Eligible students from low income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)~~

**The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.**

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

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

*(cf. 6162.51 - State Academic Achievement Tests)*

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6142.7 - Physical Education and Activity)*

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6142.94 - History-Social Science Instruction)*

~~3. High school students who need support to successfully complete courses required for graduation~~

*Legal Reference:*

**EDUCATION CODE**

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

## **SUPPLEMENTAL INSTRUCTION (continued)**

60603 *Definitions, core curriculum areas*  
60640-60649 *California Assessment of Student Performance and Progress*  
60850-60859 *High school exit examination, especially:*  
60851.5 *Suspension of high school exit examination*  
CODE OF REGULATIONS, TITLE 5  
11470-11472 *Summer school*  
UNITED STATES CODE, TITLE 20  
6316 *Program improvement schools and districts*

### *Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
*Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016*  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
*Supplemental Educational Services, January 14, 2009*  
*Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004*  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education: <http://www.ed.gov>

# National SD

## Board Bylaw

### Board Bylaws

BB 9012(a)

#### BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Governing Board recognizes that electronic communication ~~among Board members and between Board members, district administration, and members of the public~~ is an efficient and convenient way **for Board members** to communicate and expedite the exchange of information **within the district and with members of the public.** ~~and to help keep the community informed about the goals, programs, and achievements of the district and its schools.~~ Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting **nor to circumvent the public's right to access records regarding district business.**

*(cf. 1100 - Communication with the Public)*

~~*(cf. 6020 - Parent Involvement)*~~

*(cf. 9000 - Role of the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

*(cf. 9320 - Meetings and Notices)*

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

**In addition, Board members may use electronic communications to discuss matters other than that do not pertain to district business with each other, regardless of the number of Board members participating in the discussion.**

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the **press media** shall be forwarded to the designated district spokesperson.

*(cf. 1112 - Media Relations)*

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

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

## **BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

(cf. 1312.3 - *Uniform Complaint Procedures*)  
(cf. 1312.4 - *Williams Uniform Complaint Procedures*)  
(cf. 3320 - *Claims and Actions Against the District*)  
(cf. 9005 - *Governance Standards*)  
(cf. 9121 - **Board President**)  
(cf. 9200 - *Limits of Board Member Authority*)  
(cf. 9270 - **Conflict of Interest**)

**In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.**

(cf. 4112.6/4212.6/4312.6 - *Personnel Files*)  
(cf. 5125 - *Student Records*)  
(cf. 9011 - *Disclosure of Confidential/Privileged Information*)  
(cf. 9321 - *Closed Session Purposes and Agendas*)

**Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.**

**Like other writings concerning district business, a Board member's electronic communications may be subject to disclosure under the California Public Records Act. To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communication to a district electronic storage device for easy retrieval.**

(cf. 1340 - *Access to District Records*)  
(cf. 3580 - **District Records**)

### *Legal Reference:*

#### **EDUCATION CODE**

35140 *Time and place of meetings*  
35145 *Public meetings*  
35145.5 *Agenda; public participation; regulations*  
35147 *Open meeting law exceptions and applications*

#### **GOVERNMENT CODE**

#### **6250-6270 California Public Records Act**

11135 *State programs and activities, discrimination*  
54950-54963 *The Ralph M. Brown Act, especially:*  
54952.2 *Meeting, defined*  
54953 *Meetings to be open and public; attendance*  
54954.2 *Agenda posting requirements, board actions*

#### **COURT DECISIONS**

**City of San Jose v. Superior Court (2017) 2 Cal.5th 608**

## BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

### *Management Resources:*

#### CSBA PUBLICATIONS

*Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017*

*The Brown Act: School Boards and Open Meeting Laws, rev. 2006 2014*

#### ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Legislative Bodies, 2003*

#### LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

*Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007*

#### WEB SITES

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

CSBA, Agenda

Online: <http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx> <https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx>

California Attorney General's Office: <https://oag.ca.gov>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

# National SD

## Board Bylaw

BB 9240

### BOARD ~~DEVELOPMENT~~ TRAINING

Citizens elected to the Governing Board are entrusted with the responsibility of governing district schools. The Board recognizes that its members need training. The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills. Board members should make every attempt to avoid missing regularly scheduled Board meetings when participating in professional development.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

(cf. 9230 - Orientation)

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

Funds for Board development training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3100 - Budget)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

All Board members may attend conferences for the purpose of Board development. Board business shall not be discussed at conferences. Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.

(cf. 9320 - Meetings and Notices)

Board members shall report to the Board, orally or in writing, as soon as possible on the inservice board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshop

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:  
54952.2 Meeting

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for School Boards

WEB SITES

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

California County Boards of Education: <http://www.theccbe.org>

National School Boards Association: <http://www.nsba.org>

Bylaw NATIONAL ELEMENTARY SCHOOL DISTRICT  
adopted: October 12, 1994 National City, California



# National SD

## Board Bylaw

### Board Bylaws

BB 9240

#### BOARD TRAINING

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills. Board members should make every attempt to avoid missing regularly scheduled Board meetings when participating in professional development.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

(cf. 9230 - Orientation)

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

Funds for ~~Board development~~ training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.

(cf. 0000 - Vision)

## **BOARD TRAINING (continued)**

(cf. 0200 - Goals for the School District)

(cf. 3100 - Budget)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.

(cf. 9320 - Meetings and Notices)

Board members shall report ~~to the Board~~, orally or in writing, ~~as soon as possible~~ on the ~~inservice~~ board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.

### Legal Reference:

#### GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting

### Management Resources:

#### CSBA PUBLICATIONS

Professional Governance Standards for School Boards

#### WEB SITES

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

California County Boards of Education: <http://www.theccbe.org>

National School Boards Association: <http://www.nsba.org>

Bylaw      NATIONAL ELEMENTARY SCHOOL DISTRICT  
adopted: October 12, 1994   National City, California

# National SD

## Board Bylaw

BB 9250

### Remuneration, Reimbursement And Other Benefits

#### Remuneration

Each member of the Governing Board may receive the monthly compensation as provided for in law.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

If a member does not attend all **regular** Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of **regular** meetings attended unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

A member may be paid for **regular** meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the **regular** meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Education Code 35120)

#### Reimbursement of Expenses

Board members shall be reimbursed for traveling expenses for all CSBA events. All other travel may be reimbursed with prior authorization by the Board. (Education Code 35044)

(cf. 9240 - Board Development)

The rate of reimbursement shall be the same rate specified for district personnel.

(cf. 3350 - Travel Expenses)

#### Health and Welfare Benefits

Board members may participate in the health and welfare benefits program provided for district employees.

Health and welfare benefits for Board members shall be no greater than that received by district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent the district pays premiums for district staff in accordance with Government Code 53208.5.

#### Benefits for Retired Board Members

Retired Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for retired Board members shall be no greater than that received by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Because the district paid for health and welfare benefits for former Board members before January 1, 1994, any former Board member may continue to participate in the district's health and welfare benefits at the district's expense so long as that member satisfies all of the following conditions: (1) he/she served in office after January 1, 1981, (2) his/her term began before January 1, 1995, and (3) he/she has served for 12 or more years. These payments shall be made under the same terms as made for former Board members before January 1, 1994. (Government Code 53201)

Any former member whose first term of office began on or after January 1, 1995, and any other member retiring from the Board after at least one term, may continue the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

#### Legal Reference:

##### EDUCATION CODE

1090 Compensation for members and mileage allowance

33050-33053 General waiver authority

33362-33363 Reimbursement of expenses (Department of Education and CSBA workshops)

35012 Board members; number, election and term

35044 Payment of traveling expenses of representatives of board

35120 Compensation (services as member of governing board)

35172 Promotional activities

44038 Cash deposits for transportation purchased on credit

GOVERNMENT CODE

20322 Elective officers; election to become member

53200-53209 Group insurance

UNITED STATES CODE, TITLE 26

403(b) Tax-sheltered annuities

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:

WEB SITES

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

Public Employees' Retirement System: <http://www.calpers.ca.gov>

Bylaw NATIONAL SCHOOL DISTRICT

adopted: May 14, 2003 National City, California

revised: June 11, 2014

# National SD

## Board Bylaw

BB 9324

### Minutes And Recordings

The Governing Board recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public and helps foster public trust in Board governance.

(cf. 9000 - Role of the Board)  
(cf. 9005 - Governance Standards)  
(cf. 9323 - Meeting Conduct)

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)  
(cf. 9122 - Secretary)  
(cf. 9323.2 - Actions by the Board)

The minutes shall reflect which members are present and whether a member is not present for part of the meeting due to late arrival and/or early departure.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

The minutes shall include the specific language of each motion and the names of the Board members who made and seconded the motion.

The minutes shall also report any action taken and the vote or abstention on that action of each member present. (Government Code 54953)

The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall

approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board clerk and the secretary to the Board.

Official Board minutes and audio recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Actions and Reports)

#### Audio Recordings of Meetings

Audio recordings ~~shall~~ **may** be erased or destroyed 30 days after the meeting. Audio recordings upon request, shall be made available for inspection by members of the public ~~at the district office on a district equipment recorder~~ without charge. (Government Code 54953.5). **Whenever possible, audio recordings of meetings will be posted to the District website for the duration of the current calendar year.**

#### Legal Reference:

##### EDUCATION CODE

35145 Public meetings

35163 Official actions, minutes and journals

35164 Vote requirements

##### GOVERNMENT CODE

54952.2 Meeting defined

54953 Meetings

54953.5 Audio or video recording of proceedings

54953.6 Broadcasting of proceedings

54957.2 Closed sessions; clerk; minute book

54960 Violations and remedies

##### PENAL CODE

632 Unlawful to intentionally record a confidential communication without consent

##### CODE OF REGULATIONS, TITLE 5

16020-16027 Classification and retention of records

#### Management Resources:

##### CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

Guide to Effective Meetings, rev. 2007

WEB SITES

CSBA, Agenda Online: <http://www.csba.org>

Bylaw      NATIONAL SCHOOL DISTRICT  
adopted: June 11, 2014      National City, California